



UNION UNIVERSITY

Since 1823

Graduate Catalogue

This publication is intended as a description of the graduate academic programs and activities of Union University. While it is not an offer to make a contract, it is offered as a comprehensive description that can serve as a guide for students contemplating study or already enrolled at Union University.

The administration and faculty believe that the educational and other programs of the University described in this catalogue are effective and valuable. The ultimate results of programs offered in terms of achievement, employment, professional licensing, or other measure, are dependent on factors outside the programs, such as the personality and energy of the student, governmental or institutional regulations, and market conditions. Therefore, except as specifically stated herein, the University makes no representation or contract that following a particular course or curriculum will result in specific achievement, employment or qualification for employment, admission to degree programs, or licensing for particular professions or occupations.

In compliance with all applicable state and federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Union University does not illegally discriminate on the basis of race, sex, color, national origin, age, disability, or military service in admissions; in the administration of its education policies, programs, or activities; or in employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Persons who believe their rights under this policy have been violated should contact the Office of the President.

In compliance with its duties under state and federal law, Union University makes an annual report of campus crime statistics and campus security policies. These reports are distributed annually to current students and employees. Prospective students and employees may request copies of the reports from the Office of Safety and Security.

2006—2007

AN OVERVIEW OF THE UNIVERSITY

Our Identity

Union University is an academic community, affiliated with the Tennessee Baptist Convention, equipping persons to think Christianly and serve faithfully in ways consistent with its core values of being Christ-centered, people-focused, excellence-driven, and future-directed. These values shape its identity as an institution which prioritizes liberal arts based undergraduate education enhanced by professional and graduate programs. The academic community is composed of quality faculty, staff, and students working together in a caring, grace-filled environment conducive to the development of character, servant leadership, and cultural engagement.

Our Core Values

- **Excellence-Driven:** We believe that excellence, not mere compliance, is the goal of our teaching, our research, and our service. We are not motivated to excellence out of pride but out of a desire to do all things for God's glory because He cares about our work and wants to be involved in everything we do. We will not be satisfied with mediocrity, but will pursue excellence in all things. This means our truth claims carry with them the challenge of living out that truth in the minutes and hours of our daily life. Thus we will pursue excellence, without arrogance.
- **Christ-Centered:** A cohering core value of our guiding vision is a call to faith, a call to be Christ centered in all that we are and in all that we do. We will seek to build a Christian liberal arts based community where men and women can be introduced to an understanding and appreciation of God, His creation and grace, and to humanity's place of privilege and responsibility in this world. We will seek to establish all aspects of life and learning on the Word of God, leading to a firm commitment to Christ and His Kingdom. To be a Christ-centered institution calls for us to establish the priority of worship and service in the Christian life while seeking to develop a generation of students who can be agents of reconciliation to a factious church in a hurting and broken world. This commitment calls for all faculty and staff to integrate Christian faith in all learning and doing, based on the supposition that all truth is God's truth and that there is no contradiction between God's truth made known to us in Holy Scripture and that which is revealed to us through creation and natural revelation.
- **People-Focused:** A third pillar on which we will build our common commitments is the core value of being people focused. At the heart of our commitment to being people focused is the visible demonstration of valuing one another. We will give honor to one another through our words and actions, and by committing to each person's success. We therefore jointly commit ourselves to the success of Union University.
- **Future-Directed:** We will seek to maximize the windows of opportunity the Lord has presented to us to the greatest degree that resources allow. All of our

resources and efforts must, by God's grace, be maximized to fulfill our common mission. A commitment to being future directed means we want to have a short-term focus and a long term view. We want to involve ourselves in efforts that prepare us effectively to impact the world of the 21st Century.

Our Mission

Union University provides Christ-centered education that promotes excellence and character development in service to Church and society.

Our History

Union University is an heir of three antebellum Tennessee schools—West Tennessee College and its predecessor, Jackson Male Academy, both located at Jackson, and of Union University, located at Murfreesboro—and it is the inheritor of another college in 1927, Hall-Moody Junior College of Martin, Tennessee.

Jackson Male Academy, founded in 1823 shortly after the opening of West Tennessee for settlement, was chartered by the legislature in 1825, making it the oldest school currently affiliated with Southern Baptist life.

West Tennessee College originated in the mid-1840s when supporters of the Academy secured a charter for a college and received an endowment from the state to come from the sale of public lands. Under its charter, the property rights and governance of the Jackson Male Academy were vested in the trustees of the College. The College offered three degrees—bachelor of arts, bachelor of philosophy, and master of arts—and had four departments: Moral Philosophy, Languages, Mathematics, and Natural Philosophy and Chemistry. West Tennessee College continued until 1874, when at a time of depressed economic conditions, the trustees offered the College's buildings, grounds, and endowment to Tennessee Baptists in the hopes of attracting a southwestern regional university planned by the state's Baptist leaders.

Meanwhile, after years of discussion and the raising of an endowment, the Baptists of Middle Tennessee (there were three separate conventions in Tennessee at that time) in 1848 established Union University at Murfreesboro, near the geographical center of the state. Union University came upon hard times when in 1859 its highly respected president, Dr. Eaton, died and when during the Civil War its campus was badly damaged. It reopened in 1868 only to close again in 1873, largely because of its financial condition and an epidemic of cholera.

Southwestern Baptist University, the immediate predecessor of the present Union University, originated because of a desire by Tennessee Baptists, who still had a separate convention for each of the state's three Grand Divisions, for greater unification. Education became the core issue around which such unification was promoted. Committees of the three conventions met jointly in Humboldt in 1873 and issued a resolution supporting the establishment of a first-class regional university. An Educational Convention met in Murfreesboro in 1874, and following that

a committee was appointed to select a location for the proposed university. The committee recommended the acceptance of the offer made by the citizens of Jackson to assume ownership of West Tennessee College.

In September 1874, the new institution opened at Jackson as an academy, and in 1875 it was chartered as Southwestern Baptist University. In 1907, Dr. T. T. Eaton, a trustee at Southwestern from its beginning, bequeathed his 6,000 volume library to the college. He was a former professor at Union University at Murfreesboro, where his father, Dr. Joseph H. Eaton, had been president. Shortly thereafter the name of Southwestern Baptist University was changed to Union University to honor the Eatons and others from Union at Murfreesboro who had made a major impact on Southwestern as faculty, administrators, trustees, and contributors. In a further move to unify its educational efforts, the Tennessee Baptist Convention in 1925 secured a new charter which vested all rights, authority, and property of Union University in the Convention, including the election of the University's trustees. Two years later, the Convention was able to consolidate Hall-Moody Junior College at Martin (1900-1927) with Union University. During the 1920s, Union discontinued its graduate program, its Law Department, and its high school and added a bachelor of music degree program.

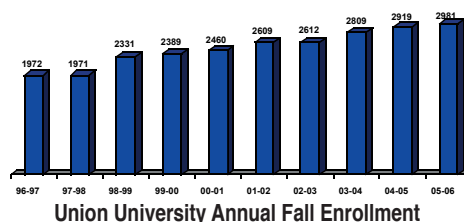
After a major fire in 1912, several new buildings were constructed, including the centerpiece of the campus for the next 60 years, Barton Hall. In 1948 the Southern Association of Colleges and Schools granted Union University its original accreditation. In 1962, at the request of local physicians, Union developed a nursing program with the assistance of Jackson-Madison County General Hospital.

Because of an aging and landlocked campus, Union, in 1975, moved from near downtown to a new campus located along Highway 45-Bypass in north Jackson. During the administrations of President Robert Craig (1967-85) and President Hyran Barefoot (1987-1996), enrollment increased from less than 1,000 students to over 2,000; the multi-purpose Penick Academic Complex was enlarged several times; many additional housing units were erected; and the Blasingame Academic Complex (1986) and the Hyran E. Barefoot Student Union Building (1994) were constructed. From the early 1950's to the early 1970's, Union operated an Extension Center in the Memphis area. From 1987-95, Union offered the degree completion program leading to the Bachelor of Science in Nursing (RN to BSN track) in Memphis. There were over 300 graduates of this program.

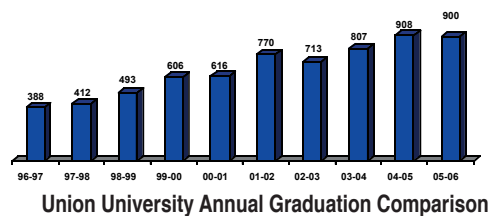
When David S. Dockery was elected as the fifteenth president of Union University in December 1995, he brought with him a compelling vision to build on a great tradition while taking Union to the next level of regional and national prominence in Christian higher education. The progress that has been made during this time has been remarkable: annual non-duplicating headcount increased from 2200 (in 1996) to more than 3600 (in 2005); significantly increased giving to Union, including twelve of the largest commitments in Union history; instituted three five-year strategic plans; completed construction of two residence halls, the Miller Tower, Jennings Hall, Hammons Hall, and new Fesmire athletic facilities;

launched the \$110 million comprehensive "Building a Future" campaign (now at \$80 million); renewed commitment to scholarship and research among Union faculty as a part of the establishment of the Center for Faculty Development; added new undergraduate majors in political science, physics, theology, digital media studies, church history, ethics, sports management, sports medicine, engineering; and graduate programs in education (M.Ed., Ed.S., and Ed.D.), nursing (MSN with tracks in education, administration, and nurse anesthesia), and intercultural studies (MAIS); SACS Level V accreditation was achieved; programs were added in undergraduate research; began LIFE group programs, student retention programs, student mission involvement, giftedness assessment program for freshman students; established an extension campus in Germantown, TN, which now has almost 800 students; established the Carl F.H. Henry Center for Christian Leadership; established the Charles Colson Chair for Faith and Culture; established highly successful annual Scholarship Banquet (1997-2005); and achieved top tier recognition in U.S. News and World Report and other important listings.

In many respects, Union University is in the strongest position in its history. For example, the University has enjoyed steady enrollment growth for a number of years, as indicated below:



Another indicator of the University's health and vitality is the growth in the number of students completing programs at Union. As indicated below, this past year over 800 students graduated from Union, a 107% increase over the 96-97 school year:



Key enrollment and financial indicators are monitored by University officials regularly to determine trends and to provide data for critical decision-making and analysis, including:

Key Enrollment Indicators	1996	2005
Fall Enrollment	1972	2981
Non-duplicating headcount	2183	3600+
# of states/ countries	31/ 14	44/ 30+
% of male/ female	35/ 65%	40/ 60%
% of minority students	5%	20%
# of graduates	388	900

At its December, 2004 Board meeting, the University trustees approved a new strategic plan, "Union 2010: A Vision for Excellence." The plan outlines goals and provides direction for the University for the next five years.

Our Statement of Faith

1. **The Scriptures.** The Scriptures of the Old and New Testament were given by inspiration of God, and are the only sufficient, certain and authoritative rule of all saving knowledge, faith, and obedience.
2. **God.** There is but one God, the Maker, Preserver and Ruler of all things, having in and of Himself, all perfections, being infinite in them all; and to Him all creatures owe the highest love, reverence and obedience. He exists eternally in three persons: Father, Son, and Holy Spirit each with distinct personal attributes, but without division of nature, essence or being. God ordains or permits all things that come to pass, and perpetually upholds, directs and governs all creatures and all events; yet so as not to destroy the free will and responsibility of intelligent creatures.
3. **Humankind.** God originally created humankind in His image, and free from sin; but through the temptation of Satan, they transgressed the command of God, and fell from their original righteousness, whereby all humans have inherited a sinful nature that is opposed to God, and are thus under condemnation. As soon as they are capable of moral action, they become actual transgressors.
4. **Jesus Christ.** The second person of the Trinity is the eternal Son of God. In his incarnation Jesus Christ was conceived by the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature, yet without sin. He honored the divine law by His personal obedience, and by His substitutionary death on the cross He made provision for our redemption from sin. He was buried and rose again the third day, and ascended to His Father, at whose right hand He lives to make intercession for His people. He is the only Mediator, the Prophet, Priest and King of the Church, and Sovereign of the universe.
5. **Holy Spirit.** The Holy Spirit is the Spirit of God, fully divine, who exalts Jesus Christ. The Spirit convicts men and women of sin, of righteousness, and judgment, enabling them to understand the truth. He calls men and women to the Savior, and brings about regeneration, which is a renewal of heart and nature.
6. **Salvation.** Salvation involves the redemption of the whole person, and is offered freely to all who believe in Jesus Christ as Lord and Savior; accepting and trusting in Him alone for justification and eternal life. Justification is God's gracious declaration of righteousness of sinners, who believe in Christ, from all sin, through the satisfaction that Christ has made. Believers are also sanctified by God's Word and Spirit dwelling in them. Sanctification is the process of progressing toward moral and spiritual maturity, enabled by the presence and power of the Holy Spirit. Those who are accepted in Christ and sanctified by the Holy Spirit will never totally nor finally fall away from the state of grace, but

shall persevere to the end, and be kept by the power of God through faith unto salvation.

7. **The Church.** The Lord Jesus Christ is the Head of the Church, which is composed of all true followers of Christ, and in Him is invested supremely all power for its government. Christians are to associate themselves with local churches; and to each church is given the authority to administer order, to carry out ministry, to worship, and to practice discipline.
8. **Last Things.** The bodies of humans after death return to dust, but their spirits return immediately to God—the righteous to rest with Him; the wicked to be reserved under darkness to the judgment. God in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth. At the last day, the bodies of all the dead, both just and unjust, will be raised. God has appointed a day, when He will judge the world by Jesus Christ, when all people shall receive according to their deeds; the wicked shall go into everlasting punishment; the righteous, into everlasting life.

EXTERNAL ASSOCIATIONS

Accredited By

Union University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, education specialist, and education doctorate degrees. Questions about the status of the University's accreditation may be obtained from the Commission on Colleges by calling 404-679-4501 or by writing 1866 Southern Lane, Decatur, GA. The University also has the following discipline-specific accreditation:

American Chemical Society
Commission on Accreditation of Allied Health Education Programs
Commission on Collegiate Nursing Education
Council on Accreditation of Nurse Anesthesia Educational Programs
Council on Social Work Education
National Association of Schools of Art and Design
National Association of Schools of Music
National Council for Accreditation of Teacher Education
Teacher Education Program, Tennessee State Department of Education
Tennessee Health Related Boards

Member Of

American Association of Colleges of Nursing
American Association for Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
Association to Advance Collegiate Schools of Business
Association of Baccalaureate Social Work Program Directors
Associations for Christians in Student Development
Association of Collegiate Business Schools and Programs
Association of Independent Liberal Arts Colleges for Teacher Education

Association of Southern Baptist Colleges and Schools
 Baptist Association for Student Affairs
 Concurrent Admissions Program
 Council for Christian Colleges and Universities
 Council of Baccalaureate and Higher Degree Programs
 of the National League for Nursing
 Council of Colleges of Arts and Sciences
 Council of Independent Colleges
 Council on Undergraduate Research
 Council for the Advancement and Support of Education
 National Art Education Association
 National Association of College Admissions Counselors
 North American Association of Christian in Social Work
 Service Members Opportunity Colleges
 Southern Council of Collegiate Education for Nursing
 Tennessee Association for Counseling and Development
 Tennessee Association of Collegiate Registrars and Admission Officers
 Tennessee College Association

The Campus

The uniqueness of the Union University campus, located on U.S. Highway 45 By-Pass and Union University Drive in Northwest Jackson, is related to the academic facilities and student housing. Union’s campus is designed with the student as its axis. All facilities, programs, and personnel are interrelated in an attempt to meet the needs of students.

In addition to the main campus in Jackson, Union University opened a second campus in the Memphis suburb of Germantown, Tennessee in 1997. Because of the rapid growth of the campus, the faculty and staff offices,

classrooms and computer lab facilities moved to a new location in June 2001. Continued demands for growth and expansion of programs warranted a renovation in 2003 to include additional nursing labs, classrooms, conference rooms and offices. Union also has an off-campus site in San Francisco, California.

A detailed description of each building, as well as the services available is presented in the *Campus Life Handbook* and at www.uu.edu/student-services.

Graduate Studies

All programs and objectives in Graduate Studies at Union University derive from the statement of Mission of Union University. Accordingly, Graduate Studies seeks to provide students with a quality educational experience in a Christian university environment. Specifically, Union expects graduate students to:

- Demonstrate within their disciplines advanced knowledge and skills.
- Display competency in critical evaluation of issues, trends and methodologies.
- Demonstrate the ability to apply research that extends the body of knowledge in the field.
- Enhance their ethical decision-making ability through an academic environment integrated with a Christian faith.
- Build intellectual and moral knowledge to cope with a pluralistic world and better serve their communities, businesses and schools.

Graduate Studies seeks to reflect the Core Values of Union University in academics, Christian values, development of the whole person and personal attention to student needs. Its goals are to cultivate a Christian academic community which is excellence-driven, Christ-centered, people-focused and future-directed.

2006–2007 Academic Calendar for Non-Cohort Programs

Fall Semester, 2006

August

30, Wednesday 16-Week Classes Begin
 30-Sept. 5, Wednesday–Tuesday *Late Registration

September

1, Friday Convocation
 4, Monday Labor Day Holiday
 5, Tuesday *Last Day to Add a Class

October

3, Tuesday *Last Day to Drop a Class
 19-20, Thursday-Friday Fall Holiday

November

22-24, Wednesday–Friday Thanksgiving Holidays

December

11-14, Monday–Thursday *Final Examinations
 16, Saturday Graduation

Winter Term, 2007

January

3, Wednesday	Day and Evening Registration—Classes Begin
4, Thursday	Late Registration
4, Thursday	Last Day to Add a Class
11, Thursday	Last Day to Drop a Class
26, Friday	Final Examinations

Spring Semester, 2007

January

31, Wednesday	16-Week Classes Begin
31-Feb. 6, Wednesday–Tuesday	*Late Registration

February

6, Tuesday	*Last Day to Add a Class
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March

6, Tuesday	*Last Day to Drop a Class
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April

2-8, Monday-Friday	Spring Holidays
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May

14-17, Monday–Thursday	*Final Examinations
19, Saturday	Graduation

Summer Terms, 2007

First Term/June

4, Monday	Classes Begin
5, Tuesday	Late Registration; Last Day to Add a Class
12, Tuesday	Last Day to Drop a Class
29, Friday	Final Examinations

Second Term/July

2, Monday	Classes Begin
3, Tuesday	Late Registration; Last Day to Add a Class
4, Wednesday	Independence Day Holiday
10, Tuesday	Last Day to Drop a Class
27, Friday	Final Examinations

Third Term/August

July

30, Monday	Classes Begin
30, Monday	Last Day to Add a Class

August

8, Wednesday	Last Day to Drop a Class
17, Friday	Final Examinations

Accelerated Calendar, Evening and Saturday Classes

Fall Semester 2006 Accelerated Courses

August 8-Week Session

25, Friday	Last Day to Register for August Classes
26, Saturday	Classes Begin

September

4, Monday Labor Day Holiday for all Classes
6, Wednesday Additional Class for Monday Evening August Accelerated Classes
20, Wednesday Additional Class for Thursday Evening August Accelerated Classes
21, Thursday Last Day to Drop M, T, R August Accelerated Classes
25, Monday Last Day to Drop Saturday August Accelerated Classes

October

12-17, Thursday–Tuesday Final Exams for August Accelerated Session

October 8-Week Session

23, Monday Last Day to Register for October Classes; Classes Begin

November

17, Friday Last Day to Drop an October Accelerated Class
22-24, Wednesday–Friday Thanksgiving Holidays
29, Wednesday Additional Class for Thursday Evening October Accelerated Session

December

9-14, Monday–Thursday October Accelerated Final Exams
16, Saturday Graduation

Winter 4-Week Session, 2007

January

2, Tuesday Classes Begin
12, Friday Last Day to Drop Weekday Classes
15, Monday Last Day to Drop Saturday Classes
20, Saturday Final Exams for Saturday Classes
25, Thursday Final Exams for Weekday Classes

Spring Semester 2007 Accelerated Courses

February 8-Week Session

January

26, Friday Last Day to Register for a February Accelerated Classes
27, Saturday February Accelerated Classes Begin
31, Wednesday Additional Class for Monday February Accelerated Classes

February

7, Wednesday Additional Class for Tuesday February Accelerated Classes
14, Wednesday Additional Class for Thursday February Accelerated Classes
16, Friday Last Day to Drop a M, T, R February Accelerated Class
19, Monday Last Day to Drop a Saturday February Accelerated Class

March

10-15, Saturday–Thursday Final Exams for February Accelerated Session

April 8-Week Session

March

16, Friday Last Day to Register for a April Accelerated Classes
17, Saturday March Accelerated Classes Begin

April

2-8, Monday–Friday Spring Holidays
20, Friday Last Day to Drop a M, T, R April Accelerated Class
23, Monday Last Day to Drop a Saturday April Accelerated Class

May	
12-17, Saturday–Thursday	Final Exams for April Accelerated Classes
19, Saturday.....	Graduation

Summer 8-Week Session

June	
2, Friday.....	Last Day to Register for a Summer 8-Week Classes
3, Saturday.....	Summer 8-Week Classes Begin
25, Monday.....	Last Day to Drop a Summer 8-Week Class

July 4-Week Session

4, Wednesday	Independence Holiday
26-28, Thursday-Saturday.....	Final Exams for Summer 8-Week Classes

August

3, Friday.....	Graduation
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Graduate Governance and Admissions

Eight graduate programs currently exist at Union University: the M.B.A., administered by the McAfee School of Business Administration; the M.A.Ed., the M.Ed., the Ed.S. and the Ed.D. degrees administered by the College of Education and Human Studies; the M.S.N., administered by the School of Nursing; and the M.A.I.S., administered by the Institute of International and Intercultural Studies; and the M.C.S., administered by the School of Christian Studies.

The Master of Business Administration degree program is administered by the M.B.A. Director and by the Dean, McAfee School of Business Administration. The Master of Arts in Education, the Master of Education, the Education Specialist and the Education Doctorate degree programs are administered by Program Directors and the Dean, College of Education and Human Studies. The Master of Science in Nursing is administered by the M.S.N. Director and the Dean of the School of Nursing. The Master of Arts in Intercultural Studies is administered by the Associate Provost for International and Intercultural Studies in collaboration with the MAIS Advisory Council and the Academic Council comprised of all University deans. The Master of Christian Studies is governed by the M.C.S. Director and the Dean of the School of Christian Studies. The Greater Faculty is responsible for approval of curriculum and graduate program policies. The Faculty considers recommendations from the University Curriculum Committee (UCC), which is responsible for examining graduate programs, course offerings, and policies relative to graduate studies at Union. Task teams may be created by the Deans of the Schools/Colleges to consider and make recommendations to the UCC. Thus, significant curriculum and policy changes and additions proceed from the Directors (and/or task teams) to the UCC to the Faculty. The graduate governance structure at Union University is completed by the Provost, the President, and the Board of Trustees.

The Program Directors are empowered to make admissions decisions based on the approved and published admission criteria. Admission decisions of the nursing graduate program are made by the Graduate Nursing

Admissions Committee. The Graduate Nursing Admissions Committee is comprised of the Dean, School of Nursing, the MSN Program Director and three graduate nursing faculty appointed by the Dean on a yearly basis. The Graduate Business Admissions Committee, the Graduate Education Admissions Committee and the Graduate Christian Studies Admissions Committee, comprised of business, education or Christian Studies, faculty and directors, respectively, receive recommendations from the appropriate Dean regarding candidates for admission who do not meet regular admission requirements. The MAIS Advisory Council, comprised of the director and the faculty across the disciplines, receive recommendations from the MAIS Program Director regarding candidates for admission who do not meet regular admission requirements. The respective Admissions Committees may recommend Conditional Admission for students who do not meet published criteria for admission.

Student Life

Graduate students are welcomed and are encouraged to participate in the many religious, cultural, and educational activities that take place on the University campus. For more information on student life, graduate students may consult the latest edition of *The Campus Life Handbook*.

Student Conduct

It is understood and expected that graduate students will possess a high level of maturity and responsibility. Union University is committed to providing quality education within a Christian environment, all students are expected to recognize this commitment and to conduct themselves in a manner that is consistent with the Christian life-style. Furthermore, since positive relationships with faculty and other students contribute to the learning process, students are expected to make every effort to avoid behavior that is known to be offensive to others.

The President, the Dean of Students, and the judicial system of the University are charged with the administration of discipline. They are empowered to rule in any irregularity pertaining to student life.

Chapel and Spiritual Life

Chapel is one of the distinctive features of the Christian college and is for the strengthening of faith in God, for instruction, and for the enrichment of the spiritual life of the total university family.

Chapel attendance is not compulsory for graduate students. However, graduate students are invited to participate as well as in other spiritual activities including activities sponsored by the Campus Ministries, the Baptist Nursing Fellowship, and the Fellowship of Christian Athletes.

Confidentiality of Student Records

The privacy and confidentiality of all student records shall be preserved in accordance to the Family Educational Rights and Privacy Act (FERPA) of 1974. The objective of the Act is to provide students and parents greater access to and control over information contained in educational records. The law stipulates that each institution is responsible for making students aware of the law and its various ramifications. More information about FERPA can be obtained from the Registrar. Official student academic records, supporting documents, and other student files shall be maintained, only by members of the University staff employed for that purpose, in separate files:

- Academic records, supporting documents and general education records—maintained by the Academic Center, academic departments and advisers
- Records of discipline proceeding— maintained by the Student Services Office
- Financial records—maintained by the Business Office
- Medical records—maintained by the Student Health Services Office
- Admissions records—maintained by the Admissions Office

Financial aid records—maintained by the Financial Aid Office

Directory information (student's name, address—including email address, telephone number, date and place of birth, photograph, academic major, class schedule, dates of attendance, degrees and awards received, and most recent previous educational institution attended) may be made public by the University unless a student requests to the Academic Center in writing that such information be released only upon his/her consent.

Motor Vehicle Registration and Parking

Every individual who maintains or operates a motor vehicle on the Union University campuses must register each vehicle with the Office of Safety and Security at the beginning of the semester or within 24 hours when brought to the campus. For graduate students, there is no fee for obtaining parking permits. The vehicle's license plate number and proof of current auto liability insurance are required for registration of the vehicle.

Sexual Harassment

Union University is committed to providing its faculty, staff, and students with an environment free from explicit and implicit coercive sexual behavior used to control,

influence, or affect the well-being of any member of the university community.

Sexual Harassment Defined: The definition of sexual harassment varies greatly. Therefore the Equal Employment Opportunity Commission's guidelines are used. According to the Equal Employment Opportunity Commission's guidelines prohibiting sexual harassment, there are two types of sexual harassment: (1) *Quid pro quo*—“submission to or rejection of such conduct by an individual that is used as a basis for employment decisions affecting such individual” and (2) *Hostile environment*—“unwelcome sexual conduct that unreasonably interferes with an individual's job performance or creates an intimidating, hostile, or offensive working environment.” Sexual harassment in the college community may include, but may not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature where: (1) submission to such conduct is a term or condition of an individual's employment or education; (2) submission to or rejection of said conduct is used as a basis for academic or employment decisions affecting the individual; or (3) such conduct results in a hostile environment which has the effect of interfering with an individual's academic or professional performance.

Policy Statement: Sexual harassment of any type will not be tolerated and is expressly prohibited. Sexual harassment is grounds for disciplinary action which may include reprimand, demotion, discharge, or other appropriate action, dependent upon the nature of the harassment. Faculty are asked to be especially sensitive to the fact that they are in a position of authority over students and that authority carries with it responsibility to be mindful of situations in which they are dealing with students in private, one-on-one associations both on and off campus.

Complaint Procedure: A student with a complaint against a faculty member, a member of the administration, or another student may contact the Dean of Students. Alternate contacts include the Director of Human Resources, the Executive Vice President and the President. The contact person will initiate an Incident Report form and forward to the Director of Human Resources.

The University will handle the matter with as much confidentiality as possible. There will be no retaliation against any staff, faculty, or student who reports a claim of sexual harassment or against any staff, faculty, or student who is a witness to the harassment. The University will conduct an immediate investigation in an attempt to determine all of the facts concerning the alleged harassment. The investigation will be directed by the Director of Human Resources unless the Director of Human Resources or someone in the director's office is the subject of the investigation. In that event, the office of the Provost (faculty or student) or Senior Vice President for Business Services (staff) will direct the investigation. As a part of the investigation of the claim of sexual harassment, the contact person, the complainant, and the respondent will be asked to provide statements regarding the incident. Once the report is reviewed and investigation is concluded, a finding may be found that sexual harassment did not occur, or a finding may be found that sexual

harassment did occur and corrective action (reprimand, demotion, discharge, or other appropriate action) will be communicated in writing to the complainant and the respondent. Appeals to this process may be conducted in accordance to the most recent revision of the handbook under the section(s) entitled "Violations of Standards of Conduct" or "Grievance Procedures."

All documents, except disciplinary action documents, related to an incident will remain in a file other than the employee's personnel file. Although filed separately, all personnel related files are kept in the Human Resources office.

Academic Policies

Class Attendance

Regular and successive attendance is expected of all students enrolled in all lecture, laboratory, and seminar classes. Each faculty member will determine how this policy will be administered in his/her classes. However, students must satisfy all testing, reporting, and required functions defined for the course.

Academic Integrity

Union University upholds the highest standards of honesty. Students are to refrain from the use of unauthorized aids on testing, to refuse to give or receive information on examinations, and to turn in only those assignments which are the result of their own efforts and research. Failure to provide correct documentation for material gleaned from any outside source, such as the Internet or any published/unpublished work, constitutes plagiarism, a form of cheating subject to strict disciplinary action. On the other hand, faculty members are to accept the responsibility for discouraging cheating. They are to make every effort to provide the physical conditions which would deter cheating. They are to be aware at all times of the activity in the testing area.

Any student found guilty by the instructor of cheating will be subject to disciplinary action by the professor. The professor will file a report of the incident and the intended disciplinary action with the office of the Dean or MAIS Program Director. If the student deems this action to be unfair, he/she may request a hearing before the Dean or MAIS Program Director. A written report of this hearing and decision will be filed with the Office of the Provost.

Numbering of Courses

Unless otherwise noted in the course description, courses numbered in the 500's may be taken for graduate credit or by upper level undergraduates for undergraduate credit. Expectations will be greater in these courses for students registered for graduate credit. Courses numbered 600 and above may only be taken for graduate credit.

Courses numbered 595 are workshops. No more than six hours of credit from courses numbered 595 may be used to satisfy the degree requirements. No more than six hours may be taken for pass/fail credit in the M.A.Ed. program.

Grading System

Grades for graduate courses at Union University shall be interpreted as follows:

A Superior academic performance.

- B Strong academic performance.
- C Below average, but passing academic performance.
- P Pass.
- F, FF Failure. (P or FF apply to pass-fail courses.)
- I Incomplete. An Incomplete must be removed within the first five weeks of the term following issuance of the Incomplete; otherwise, the incomplete becomes an F
- IP In Progress, issued for a course which by design extends into the following term or semester.
- PR Progress as related to the doctoral dissertation
- W Withdrawal beyond the period officially allowed. See "Withdrawal from Classes."
- N Audit.

Requirements for Grade Point Average

In order to graduate with an M.B.A., an M.A.Ed., an M.Ed., M.S.N., M.A.I.S., Ed.S. or Ed.D degree, students are required to have a minimum grade point average (GPA) of 3.0 for all courses taken for graduate credit at Union University. Quality points shall be awarded as follows:

- A - 4 quality points for each semester hour of credit
- B - 3 quality points for each semester hour of credit
- C - 2 quality points for each semester hour of credit
- P - 0 quality points (course hours are not applied in computation of the grade point average)
- F - 0 quality points
- FF - 0 quality points (course hours are not applied in computation of the grade point average)
- W - 0 quality points
- N - 0 quality points

Repetition of Courses

A student may repeat a graduate course one time. Although the credit for the course will be given only once, only the final attempt will be used in the computation of the grade point average.

A 500-level course taken for undergraduate credit may not be repeated for graduate credit.

Academic Probation and Suspension

After completion of 9 graduate hours at Union University, a graduate student whose cumulative GPA from courses taken at Union University for graduate credit is below 3.0 will be placed on academic probation. A graduate student whose GPA from courses taken at Union is below 2.5 will be suspended from the graduate degree program. While suspended from the degree program, the student may, in an effort to improve the GPA, repeat courses in which a grade of C or F has been received. When the student's GPA has been raised to 2.5 or higher, the student may apply for readmission to the degree program.

A graduate student suspended from the graduate program is not eligible to file for Veterans Administration Benefits.

Academic Grievance Procedures

A student who wishes to appeal for a variance from graduate policies or procedures should direct a written petition to the Dean of the McAfee School of Business Administration, the Dean of the College of Education and Human Studies, the Dean of the School of Nursing, or the Associate Provost for International and Intercultural

Studies requesting the variance and carefully outlining the reasons for the request. The request must be received no later than 90 days after the issuance of the grade. After consideration of the petition, the Dean/ Associate Provost will determine whether the petition can be granted and will inform the student, in writing, of the decision.

If the student is dissatisfied with the Dean's/ Associate Provost's response to the petition, the student may then appeal the Dean's/ Associate Provost's decision to the Graduate Appeals Committee. The Graduate Appeals Committee will review the petition, gather information as it is needed, and render a decision. The Committee will inform the student, in writing, of their decision.

If the student is dissatisfied with the decision of the Graduate Appeals Committee, that decision can be appealed first to the Provost and then, if necessary, to the President. The decision of the President will be final. Copies of all correspondence related to all formal petitions and appeals will be kept for future reference in the student's file in the office of the respective Graduate school.

Orderly procedures are provided by which a student may be heard concerning a just grievance. Procedures are outlined in the *Campus Life Handbook* for the student who wishes to register dissatisfaction with the quality of instruction or performance of a professor.

Both the *Campus Life Handbook* and the *Faculty Handbook* detail the procedure for a formal grade appeal. The student should first ask the instructor how the grade was determined. It is hoped that most problems can be resolved at this level. If additional discussions are necessary, the student should contact his faculty advisor to begin the formal process of appeal.

Admission Information

General Admission Requirements

1. Completed application for the specific program, including payment of a \$25 application fee.
2. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted.

Other program specific admission requirements are included in the program sections of this Catalogue.

Additional Admission Requirements for International Students

All international students will meet the same requirements for regular admission to the University and for admission to the specific graduate program intended. International students will be required to complete the International Student Application for Admission as well as the application for admission to the specific graduate program intended and a \$50.00 application fee. All documents must be in English, and the official transcripts must be certified English translations. The following additional requirements must be met:

- A. A physical examination.
- B. Student insurance approved by Union University.
- C. A financial affidavit.
- D. A TOEFL score of at least 560 (Computer based

220). Specific programs may require a higher score.

From a country where the native language is English, students will be admitted on academic credentials without regard to language requirements. Academic requirements will be the same as for regular admission.

From a country where the native language is not English, students will submit official TOEFL score reports of not less than 560 for admission to Union University.

From another accredited institution of higher learning in the United States, international students will be required to meet the same requirements for admission as all other transfer students as well as meeting the required TOEFL score.

Each international student shall prepay or show responsible evidence (such as a government scholarship) of having an adequate sum of money for one academic year. This money shall be enough to cover tuition and other expenses for the student while enrolled at Union University. Declaration of Finances forms are available in the Admissions Office.

An I-20 form may be issued only after admission requirements and the above monetary requirements have been satisfied.

Special Categories of Admission

Provisional Students

With limited exceptions, provisional students are enrolled in eligible programs for the purpose of obtaining a degree from Union University. These students do not have immediate access to official documents in order to be fully admitted. Any credit taken while in this status will not be transferred as regular matriculated credit until the status has officially been changed. Students will be required to submit all outstanding items to complete the admissions file in order for the provisional status to be changed.

The student will be bound by all general academic requirements imposed upon regular matriculated students so far as prerequisites, amount of work, and quality of work are concerned. All work completed or attempted will be fully documented in the Academic Center.

The student will sign a contract at the time of admission defining the status of a provisional student accepting the limitation of that status. The student must also sign a waiver so that Union University will have the right to request those documents needed to complete the admission file.

A student may remain on provisional status for only one semester and the subsequent short term unless special circumstances exist and permission for an extension is given in writing by the Program Director. A personal conference with the Program Director may be required before the student is accepted for admission on a provisional basis.

Non-Degree Seeking Students

Some students may be admitted in this category if they desire to take courses primarily for special interest or on a "visiting student" basis. Often these special students are enrolled in other institutions and are enrolled for only one or two terms at Union. Students must submit an

application to the appropriate graduate school, pay the application fee (nonrefundable), and submit an official transcript as proof of at least the baccalaureate degree. Students must meet all requirements for admission to change from Non-Degree Seeking status to Degree Seeking status.

Registration Information

Registration dates for each term are given in the calendar of this catalogue. In order to accommodate the varied personal schedules of students, early registration is also allowed. The dates and times for early registration will be published for each term. Students can also obtain this information from the appropriate graduate program office.

Late Registration and Class Changes

Late registration and changes of classes are allowed in some courses and in accordance with published deadlines in the Academic Center. A late registration fee or a class change fee will be charged for these changes. Those considering late registration for a cohort program should contact the appropriate graduate program office.

A student making a change in his/her class schedule after completing registration will follow this procedure:

1. Obtain proper forms from the appropriate graduate office,
2. Secure the signature of his/her advisor,
3. Present the forms to the appropriate graduate office for the schedule change.

Withdrawal from Classes

Students will be allowed to withdraw through 11 weeks or its equivalent and will receive the notation on their permanent records "Withdrew from all Classes" as of the date the withdrawal was processed. Students discontinuing class attendance without permission will receive an "F" in those courses. In exceptional cases, such as extreme illness or other circumstances beyond the student's control, the Registrar may assign a grade of W for a withdrawal after the allowable period.

A student withdrawing from all classes must complete a withdrawal form and submit it to the appropriate graduate program office.

Readmission

Students who have not been enrolled for at least one semester will be required to readmit by completing a new application to the appropriate graduate program. Official transcripts from other schools attended during the interval will be required. No additional application fee will be required.

Graduation Policies and Requirements

Commencement is held on the Jackson campus following spring semester (May), following fall semester (December), and following summer sessions (August) for all programs other than the M.A.I.S. Students should participate in the appropriate ceremony according to the following schedule:

If academic requirements are completed or expected to be completed by:

- After the December ceremony, but prior to the May ceremony, attend Commencement ceremony in May;
- After the May ceremony, but prior to the August ceremony, attend Commencement ceremony in August;
- After the August ceremony, but prior to the December ceremony, attend Commencement ceremony in December.

An Application for Graduation must be filed in the Graduate office of the appropriate program by the deadlines shown below. Applications for Graduation are available in each Graduate Program office.

Commencement for M.A.I.S. graduates may be held at the off-campus site following program completion.

Attendance at the activities related to graduation is expected. Petitions for graduating in absentia should be directed to the Office of the Provost.

Students who successfully complete a graduate degree or post masters certificate program are granted a diploma.

A candidate for the graduate degree must:

- Complete required semester hours for the degree as indicated within the appropriate program.
- Earn UU CUM GPA of ≥ 3.0 (minimum) for M.B.A., M.Ed., and M.A.Ed, M.A.I.S., M.S.N., Ed.S, or Ed.D.
- Successfully complete all degree requirements which are in effect for his/her program.
- File an Application for Graduation with the respective Graduate Program office. Application deadlines are:
- March 1 for candidates who plan to complete requirements by the May Commencement.
- May 15 for completion by August Commencement.
- October 1 for completion by December Commencement.
- Pay in full the student's account in the Business Office.
- Discharge all other obligations (fines, credentials, etc.) at the University.

Financial Information

Refunds

A. Advance Deposits for New Students

A tuition deposit of \$200 is required after acceptance for admission to reserve a place in class. This deposit applies to the tuition for the entering semester. A housing deposit of \$100 is charged for room reservation in all resident complexes. All tuition and residence complex deposit will be refunded if the cancellation and request is made by **May 1** for Fall semester, **November 15** for Winter term, **December 1** the Spring semester, and **May 1** for Summer. **NO REFUND WILL BE GIVEN ON CANCELLATIONS MADE AFTER THESE DATES.** If the student is not accepted for admission, all deposits will be refunded. Requests for refund of tuition deposit must be submitted in writing to the Director of Admissions.

- B. A student withdrawing from all classes will be refunded tuition charges according to the chart below. Refunds on housing charges will be prorated to the end of the week in which the student withdraws up to day 25. Refunds on meal plans will be prorated to the end of the week in which the student withdraws. Students withdrawing due to disciplinary action will not receive a refund on housing charges.
- C. Refund policy for the sixteen week semester is as follows:
1. On or before the fifth day following the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
 2. Days six through ten. 75%
 3. Days eleven through fifteen 50%
 4. Days sixteen through twenty-five 25%
 5. After the twenty-fifth day, there is no refund.
- D. Refund policy for the eight week terms is as follows:
1. On or before the fourth day following the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
 2. Days five through ten. 75%
 3. Days eleven through fifteen 50%
 4. Days sixteen through eighteen 25%
 5. After the eighteenth day, there is no refund.
- E. Refund policy for the six week semester is as follows:
1. On or before the second day following the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
 2. Day three through day four. 75%
 3. Day five through day six 50%
 4. Day seven through day eight 25%
 5. After the eighth day, there is no refund.
- F. Refund policy for the four week terms is as follows:
1. On or before the second day following the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
 2. Day three 75%
 3. Day four 50%
 4. Days five through six 25%
 5. After day six, there is no refund.
- G. Refund policy for the three week semester is as follows:
1. On or before the first day following the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
 2. Day 1 100% less \$40/course
 3. Day 2 75%
 4. Day 3 50%
 5. Day 4 25%
 6. After the fourth day, there is no refund.

Note: Days noted in C, D, and E excludes Saturdays and Sundays.

After eight academic days there is no refund

Regulations for refunds for all terms are as follows:

1. Students refusing to conform to the disciplinary rules of the university forfeit all claims for refunds.
2. All above rules and regulations put the responsibility on the student. He/she saves money and avoids misunderstanding by immediately seeing the Senior Vice President for Business and Financial Services or the Assistant Vice President for Business and Financial Services.

Treatment of Title IV Funds When a Student Withdraws

If a student in a semester program withdraws from a semester on or before the 60% point in time calculated using calendar days, a portion of the total of Federal Stafford Loan which has been disbursed or could have been dispersed to the student for that semester must be returned, according to the Return of Title IV Funds regulations of the Higher Education Amendments of 1998. A student in a program offered in modules who withdraws from a module and earns no credit hours for an enrollment period for which he is receiving a loan is also subject to the Return of Title IV Funds regulations. The calculation of the return of these funds may result in the student owing a balance to Union University.

Examples of calculation of the Return of Title IV Funds are available in the Office of Financial Aid.

How to Obtain a Credit of Institutional Charges

In order to obtain a credit of institutional charges, a student must notify Union Station in person or the Academic Center in writing of his desire to withdraw from the university, the reason for withdrawing, and indicate the last day which he attended class. This information will be recorded on a withdrawal record and passed on to the Office of Business Services and the Financial Aid Office for calculation of Return of Title IV Funds, if applicable.

Equipment

Any University equipment such as musical instruments, athletic equipment, laboratory apparatus, etc., that may be made available for students' use is the responsibility of the student. Any damage or breakage, other than by normal use, will be charged to the student's account.

No equipment is to leave the campus, unless in care of the faculty member responsible for it.

Financial Assistance

Graduate students may apply for the Federal Stafford Loan. Policy and procedures for administration of financial aid are published in the financial aid handbook, *Financing Your Education*, available in the Financial Aid Office or at www.uu.edu/financialaid.

Instruction on "How to Apply for Scholarships, Financial Assistance and/or Loans" and information specific to graduate programs can be found at www.uu.edu/financialaid/2006-2007/finapp.cfm?Type=graduate.

Loan request forms may be downloaded from www.uu.edu/financialaid/2005-2006/forms/LoanRequestFormAddFunds.pdf.

VETERANS: Union University is approved by the Department of Veterans Affairs for all veterans and depen-

dents of veterans who qualify. Check with the Academic Center as soon as possible.

How to Apply

By completing all the steps below, students will maximize the financial aid for which they will be considered. Throughout the process, our financial aid staff is available to answer questions and offer assistance to complete the application forms.

Step 1.

Apply and be accepted to Union University.

Step 2.

Complete and return a Union University Application for Financial Assistance that is available in the Financial Aid Office at Union University, with your Program Director, and at www.uu.edu/financialaid.

Step 3.

Secure a Free Application for Federal Student Aid (FAFSA) from the Financial Aid Office at Union University or your Program Director. Complete this form and file

on the Internet at www.fafsa.ed.gov or mail to the federal processor (address is on packet) as soon after January 1 as possible. The instructions are self-explanatory. We will receive the information electronically if you use Union's code, 003528.

Step 4.

Complete and return a Master Promissory Note to apply for a Federal Stafford Loan to the Financial Aid Office. These forms are available from the Financial Aid Office at Union University, your Program Director, or a local bank.

Employer Tuition Reimbursement

The student is responsible for providing information to the University regarding their employer's policies for reimbursement. If the employer reimburses the student directly, the student must pay the University in full at the time of registration. If the employer provides partial reimbursement directly to the University, the student must pay their portion of the tuition at the time of registration. The University will provide any required information to an employer when requested by the student.

THE McAfee School of Business Administration

Master of Business Administration

Available on the Jackson and Germantown Campuses

Mission Statement

To provide a quality graduate education within a Christian context, to produce scholarly contributions to the business academic disciplines, and to develop graduates prepared to serve in the challenging global environment of today's organizations.

The M.B.A. Academic Program

The Master of Business Administration (M.B.A.) degree provides advanced study for individuals interested in managing and leading organizations.

Program Emphasis

There are 12 courses and an orientation program in the Union M.B.A. curriculum. The orientation program, comprised of three class meetings for one hour of credit, serves as an opportunity to review background information in the business disciplines.

The remaining 12 courses are 3 semester hours of graduate credit each. At the Program Director's discretion, one of these courses will be either MBA 615 or MBA 640. Courses are scheduled in a manner that allows the student to continue a career and an already busy schedule. The courses meet from 6 to 10 p.m. one evening a week. Only one course is taken at a time, and each cohort of students progresses through the program together. Courses are 8 weeks in duration. The entire 37-semester hour M.B.A. program is completed in 24 months.

The course load is divided into three terms of twelve hours per term, with the exception of Term 1 which includes the one hour Orientation program.

The intensive study of cases is the focus of the Union M.B.A. Case study provides concrete organizational experiences for students to analyze. These real-life situations reinforce classroom discussions and interactive activities.

The strength of the Union M.B.A. is the qualified faculty that serve our student body. Union's business faculty combine practical work experience in management, consulting, and the professions with strong academic backgrounds. This dual emphasis on practicum and education provides a rich and relevant classroom experience for our M.B.A. students. Faculty pursue innovative teaching concepts while continuing to conduct and publish business-related research.

Expected Outcomes

The program strives to develop the following knowledge and skills in each student:

1. Advanced knowledge in accounting, economics, finance, management, marketing, and quantitative methods;
2. Application of strategic management concepts within the functions of organizations;

3. Effective leadership and communication skills;
4. The capacity to make decisions leading to achievement of organizational objectives;
5. An understanding of the importance of Christian ethics and its application to organizational decision-making.

Admission Information

Regular Admission Requirements

1. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted.
2. Completed application for the M.B.A. program, including payment of a \$25 application fee.
3. Submission of a score on the Graduate Management Admission Test (GMAT). The minimum acceptable GMAT score is 400. An applicant will be accepted as an M.B.A. student if his/her combined credentials (undergraduate grade point average <UGPA> and performance on the GMAT) measure at least 1200 points according to the following formula:
$$(300 \times \text{UGPA}) + \text{GMAT Score}$$
4. Minimum two years' post-baccalaureate work experience. Students not meeting this requirement must have completed a group of undergraduate foundation courses. This list is available from the M.B.A. Director.
5. Immunization Record

Conditional Admission Requirements

Applicants who do not meet the regular admission requirements to the M.B.A. program may be admitted conditionally at the discretion of the M.B.A. Director and the Graduate Business Admissions Committee. Students who are conditionally admitted may obtain regular admission after 12 hours of graduate study have been completed with a minimum 3.0 grade point average, or when the specific cause for conditional admission is removed.

Conditional admission to the M.B.A. program will be granted based on the following criteria.

1. All admissions criteria are met with the exception of the submission of a GMAT score. A score must be submitted during the first four weeks of the M.B.A. program.
2. The student meets admission requirements but has a low grade point average from previous academic work.

Transfer of Credit

Graduate credit for courses earned at a regionally accredited college or university or at a recognized foreign college or university may be transferred to Union Univer-

sity if the courses are essentially the same courses as those required in the cohort program. Such transfer credit will not be allowed for courses used to satisfy another degree at another institution. The maximum number of semester hours that may be transferred to Union University and applied to the M.B.A. degree is nine.

No grade less than "B" may be transferred. Courses taken more than five years before beginning the M.B.A. program at Union University will be considered on an individual basis.

Graduation Requirements

1. Completion of the thirty-seven hours of required course work.
2. A minimum grade point average of 3.0 for the required course of study.

The Cohort Approach and Calendar

The Union M.B.A. provides a delivery system for graduate education that is unique. Groups of 15 to 30 students pursue each course together, meeting one night a week for eight weeks per course. This model emphasizes teamwork, cooperation, and the collaboration between students. Each cohort group is further subdivided into study groups of 4 to 6 students. Every attempt is made to structure study groups so that students' past experiences and business strengths are complementary. Lifelong friendships are developed under this format, and the learning that takes place in the classroom is supplemented in team exercises and projects. Study group meetings outside of class are at the discretion of group members.

Each cohort is presented with its unique calendar for the complete program. Current MBA calendars are available for both campuses at: <http://www.uu.edu/academic/graduate/mba/>

Financial Information

There are three methods of payment for the program.

1. One-hundred percent of tuition expense for the entire program before the first night of class. Interest will be assessed on the unpaid balance at the rate of 1.5% per month.
2. The payment of tuition as billed monthly as a result of courses registered. Interest will be assessed on the unpaid balance at the rate of 1.5% per month.
3. FACTS payment plan. Please see details at www.uu.edu/financial/info
4. Tuition reimbursement is offered by many employers. The University allows the completion of the current student schedule to meet eligibility requirements for payment. Prompt payment is requested to prevent interruption of registration.

Tuition is \$370 per semester credit hour.

The following are non-refundable fees:

Application Fee: \$25

Graduation Fee: \$25

Financial Aid

Students enrolled in the M.B.A. Program may apply for the Federal Stafford Loan. A Union University Application for Financial Assistance and the Free Application for Federal Student Aid (FAFSA) form must be completed by each applicant. A Master Promissory Note must also be on file in the Financial Aid Office.

Union University is approved by the Department for Veterans Affairs to offer educational benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Academic Center as soon as possible upon registration.

Course Descriptions: Master in Business Administration (MBA)

601 MBA Orientation (1)

An orientation to the activities and experiences of graduate study in business at Union University, including adjustment to academic development and spiritual growth. This course, which provides an overview of basic undergraduate business concepts, is required of all entering MBA students.

610 Managerial Economics (3)

This course will build on a traditional basis of microeconomic theory through the case method and research projects. Case application will bring microeconomic analysis into the realm of managerial decision making.

612 Analytical Managerial Accounting (3)

Managerial accounting which focuses on historical and standard cost systems and cost analysis using various quantitative techniques.

615 Organizational Theory (3)

An examination of the impact of external environmental forces on the structure of an organization, the importance of organizational structure to the achievement of strategic and operational plans of management, and the various configurations available.

620 Ethical Management (3)

Ethical Management makes intensive use of the case method to probe ethical issues facing the modern business world. Various ethical decision-making models are discussed including Christian ethics.

621 Business & The Legal Environment (3)

The nature of law and the regulatory and nonregulatory environments in which businesses and managers operate. Consists of lecture and discussion of legal cases involving numerous topics of law, including constitutional, tort, intellectual property, contract, employment, antitrust, and corporate legal issues.

625 Managerial Finance (3)

Analysis of the capital structure, dividend policy, and working capital policy of the firm. Additional topics include: risk measurement, valuation, cost of capital, and analytical tools used for the acquisition and allocation of funds.

628 Strategic Marketing (3)

An analysis of the marketing of goods and services and the role of marketing in the economy. Marketing strategy explored through case studies and recent literature.

630 Management Information Systems (3)

This course is designed to provide an understanding of the field of information systems. Broad-based instruction in distributed databases, network architectures, telecommunications options, and hardware/software platforms. Applied knowledge to ensure that MIS goals and expenditures are consistent with and in support of the mission of the organization. Case studies are used extensively to learn about the current issues facing information management.

635 Business Research Methods (3)

This course will develop business analytical tools using mathematics, statistics and computer technology. These tools will then be applied to a variety of business problems emphasizing planning, collection and interpretation of data, and presentation of results.

640 International Business (3)

Designed to provide the tools necessary to evaluate international business opportunities from cultural, political, legal economic, financial, managerial and marketing perspectives.

642 Business Policy & Strategic Management (3)

Coverage of strategic management concepts and integration of material learned in the functional areas of business; use of case studies and field projects to provide a top management view of the business enterprise.

648 Human Behavior in Organizations (3)

Behavioral sciences applied to interpersonal relationships in organizations; concepts of human aspects of businesses as distinguished from economic and technical aspects. Focus is on the process of managing people.

653 Production & Operations Management (3)

Planning and control of operations in manufacturing and service organizations; examination of decision theory applications; emphasis on developing skills and techniques through case studies.

585 Special Studies in Business (1-4)

Group studies which do not appear in the department course offerings. Context will be determined by need.

598 Seminar (1-4)

A non-lecture research and discussion course. Context to be determined by need

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

THE SCHOOL OF CHRISTIAN STUDIES

Master of Christian Studies

Purpose Statement

The Master of Christian Studies exists to raise the level of ministry competence among church staff and laypersons in the churches of the Mid-South region.

Program Emphases

Two primary emphases are at the core of the Master of Christian Studies program. First, the courses offered are foundational, both in terms of the student's ability to think biblically and theologically, as well as in terms of specific ministry skills. The courses in Old Testament, New Testament, Theology, Ethics, and Church History lay a foundation that grounds students both biblically and theologically. The courses on Bible Study, Communicating Biblical Truth, Evangelism and Missions, Leadership, and Counseling, are designed to help the student grow in these vital ministry skills. These two areas, thinking rightly and ministering effectively, must be seen as working in a synergetic relationship. The goal is to think biblically and theologically to make ministry more effective. Well-developed ministry skills then become the natural means of living out biblical and theological truths.

A second primary emphasis of the Master of Christian Studies program is integration. Too often theological education is fragmented into isolated classes that are unconnected and coursework that is not directly linked to ministry in the church. The M.C.S. program will integrate courses, with pairs of courses being strategically integrated to demonstrate how the subject matters interrelate. For instance, Preaching and Old Testament II might be taught during the same term. In that semester students might be asked to reflect on the Old Testament foundations of preaching, as well as how they should preach from the Old Testament. In addition, classroom assignments will encourage students to apply classroom learning to the ministry of the local church. This will happen not only in the ministry skill courses, but also in biblical and theological foundation classes. For example, assignments in Theology I might require students to design and teach a substantive, ten-week seminar on the doctrine of God. Other classes might call for students to write a case study on how the doctrine of humanity relates to a particularly difficult counseling situation in the church.

The M.C.S. program seeks to advance God's kingdom in the churches of the Mid-South by laying a solid foundation for ministry and by teaching students to integrate their studies with their real world ministry.

Required courses include:

Old Testament I: Promise, Covenant, and Praise	3 hrs.
Old Testament II: Wisdom, Justice, and God's Rule	3 hrs.
New Testament I: Gospels and Acts	3 hrs.
New Testament II: Letters of the New Testament	3 hrs.
Bible Study for Preaching and Teaching	3 hrs.
Theology I: God, Revelation and Humanity	3 hrs.
Theology II: Christ, the Spirit, and Last Things	3 hrs.

Church History I: Early and Medieval Christianity	3 hrs.
Church History II: Reformation and Modern Christianity	3 hrs.
Communicating Biblical Truth	3 hrs.
Evangelism and Missions	3 hrs.
Introduction to Christian Ethics	3 hrs.
Christian Leadership	3 hrs.
The Ministry of Biblical Counsel	3 hrs.
Total:	42 hrs.

Expected Outcomes

- Students will deepen their analytical skills as they reflect seriously on the biblical text, theology, church history, and how these apply to the various tasks and ministries of the church.
- Students will integrate what they learn in class with ministry done from week to week in their local churches.
- Students will serve their churches more effectively as they become more biblically literate, historically, theologically, and ethically reflective.
- Students will serve their churches more effectively as they become more skilled in various aspects of ministry, including Bible study, preaching, teaching, counseling, and leading.
- Students will be more motivated to participate, and lead their churches in advancing the kingdom of God through missions and evangelism.
- Students will be "doers of the Word," applying the Bible responsibly to their personal lives and ministries.
- Students will understand the integration between various disciplines in the curriculum.

Academic Calendars and Schedules

Calendars and Schedule of Course offerings for the M.C.S. program follow those for non-cohort programs. For additional information see <http://www.uu.edu/academics/graduate/mcs/>

Admission Requirements

1. A Baccalaureate degree from a regionally accredited institution as documented on official transcripts, which must include all postsecondary academic work
2. A minimum college cumulative grade point average of 2.4 (on a 4.0 scale). Applicants with a college cumulative grade point average below 2.4 (on a 4.0 scale) are accepted on academic probation on an individual basis.
3. Complete Union M.C.S. Application Form and \$25 application fee.
4. A Letter of Affirmation from the applicant's local church, stating that the applicant is a member in good standing and actively involved in ministry.

5. Three personal letters of recommendation.
6. An Autobiographical Essay of 3-5 pages, describing the applicant's spiritual pilgrimage.
7. If English is not a student's first language, minimum scores of 560 or 220 computer must be achieved on the TOEFL.

Transfer of Credit

Up to nine semester hours of graduate credit from a regionally accredited college or university may be transferred into the degree program at the time the student is admitted provided the grades earned were B or higher.

Financial Information

Application Fee: \$25

Graduation Fee: \$25

Tuition per Semester Hour: \$225

Financial Aid

The M.C.S. does not qualify for Federal Stafford Loans. However, the student may contact the Financial Aid Office about private alternative loans.

Graduation Requirements

- A. The completion of 42 hours of course work with a GPA of 3.0 or higher
- B. The fulfillment of all financial obligations
- C. The approval of the faculty

Course Descriptions

Master of Christian Studies (MCS)

500. Old Testament I: Promise, Covenant, and Praise (3)

An investigation of the theological implications of God's promises that were given to his covenant people, as well as the people's response to God in praise and lament. This course will analyze these themes through the study of the history, background, literary genre, structure, and theology of Genesis through Psalms. Exegetical methodologies for analyzing narrative and poetic texts will be introduced.

505. Old Testament II: Wisdom, Justice, and God's Rule (3)

An investigation of how practical principles of divine wisdom impact human behavior and doubting, how God's plan to create a world of justice and trust impacted Israelite and world history, and how God's sovereign power will one day triumph and usher in the messianic kingdom. This course will introduce a method of analyzing the prophet's messages in order to perceive how they attempted to transform the worldview of their audiences by persuading them to change their thinking and behavior.

510. New Testament I: The Gospel and Acts (3)

A survey of the Gospels and Acts with more intensive study of selected texts and issues. Included are a survey of New Testament background, evaluation of various

critical approaches to the life of Christ, consideration of the historical reliability of the Gospels, and a survey of central theological themes in the teaching of Jesus, the individual Gospels, and the book of Acts.

515. New Testament II: The Letters of the New Testament (3)

A survey of the Pauline epistles, the general epistles and Revelation, with more intensive study of selected texts and issues. Included is a survey of basic issues in Pauline theology, issues in interpreting New Testament letters and the hermeneutics of the book of Revelation.

520. Bible Study for Preaching and Teaching (3)

An exploration of the methods, tools, and practices associated with the interpretation and application of the Bible. Students will exegete selected biblical passages, moving from the ancient text to the modern world.

545. Theology I: God, Revelation, and Humanity (3)

A study of the nature, method, and content of Christian Theology. Theology 1 will focus on prolegomena, God and revelation, and the doctrine of man.

546. Theology II: Salvation, Ecclesiology, and Last Things (3)

A study of the nature, method, and content of Christian Theology. Theology 2 will focus on Christ, the Holy Spirit, Salvation, the Church, and Last Things.

530. Church History I: Early and Medieval Christianity (3)

A survey of the history of Christianity from the late first century through the fifteenth century, focusing on the development of pivotal doctrines and ecclesiastical institutions in the Patristic and Medieval periods.

531. Church History II: Reformation and Modern Christianity (3)

A survey of the history of Christianity from the early sixteenth century to the early twenty-first century, focusing on the development of pivotal doctrines and ecclesiastical institutions in the Reformation and Modern periods.

535. Communicating Biblical Truth (3)

Communicating Biblical Truth is a study of the basics of sermon development and delivery, as well as the art and craft of teaching biblical truth.

536. Evangelism and Missions (3)

An introduction to the ministry of evangelism and missions that moves from its biblical basis and theological foundations to a study of contemporary strategies, methodologies, movements, and trends with a focus on their practical application.

537. Introduction to Christian Ethics (3)

An introduction to Christian ethics that focuses on ethical methodology and application of Christian ethical principles to key issues in church and society.

538. Christian Leadership (3)

The course focuses on how biblical values affect models of organizational leadership within the local church and other Christian institutions.

539. The Ministry of Biblical Counsel (3)

An introduction to the underlying principles and methods involved in offering biblical counseling in today's church and society.

545. Theology I: God, Revelation, and Humanity (3)

A study of the nature, method, and content of Christian theology, the course will focus on prolegomena, God and revelation, and the doctrine of humanity.

545. Theology II: Christ, the Spirit, and Last Things (3)

A study of nature, method, and content of Christian theology, the course will focus on the person and work of Christ, Holy Spirit, Salvation, Church and Last Things.

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585. Special Study (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598. Seminar (1-4)

Graduate studies seminar to be used at the discretion of the department.

655. Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

THE COLLEGE OF EDUCATION AND HUMAN STUDIES

Master of Arts in Education

Master of Education

Available on the Jackson and Germantown Campuses

Education Specialist

Doctor of Education

School of Education Mission Statement

The mission of the School of Education is *to prepare educators of character and competence who reflect Christ as they serve and lead in their school and communities.* The graduate programs are guided by the conceptual framework of the Teacher Education Program: *A teacher-student dynamic of sensitivity, reflection, and faith.*

Graduate Opportunities in Education

The graduate programs in education are designed to provide, within a service oriented Christian environment, quality graduate study opportunities to meet the educational needs of five distinct groups.

- Persons who are licensed teachers and wish to complete graduate degrees in their professional teaching fields, by completing either the M.A.Ed. or M.Ed.
- Persons with baccalaureate degrees who are not licensed to teach and who do not desire to qualify for a license, but who wish to increase their knowledge of

children, young people, and education by completing the M.A.Ed. degree;

- Persons with baccalaureate degrees who are not licensed to teach but who wish to be. (These persons may choose to apply graduate courses taken to meet licensure requirements toward the M.A.Ed. degree.);
- Persons with baccalaureate degrees who do not wish to pursue a graduate degree at this time, but who want to take graduate courses for personal or professional growth through M.A.Ed. course offerings. These persons may or may not hold a teaching license.
- Persons with advanced degrees who wish to pursue a degree in Educational Leadership, either at the specialist level (Ed.S.) or at the doctoral level (Ed.D.).

MASTER OF ARTS IN EDUCATION PROGRAM

Program Purpose

The purpose of the M.A.Ed. program is to provide relevant continuing programming for educators seeking a diversity of knowledge, skills and values for post-baccalaureate preparation and licensure.

Objectives of the Program

Students in the M.A.Ed. program will:

1. Enhance their knowledge, skills and values relating to the major issues facing today's practitioners in education.
2. Apply research skills to current education problems.
3. Augment current licensure with new licensure programs.
4. Initially prepare, for some individuals with non-education degrees, to become licensed teachers.
5. Be encouraged in their Christian commitment and service to society.

Assessment of Outcomes

The M.A.Ed. utilizes these means of assessment for the five objectives above. The number of each objective to be assessed is listed in parentheses beside each means of assessment.

- Coursework and teacher-devised assessments. (1,2,3,4,5)
- Course evaluations (1,2,5)
- Alumni questionnaire (1,2,5)
- Thesis (for thesis-track students) (1,2,5)
- Capstone Research Seminar (1,2,5)
- Field experience (1,2,3,4,5)

Admission to Graduate Coursework

All students, whether degree-seeking or non-degree-seeking in the M.A.Ed. program, who desire to take graduate courses in education at Union University must meet prescribed admission criteria. After admission, the student may take courses for personal or professional growth, seek teacher licensure, or pursue the Master of Arts in Education Degree. Some students may choose to seek the M.A.Ed. as they complete their teacher licensure.

Applicants desiring to take graduate courses in education should submit the following to the Office of Graduate Studies in Education:

1. Completed Graduate Studies in Education Application.
2. Application processing fee of \$25.
3. Official transcript(s) showing all coursework, completion of baccalaureate degree(s), and all graduate credit previously attempted from regionally accredited institutions.
4. Official transcript(s) indicating a minimum grade point average (GPA) of 3.0 on a 4.0 scale of all undergraduate and post-baccalaureate coursework combined.

5. Writing sample scheduled by the Office of Graduate Studies in Education.

6. Completed "Certificate of Immunization."

For short courses designed primarily for license renewal, only the following admission criteria will be required. Students should submit an Application for Admission to Graduate Studies in Education, a \$25 application fee, a copy of their teaching license or an official transcript showing completion of a baccalaureate degree. If the student decides to seek the M.A.Ed. or take coursework other than the short courses, all requirements for full admission to graduate studies must be submitted. Note: A maximum of six semester hours taken in this short-course format may be used to satisfy M.A.Ed. requirements.

Conditional Admission to Graduate Coursework

Applicants who do not meet the minimum GPA requirement of 3.0 will be required to successfully complete a full 500-600 word writing sample, which will be evaluated by faculty in the Department of English. Subsequently, if the writing sample is adequate, the student will be placed on a conditional admission status for the first nine hours of graduate work at Union University. After successfully completing nine graduate hours of at least 3.0 grade average work, the student may appeal to the Dean of the College of Education and Human Studies for full admission to pursue graduate studies in education.

If a student fails to successfully complete the first nine hours with a minimum GPA of 3.0, the student will be suspended from the University for one full semester before re-application can be made to Graduate Studies in Education.

Undergraduate students in their last term of course work who, after registering for all courses required for graduation, need additional hours to be classed as full-time students, may be allowed to register for one graduate course for graduate credit.

Admission to the Master of Arts in Education Degree Program

In addition to the above admission criteria for applicants desiring to take graduate courses, those seeking admission to the M.A.Ed. Degree Program should submit the following to the Office of Graduate Studies in Education:

1. An official report showing an acceptable score on the Miller Analogies Test, National Teacher Exam, Praxis II Specialty Area Test, Graduate Record Exam, or adequate writing sample essay.
2. Two completed Reference Evaluation forms. These references must be from persons who are familiar with the applicant's professional or academic abilities. If the applicant is currently teaching, at least one recommendation should be from an administrator or supervisor who is familiar with the applicant's work as a teacher. Forms are available in the Office

of Graduate Studies in Education. If the student is seeking teacher licensure, forms are available in the office of the Assistant Dean for Teacher Education and Accreditation.

Conditional Admission to the Master of Arts in Education Degree Program

Students who do not meet the minimum GPA requirement or the minimum test score requirement for admission to the Master of Arts in Education Degree program will be required to successfully complete a full 500-600 word writing sample, which will be evaluated by faculty in the Department of English. Subsequently, if the writing sample is adequate, the student will be placed on conditional admission status for the first nine hours of graduate work at Union University. After successfully completing nine graduate hours of at least 3.0 grade average work, the student may appeal to the Dean of the College of Education and Human Studies for full admission to the Master of Arts in Education Degree Program.

Advisement

The Dean of the College of Education and Human Studies will assign the student to an advisor who will, with the student, develop a Program of Study which will be placed in the student's file in the Office of Graduate Studies in Education in the College of Education and Human Studies. The student will consult with the advisor prior to each registration to plan courses.

Requirements for the Master of Arts in Education Degree

Two options are available for completion of the M.A.Ed. Degree, a thesis option requiring a minimum of 33 semester hours of graduate credit and a non-thesis option requiring a minimum of 39 semester hours of graduate credit. Students choosing the thesis option of the program are required to write a thesis or research report while students choosing the non-thesis option of the program are required to successfully complete the Capstone Research Seminar. All degree requirements must be completed within five years of the date of admission to the degree program.

All options of the M.A.Ed. are available on the Jackson Campus. The M.A.Ed. with teacher licensure is available on the Jackson Campus in all endorsement areas offered by Union University (see The Teacher Education Program). The only M.A.Ed. option available on the Germantown campus is the M.A.Ed. with teacher licensure, and it is further restricted to applicants seeking secondary school licensure who have an undergraduate major in their anticipated area of endorsement.

Requirements for the Thesis Option of the M.A.Ed.

A minimum of 33 semester hours of approved graduate work is required for completion of the thesis option of the M.A.Ed. degree. This option consists of four components: a required core, a concentration area, education electives and the thesis.

- I. Required Core: 12 hours
 - A. EDU 610
 - B. EDU 620
 - C. EDU 650
 - D. EDU 665
- II. Select one Concentration
 - A. Concentration: Designed Studies (12 core + 15 concentration hours)
 1. Education Electives, advisor-approved, 6-9 hours)
 2. Education Electives or other Electives, advisor-approved, 6-9 hours
 - B. Concentration: Curriculum and Instruction, Non-Licensure (12 core + 15 concentration hours)
 1. EDU 604, EDU 625, EDU 626
 2. PSY 610 or PSY/EDU 614
 3. Education Electives, advisor-approved, 3 hours
 - C. Concentration: Human Growth and Development, Non-Licensure (12 core + 15 concentration hours)
 1. SE 625, PSY 610, EDU/PSY 614, EDU 629
 2. Education Electives, advisor-approved, 3 hours
- III. Thesis, EDU 690 and EDU 695: 6 hours

Requirements for the Non-Thesis Option of the M.A.Ed.

A minimum of 39 semester hours of approved graduate work is required for completion of the non-thesis option of the M.A.Ed. degree. This option consists of three components: a required core, education electives and concentration area.

- I. Required Core (15 hours)
 - A. EDU 610
 - B. EDU 620
 - C. EDU 650
 - D. EDU 665
 - E. EDU 675
- II. Select one concentration
 - A. Concentration: Early Childhood Education, Licensure (15 core + 27 concentration hours)
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in Early Childhood PreK-4.
 1. Courses with Field Experience component: . . . EDU 552, 553, 554, 555
 2. EDU 510
 3. EDU 629, EDU 651, EDU 657
 - B. Concentration: Elementary Education, Licensure (15 core + 24 concentration hours)
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in Elementary K-8.
 1. Courses with Field Experience component: EDU 552, 553, 554, 555
 2. EDU 510
 3. EDU 629 and 658
 - C. Concentration: Library Information Specialist, Licensure (15 core + 41 concentration hours)

With appropriate prerequisites, this program leads to an initial license in Library Information Specialist PreK-12. Praxis II Tests and student teaching semester are required for licensure but not for the degree.

1. SE 625 and PSY 610 (or EDU 614)
2. LSC 610, 621, 631, 640, 651
3. EDU 510 and EDU 616
4. EDU 437, Enhanced Student Teaching PreK-12, 14 hours

If the student is fully licensed in TN, an additional endorsement can be secured by completing the M.A.Ed. Required Core (15 hours), C.2., C.3., and LSC 646. If the student has already completed a masters that is recognized by the TN Department of Education for advancement of the licensure, the additional endorsement in Library Information Specialist PreK-12 includes only C.2., C.3., and LSC 646.

- D. Concentration: Secondary Education, Licensure (15 core + 24 concentration hours)

With appropriate prerequisites, including those in the teaching content field, this program leads to an initial licensure in a secondary (Grades 7-12) field. Praxis II Tests and student teaching semester, or 2 years of successful teaching experience on an Alternative A license appropriate to the endorsement area, are required for licensure but not for the degree.

1. EDU 510
2. EDU 530, 604, 625, 626
3. PSY 610 and SE 625
4. Education Electives, advisor-approved, 3 hours

- E. Concentration: Reading Specialist PreK-12, Licensure (15 core + 23 concentration hours)

1. EDU 552, 553, 633
2. EDU 595: Workshop/Making the Match, Best Practice Reading Comprehension Strategies for All Students
3. EDU 616, 626; SE 645

- F. Concentration: Special Education, Licensure (15 core + 24 concentration hours)

With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in SE-Modified K-12.

1. SE 605, 610, 631, 632, 641, 645
2. Education Electives, advisor-approved, 6 hours

An endorsement in SE-Comprehensive may be added by taking 6 hours of designated coursework. An endorsement in SE-Early Childhood is available by taking 8 hours of designated coursework.

- G. Concentration: Curriculum and Instruction, Non-Licensure (15 core + 24 concentration hours)

1. EDU 604, 616, 625, 626
2. PSY 610 or EDU/PSY 614
3. Education Electives, advisor-approved, 9 hours

- H. Concentration: Human Growth and Development, Non-Licensure (15 core + 24 concentration hours)

opment, Non-Licensure (15 core + 24 concentration hours)

1. SE 625, PSY 610, EDU/PSY 614, EDU 629
2. EDU 651 or EDU 657
3. Education Electives, advisor-approved, 8 hours

* Praxis II Specialty Area Tests appropriate to the endorsement are required for licensure but not for the degree.

Admission to Candidacy for the Master of Arts in Education Degree

An important step in the student's progress toward the Master of Arts in Education Degree is admission to Candidacy. Students will be admitted to degree candidacy status only when the following conditions have been met.

1. Interview with the M.A.Ed. Program Director.
2. Development of a program of study.
3. Completion of at least 18 semester hours in the program, including EDU 650, Educational Measurement and Evaluation.
4. Completion of EDU 665, Research Design.
5. A minimum grade point average of 3.0.

Additional Candidacy Requirement for Thesis-Option Students: Students completing the thesis option of the program must have degree candidacy before beginning the master's research. In addition to the candidacy requirements above, thesis option students will be required to submit a research proposal which has been approved by the student's research committee. It is the responsibility of the student to consult with the M.A.Ed. Program Director regarding the formation of the research committee. The approved research proposal must be filed in the Office of the College of Education and Human Studies before candidacy is granted.

The student will receive written notification when degree candidacy status has been achieved.

Full-Time Students

A graduate student enrolled for 9 or more hours during Fall or Spring Semester will be considered full-time. A student enrolled for 6 or more hours during the Summer or 3 or more graduate hours in term less than 15 weeks will be considered full time.

Maximum Load

The maximum load for a graduate student is 15 hours during the Fall or Spring semesters and 6 hours during the Winter term. The maximum load for the 8-week Summer session is 12 hours. No more than 6 hours may be taken during any Summer term. Fall and Spring Semester schedules are designed for teachers. An optimum load for teachers is six hours, one course per term.

Transfer of Credit into the M.A.Ed. Degree Program

Up to nine semester hours of graduate credit from a regionally accredited college or university may be transferred into the degree program at the time the student is

admitted to the program, provided the grades received in those courses were B or higher. Work being transferred into the program must have been completed within five years prior to admission to the program.

Transfer of credit after the student has been admitted to the degree program (transient credit) will be acceptable provided (1) the total semester hours of transfer credit does not exceed nine hours, (2) the grade received in the course is B or higher, and (3) written approval of the course being taken has been obtained from the Dean of the College of Education and Human Studies prior to taking the course. A maximum of six hours of workshop/short course/video course credit may be transferred.

Courses Taken by Non-Degree Students

A maximum of twelve hours of graduate work taken at Union before a student is admitted to the degree program may be used to satisfy the M.A.Ed. requirements.

Financial Information

The registration of a student signifies an agreement by the student to fulfill the related financial obligations.

There are two methods for the payment of expenses.

1. All expenses may be paid in full prior to or on the day of registration.
2. Payment may be made in two equal payments, with one-half due at the time of registration and the balance due halfway through the term. A 1.5% service charge will be added to the unpaid balance following the initial payment.

For students who have a definite commitment of financial aid from the Financial Aid Office of the University, the difference between the total cost for the term and the financial aid allocation is the amount payable by the student to the University.

Tuition and Fees

M.A.Ed	\$300/semester hour
Non-degree-seeking post-baccalaureate students	\$300/semester hour

Tuition for Student Teaching will be charged at the undergraduate rate.

Other fees when applicable:

Application Fee (non-refundable, one-time only)	\$25
Late Registration Fee	\$25
Audit Fee	\$125 semester hour
Course Drop Fee	\$10
Materials Fee per Course: EDU 510, 552, 553, 554, 555, 651, 657, 658; SE 651, 657	\$15
Lab Materials Fee per Workshop	Varies with workshop

Thesis Binding Fee	\$50
Graduation Fee	\$25

Financial Assistance

Students enrolled in Graduate Studies in Education for a minimum of six hours per semester, Fall or Spring, may apply for the Federal Stafford Loan. All students applying for this loan must complete an institutional Application for Financial Assistance and file the Free Application for Federal Student Aid (FAFSA). Forms are available in the

Financial Aid Office. A Master Promissory Note must also be filed in the Financial Aid office.

Some students may qualify for a Tennessee Student Assistance Corporation (TSAC) loan. The Tennessee Teaching Scholars Program provides a forgivable loan of \$3,000 for post-baccalaureate students admitted to state-approved teacher education programs at a Tennessee institution of higher education who pledge to teach at the public preschool, elementary, or secondary level in Tennessee one year for each year the award is received. Contact the Financial Aid Office for information on requirements for qualifying, how to apply, and the application deadline.

Veterans: Union University is approved to offer educational benefits to veterans, reservists, and dependents who qualify for Veterans Benefits. Any person who qualifies for the above should check with the Academic Center as soon as possible upon registration.

Calendar for M.A.Ed. 2006—2007

Dates may vary slightly. Separate course schedules for each program are available. Please see also the 2006-2007 Academic Calendar for non-cohort Programs. See <http://uu.edu/academics/graduate/maed/> for additional information.

Fall Semester 2006

Session I*	
August 4	M.A.Ed. Registration Deadline for Fall 2006
August 28	M.A.Ed. Classes Begin
October 1	Deadline for Returning Applications for Graduation (December)

Session II

October 23	M.A.Ed. Classes Begin
December 1	M.A.Ed. Registration Deadline for Winter 2007
December 16	Fall Commencement

Winter Semester 2007*

January 2	M.A.Ed. Classes Begin
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Spring Semester 2007

Session I*	
January 29	M.A.Ed. Classes Begin
March 1	Deadline for Returning Application for May Graduation

Session II

March 19	M.A.Ed. Classes Begin
May 4	M.A.Ed. Registration Deadline for Summer 2007
May 19	Spring Commencement

Summer Semester 2007

May 4	Deadline for Returning Application for August Graduation
August 5	August Commencement

*An additional meeting will be scheduled within the session to meet required minimum classes.

MASTER OF ARTS IN EDUCATION REQUIREMENTS FOR THE MA.Ed. DEGREE OPTIONS

	THESIS OPTION	NON-THESIS OPTION
REQUIRED CORE	12 HOURS: EDU 610 His & Phil Educ EDU 620 Curr Dev & Implem EDU 650 Educ Meas & Eval EDU 665 Research Design	15 HOURS: EDU 610 Hist & Phil Educ EDU 620 Curr Dev & Implem EDU 650 Educ Meas & Eval EDU 665 Research Design EDU 675 Capstone Research Seminar
CONCENTRATION AREA With the assistance of a faculty advisor, the student will select an area that will provide growth in the knowledge and methodology of that area	6 HOURS	12-20 HOURS
EDUCATION ELECTIVES With the assistance of a faculty advisor, the student will select education courses that will increase the student's professional knowledge and skills.	6 HOURS	2-11 HOURS
ADDITIONAL ELECTIVES With the assistance of a faculty advisor the student will select additional courses in either education or the specialty area.	3 HOURS	NOT REQUIRED
THESIS-A THESIS-B	MINIMUM OF 6 HOURS	NOT REQUIRED IN THE NON-THESIS OPTION
MINIMUM HOURS REQUIRED	33 HOURS	39 HOURS

Course Descriptions

Art (ART)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Art (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

610 Theories and Processes in Drawing and Painting (3)

Exploration of concepts in drawing and painting with consideration of subject matter, media processes and developmental learning activities for art programs.

620 Theories and Processes in Sculpture (3)

Exploration of concepts and techniques in sculpture with consideration to developmental learning activities for art programs.

640 Special Studies in Art (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Art Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Art Education B (3)

A continuation of Research in Art Education A.

Biology (BIO)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Biology (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Biology (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Biology Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Biology Education B (3)

A continuation of Research in Biology Education A.

Business Administration (BAD)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Business (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

615 Seminar and Workshop in Economic Education (3)

The seminars will focus on basic theories of economics at both the macroeconomic and microeconomic level. The workshops will stress practical applications of economic principles and basic classroom methods for teaching economics.

640 Special Studies in Business Administration (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Business Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Business Education B (3)

A continuation of Research in Business Education A.

Chemistry (CHE) and Physics (PHY)**533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Science (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Chemistry & Physics (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Science Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Science Education B (3)

A continuation of Research in Science Education A.

Communication Arts (COM)**533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Communication (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Communication Arts (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Communication Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Communication Education B (3)

A continuation of Research in Communication Education A.

Education (EDU)**504 Technology in the Classroom (2)**

A study of the most recent technology advancements utilized to enhance student achievement in the elementary, middle, and high school classroom with emphasis on the many facets of the computer as a teaching tool. Prior technology experience needed.

510 Computer Applications in the Classroom (3)

A study of existing computer software for elementary and secondary educational use. Criteria for the evaluation and selection of software are emphasized. Grading and management applications and word processing are included.

517 Instructional Methodology for Secondary School Art (3)

A study of principles, practices, methods, and materials for teaching art in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

518 Instructional Methodology for Secondary School Science (3)

A study of principles, practices, methods, and materials for teaching science in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

519 Instructional Methodology for Secondary Business (3)

A study of principles, practices, methods, and materials for teaching business in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

520 Instructional Methodology for Secondary School English (3)

A study of principles, practices, methods, and materials for teaching English in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

521 Instructional Methodology for Secondary School Physical Education and Health (3)

A study of principles, practices, methods, and materials for teaching physical education and health in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

522 Instructional Methodology for Secondary School Mathematics (3)

A study of principles, practices, methods, and materials for teaching mathematics in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

523 Instructional Methodology for Modern Languages in Secondary School (3)

A study of principles, practices, methods, and materials for teaching modern languages in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

524 Instructional Methodology for Secondary School Music (3)

A study of principles, practices, methods, and materials for teaching music in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

525 Instructional Methodology for Secondary School Social Studies (3)

A study of principles, practices, methods, and materials for teaching social studies in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

526 Instructional Methodology for Secondary School Speech and Theatre Arts (3)

A study of principles, practices, methods, and materials for teaching speech and theatre arts in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

530 Secondary School Methods (3)

A study of the principles, methods, and best practices for teaching at the secondary level with emphasis on current research in the field. Available for graduate credit only. Practicum required.

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

540 Using Games and Activities in the Elementary Classroom (3)

A study of the principles and practices related to the effective use of games and activities in the elementary classroom.

552 Instructional Design of Language Arts (4)

A practical study of the design and implementation of instruction of language arts and children's literature in the elementary (K-8) classroom with emphasis on current research in the field. Includes field experience.

553 Instructional Design of Reading (4)

A study of the design and implementation of instruction of reading with emphasis on current research and practice,

including investigation of common reading problems, assessment methods, and remediation techniques. Field experience included.

554 Instructional Design of Mathematics and Classroom Management (4)

A study of the design and implementation of instruction of mathematics in the elementary (K-8) classroom with emphasis on current research in the field, including examination of effective strategies of comprehensive classroom management.

555 Instructional Design of Science and Social Studies (4)

A study of the design and implementation of instruction of science and social studies in the elementary (K-8) classroom with emphasis on current research in the field.

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Education (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

595 Special Workshops (1-4)

Graduate credit offered in concentrated format for license renewal and elective credit. Maximum of 6 hours can count toward a degree. Selected topics may vary each year.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

604. Teaching in a Pluralistic Society (3)

A study of pluralistic society and the expression of diversity in families and schools with emphasis on current research and best teaching practices.

610 History and Philosophy of Education (3)

History and philosophy of American education with attention to European antecedents, and philosophical movements such as Idealism, Realism, Perennialism, Essentialism, Progressivism, Reconstructionism, and Existentialism.

614. Learning Theories and Styles (3)

See PSY 614 for course description.

615 Seminar and Workshop in Economic Education (3)

Basic theories of economics at both the macroeconomic and microeconomic level. The workshops will stress practical applications of economic principles and basic classroom methods for teaching economics.

616 Children and Literature (3)

A critical analysis of each genre of literature for children as a basis for the appreciation, selection, and use of suitable materials to foster active learning, personal growth, and recreational reading. This course is intended for the

student who did not take a course in children's literature as an undergraduate.

620 Curriculum Development and Implementation (3)

Investigation of the factors that have influenced and will shape the school curriculum. Organizational patterns, trends, and issues are studied.

625 Classroom Management (3)

Comprehensive classroom management strategies which will center on interpersonal relationships, classroom organization and management, instruction, problem solving, behaviorism, and schoolwide discipline.

626 Reading in the Content Area (3)

Content area reading builds on skills to teach strategies related to specific areas of the curriculum and is designed to teach students the specific skills necessary to learn more effectively in science, social studies, literature, math, music, and physical education. Students in this course will create materials related to their specific content area. Field Experience required.

629 Current Research in Early Childhood Education (3)

Study and analysis of current research related to children and educational programs for children, birth through grade three. Field Experience required.

630 The School and Community Relations (3)

A study of designing programs around needs and problems of the school and its special publics, dealing constructively and effectively with these needs, and promoting a positive school environment for the steady improvement of public education.

632 School Law (3)

A study of sources of school law, student rights, and legal issues affecting education.

633 Evaluation of Reading Programs & Instruction (3)

A critical study of research-based design, implementation and evaluation of instruction for students experiencing difficulty in reading. Development, maintenance and evaluation of reading programs using current research and various formal and informal assessment procedures are examined.

634 School Facilities (3)

Consideration of the school plant, grounds, and major equipment in relation to the educational needs of the community; factors in site selection; procedures in planning of school buildings; principles of design and construction; architectural and contractual services; and maintenance.

640 Special Studies in Education (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

650 Educational Measurement and Evaluation (3)

A study of the measurement of learning, attitudes and feelings, products and performances, and social interaction. Difficulty and discrimination of test items as well as validity and reliability of tests are emphasized. Descriptive statistics for sets of data are introduced.

651 Cognitive Development of the Young Child (4)

Prerequisites: EDU 629.

Students examine the theoretical and applied aspects of cognitive development in young children. Language development, quantitative thinking and number concepts, goals and concepts for other curriculum areas, as well as assessment principles and models are explored. Practicum required.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

657 Creative Development of the Young Child (4)

Prerequisites: EDU 629.

Students examine the development of creativity in young children with attention given to the use of the expressive arts for early intervention, meeting curricular objectives in all areas, and programming strategies for young children with special needs. Assessment principle and models are explored. Practicum required.

658 Middle School Design (3)

Design and implementation of instruction in the middle school with attention to the philosophy and structure of the middle school and to issues, problems and practices in building a community of learners and collaboration with colleagues and support personnel based on current research in the field. Includes Field Experience.

660 Issues and Trends in Education (3)

A course designed to research the literature related to recent developments in education, including the aims, philosophies, methods, content, and problems related to the field. Students will identify and develop a synthesis of research related to a potential line of research.

665 Research Design (3)

A study of research designs which control threats to the validity of research conclusions, including statistical treatment of data.

675 Capstone Research Seminar (3)

Prerequisite: Completion of graduate coursework including EDU 665.

An extensive review of literature and synthesis of key learning based on the student's concentration area designed to provide a culminating experience of the M.A.Ed., non-thesis option. The final product will be presented to faculty and peers. To be taken the semester before graduation.

680 Research in Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Education B (3)

A continuation of Research in Education A.

690 Thesis A (3)

Prerequisite: EDU 665.

A course designed to help the student complete the master's research and thesis. Students will complete a research proposal for a significant research problem in

education, including a review of literature related to the research problem. Graded: Pass/Fail.

695 Thesis B (3)

Prerequisite: EDU 690.

A continuation of Thesis A. Students will gather and analyze research data and complete a written thesis and oral defense. Students are required to maintain continuous enrollment until the thesis is successfully defended for a maximum of 9 hours of credit. Graded: Pass/Fail.

English (ENG)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in English (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in English (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in English Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in English Education B (3)

A continuation of Research in ENG. 680.

History (HIS), Political Science (PSC), and Geography (GEO)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Social Sciences (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Social Sciences (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Social Science Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Social Science Education B (3)

A continuation of Research in Social Science Education A.

Language (LANG)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Language (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Language (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Language Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Language Education B (3)

A continuation of Research in LANG 680.

Library Information Specialist (LSC)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Library Science (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non lecture research and discussion course. Course content will be determined by need.

610 Principles of Librarianship (3)

A study which traces the development of library history from its earliest existence through the 20th century. It includes a study of the types of libraries, services, trends, issues, problems and challenges in libraries. Emphasis is placed on developing a personal philosophy of librarianship.

621 School Library Administration (3)

An exploration of the unique leadership role the school librarian plays in the administration of a contemporary school library media center. This includes examination of issues related to the planning, implementing, and evaluation of the center and includes practice in collaborating with others in the development of curriculum and programs. Field experience required.

631 Collection Management and Organization (3)

Routine operations of collection management and organization of a school library with emphasis on acquisition of materials, bibliographic control, cataloging, preservation and weeding of materials. It is designed to provide background information and current rules regarding the Dewey Decimal System Classification and the Anglo-American Cataloging Rules. Hands on practice is required in creating and editing cataloging records based on Machine Readable Format. Field experience required.

640 Young Adult Literature (3)

Focus on the variety of literature available for middle and high school students, including multicultural, classical, and contemporary literature. Also covers selecting, promoting, and evaluating young adult literature, media for youth, and identifying the worldview of each work read.

646 Practicum (2-6)

Prerequisite: 6 hours from LSC 610, 621, 631, 651. Library experience and training in elementary, middle and secondary school requiring 20 clock hours per credit hour under the supervision of a licensed school media specialist and college supervisor.

651 General Reference and Instruction (3)

An introduction to basic printed reference and electronic resources for school library media centers and how to use them effectively. Focuses on how to use strategies in seeking answers to reference questions. The reference resources studied will serve as a selection guide for school libraries. Attention is given to developing instructional skills for use with print and electronic resources. Field experience required.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Library Science A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Library Science B (3)

A continuation of Research in LSC 680.

Mathematics (MAT) and Computer Science (CSC)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Mathematics & Computer Science (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Mathematics and Computer Science (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Mathematics Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Mathematics Education B (3)

A continuation of Research in Mathematics and Computer Science Education A.

Music (MUS)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Music (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Music (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Music Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Music Education B (3)

A continuation of Research in MUS 680.

Physical Education, Wellness, and Sport (PEWS)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Physical Education and Health (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Physical Education and Health (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

660 Issues and Trends in Physical Education Education (3)

A course designed to research the literature related to recent developments in Physical Education including the aims, philosophies, methods, content, and problems related to the field. Students will identify and develop a synthesis of research related to a potential line of research.

680 Research in Physical Education and Health Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Physical Education and Health Education B (3)

A continuation of Research in Physical Education and Health Education A.

Psychology (PSY)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Psychology (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

610 Advanced Educational Psychology (3)

This course involves an in-depth study of the field of educational psychology. Emphasis will be upon applying current research and issues such as human development, learning, and motivation to the educational setting.

614 Learning Theories and Styles (3)

Prominent theories of learning and learning styles in the context in which they were originated, their influences upon contemporary psychological and educational thought, and their present applications.

624 Comparative Study of Child Development Theories (3)

For the student who did not take a course in child development as an undergraduate, it is a critical study of the prominent theories relating to physical, social, emotional, and cognitive growth of children, as well as factors which impact development. The roles of the teacher and other professionals who work with young children are explored.

625 Learning and Behavioral Characteristics of Persons with Exceptionalities (3)

A study of the learning and behavioral characteristics of students with exceptionalities. Theoretical models and experimental results will be examined.

640 Special Studies in Psychology (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Psychology Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Psychology Education B (3)

A continuation of Research in Psychology Education A.

Sociology (SOC)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Sociology (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Sociology (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Sociology Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Sociology Education B (3)

A continuation of Research in Sociology Education A.

Special Education (SE)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Special Education (1-4)

Groups studies which do not appear in the department course offerings. Course content will be determined by need.

595 Special Workshops (1-4)

Graduate credit offered in concentrated format for license renewal and elective credit. Maximum of 6 hours can count toward a degree. Selected topics may vary each year.

605 Current Research in Educational Assessment of Persons with Exceptionalities (3)

An investigation of assessment procedures for persons with special needs. Attention is given to the research base related to appropriate techniques and instruments and interpretation and transformation of test data into programmatic guidelines for instructional objectives.

610 Current Research in Behavior Management of Persons with Exceptionalities (3)

Various theories and techniques for managing behavior of students with exceptionalities. Attention is given to experimental results and related practical, moral, and legal issues.

625 Learning and Behavioral Characteristics of Persons with Exceptionalities (3)

A study of the learning and behavioral characteristics of students with exceptionalities. Theoretical models and experimental results will be examined.

631 Educational Needs of Persons with Mild/Moderate Disabilities (3)

A study of the diagnostic criteria of particular disability categories with emphasis on the individual educational needs of individuals with mild to moderate exceptionalities, including a study of Federal and State law, behavioral and psychosocial aspects, and pedagogy involved in relevant educational trends such as inclusion. Includes observation field experience.

632 Characteristics and Needs of Students with Emotional Disabilities (3)

A study of the psychological and educational characteristics and needs of persons with severe and profound emotional and behavioral problems, with considerations given to the assessment and intervention strategies for individuals with these disabilities in light of current trends and legislation. Includes observation field experience.

640 Special Studies in Special Education (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

641 Teaching Mathematics and Science to Students with Exceptionalities (3)

Prerequisite: SE 631 or 632.

A study of the content, objectives, and pedagogy of instructing students with exceptionalities in the area of mathematics and science in grades K-8. Field Experience included.

645 Teaching Language Arts and Social Studies to Students with Exceptionalities (3)

Prerequisite: SE 631 or 632.

A study of the content, objectives, and pedagogy of instructing students with exceptionalities in the area of language arts and social studies in grades K-8. Field Experience included.

650 Current Research in Assessment of Learning Problems in the Young Child (3)

An investigation of the assessment methods for identification and diagnosis of learning problems in infants and young children and of the research related to effective techniques for early intervention.

651 Cognitive Development of the Young Child (4)

Prerequisite: EDU 629.

Theoretical and applied aspects of cognitive development in young children. Language development, quantitative thinking, number concepts, goals and concepts for other curriculum areas, as well as assessment principles and models are explored. Field Experience required.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

657 Creative Development of the Young Child (4)

Prerequisite: EDU 629.

Development of creativity in young children with attention to use of the expressive arts for early intervention, meeting curricular objectives in all areas, and programming strategies for young children with special needs. Assessment principle and models are explored. Field Experience required.

660 Issues and Trends in Special Education (3)

A course designed to research recent developments in Special Education, including the aims, philosophies, methods, content, and problems related to the field.

680 Research in Special Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Special Education B (3)

A continuation of Research in SE 680.

Teaching English as a Second Language (TESL)

510 Language and Acquisition (3)

The tenets of human language, focusing on 1st and 2nd language acquisition considering its psycholinguistic and sociolinguistic aspects.

515 Language & Literacy (3)

The critical context of literacy and where students consider composition theory, critical theories of literacy, and practical literacy issues in a variety of learning contexts.

520 Critical Contexts of Language Assessment (3)

Critical theory and practice of language testing and design. Students will have opportunity to explore the impact of testing and standards on learners and learning while critically reflecting their own test designs.

530 Theory & Practice: Language Curriculum Development (3)

The critical context of curriculum development, allowing students to explore language curriculum design and develop an extensive, detailed language curriculum.

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Teaching English as a Second Language (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Teaching English as a Second Language (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

**680 Research in Teaching English as a Second
Language A (3)**

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

**685 Research in Teaching English as a Second
Language B (3)**

A continuation of Research in TESL 680.

Teacher Licensure: Post-Baccalaureate Requirements for Initial and Add-on Endorsement

Conceptual Framework: A Teacher-Student Dynamic of Sensitivity, Reflection and Faith

Mission Statement

The mission of the Teacher Education Program is to prepare highly effective teachers within an environment of sensitivity, reflection, and faith.

Description of the Statement

Effective educators demonstrate knowledge in their respective fields, sensitivity to students' diverse learning needs, reflection in scholarship and inquiry, motivation of their students' becoming life-long learners, and a careful examination of their worldview and integration of the fruit of the Spirit (Galatians 5:22-23).

Goals

On completion of the Teacher Education Program, students will have developed:

1. Understanding of the growth and development of children and adolescents and sensitivity to their diverse learning needs;
2. Academic competence in a broad base of general education and in a major appropriate for the licensure being sought
3. Knowledge of a variety of effective teaching methods and materials which utilize skills that effectively apply content knowledge and knowledge of children and adolescents to the learning environment;
4. Awareness that teachers need continuing professional growth to remain effective and desire to pursue further study;
5. Knowledge of the ethical and professional responsibilities of teachers and an understanding of the teacher's role as a leader in the community;
6. A desire to have a lifestyle that demonstrates Christian values.

NCATE Accreditation

The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) 2010 Massachusetts Ave., N.W., Suite 500, Washington, DC 20036; phone 202-466-7496. This accreditation covers initial teacher preparation programs and advanced educator programs.

Profile of the Teacher Education Program

To be licensed to teach in the State of Tennessee, prospective teachers must earn a bachelor's degree with a major in an academic field and meet specific competencies needed in the teaching profession.

Areas of licensure: Union offers both initial licensure and additional endorsement in the following areas:

Beginning Administrator, PreK-12

Biology, 7-12

Business Education 7-12 plus Business Technology, 7-12

Chemistry, 7-12

Early Childhood Educ., PreK-4

Economics, 7-12

Elementary, K-8

English, 7-12

English as a Second Lang., PreK-12

French, 7-12

Government, 7-12

History, 7-12

Library Information Specialist, Pre K-12

Marketing, 7-12

Mathematics, 7-12

Middle Grades, 5-8

Music Education:

Vocal/General, K-12 (no add-on)

Instrumental, K-12 (no add-on)

Physical Education, K-12 plus Health Education K-12

Physics, 7-12

Reading Specialist, PreK-12

School Social Worker, PreK-12

Spanish, 7-12

Special Education:

Modified, K-12

Comprehensive, K-12

Early Childhood, PreK-1

Speech Comm., 7-12

Theatre, K-12

Visual Art, K-12

Post-Baccalaureate Requirements

(For post-baccalaureate initial licensure and add-on endorsements)

Official transcripts. Students who seek post-baccalaureate teacher licensure must first complete the Graduate Studies in Education Application and a \$25.00 (non-refundable) application fee. The candidate must order official transcripts from all colleges and universities that have been attended; these transcripts must be sent directly to Union University and may not be stamped "Issued to Student."

Transcript evaluations. After the candidate has submitted the Graduate Studies in Education Application and \$25.00 application fee and official transcripts have been received, the candidate should call the Assistant Dean for Teacher Education and Accreditation for an appointment for a transcript evaluation. Post-baccalaureate candidates must have a transcript evaluation completed by the Assistant Dean prior to starting classes; if the licensure program takes more than one year to complete, the post-

baccalaureate candidate should have another evaluation completed. At this meeting the candidate will be apprised of course work that remains, TEP status, Praxis II requirements, any proposed changes in licensure requirements, and alternative licensure options.

Application to the TEP. The application to the TEP is submitted with the Graduate Studies in Education Application. Due to the nature of class schedules on the graduate level, candidates may take courses that are required for licensure when they are available even if they require admission to the TEP on the undergraduate level. However, candidates must be fully admitted to the TEP prior to student teaching.

Admission to the TEP. Post-baccalaureate candidates for initial licensure must secure a copy of the Teacher Education Program Handbook, Vol. I and Portfolio Handbook and meet the following requirements for admission to the Teacher Education Program.

1. Satisfactory score on the Praxis II Speciality Area test for the endorsement being sought.
2. Minimum GPA of 3.0 from all undergraduate courses taken or provisional admission to graduate course work
3. Two positive reference forms
4. Interview with the Teacher Education Screening Committee
5. Successful completion of Portfolio Stage 1.
6. Approval of the School of Education
7. Approval of the Teacher Education Committee

Continuation in the TEP. In order to remain in the TEP following admission, the post-baccalaureate candidate must maintain a GPA of 2.75 in all course work taken at Union since completion of the baccalaureate degree and a GPA of 2.75 in the professional education core. The candidate must successfully complete Portfolio Assessment Stage 2.

Admission to student teaching. Candidates must file an application to student teach before the posted deadline during the semester prior to student teaching. Applications are available in the Education Department. Other requirements for student teaching are as follows:

1. Minimum scores on all applicable portions of the Praxis II series must be received by Union before the student is admitted to student teaching or before teaching experience can be substituted for student teaching
2. A recommendation from the department of the student's endorsement area or a minimum GPA of 2.75 in all undergraduate and graduate courses in the endorsement area
3. Satisfactory completion of a field experience at an appropriate level
4. Completion of the professional education core
5. Lack no more than one course for completion of the endorsement requirements
6. Completion of one term of full-time professional education
7. Approval of the Dean of Students

8. Approval of the Teacher Education Committee.

No courses may be taken during the semester of student teaching. During the semester of student teaching, seminars are held on Thursday afternoons from 3:30-5:00 and attendance is mandatory.

Teaching experience may or may not be allowed to substitute for student teaching. Post-baccalaureate candidates who have completed either two years of successful experience on the Alternative A in the area of licensure or 3 years of experience on a permit or combination of permit and Alternative A may submit a letter of appeal to the Dean of the College of Education and Human Studies. The letter must include the Verification of Teaching Experience Form completed by the supervisor or principal indicating grade, subject, and dates taught along with copies of two local evaluations completed by the supervisor and / or principal, a copy of Praxis II scores and copy of portfolio assessment for stage 3. If the Dean deems that the experience is within the guidelines of Union's policy, he / she will allow the experience to substitute for student teaching. If denied, the candidate may appeal the decision to the Teacher Education Committee.

Application for teacher licensure. Applications for Tennessee teacher licensure are completed during a student teaching seminar and are filed with the Tennessee State Department of Education when all requirements are completed. If the candidate appeals to the Dean to substitute teaching experience for student teaching, the candidate will use the application for licensure included in the packet.

Academic Policies

Minimum GPA requirements. Minimum GPA's are listed above. Following admission to the TEP, if the GPA drops below the minimum, the student is removed from the TEP and may not take any courses that require admission to the TEP. In this case it is strongly recommended that the student repeat courses that caused the GPA to fall below the minimum required. When the GPA is at or above the minimum, the student will be submitted for readmission to the TEP.

Early field experiences. As is required by national standards and by the Tennessee State Department of Education guidelines, early field experiences are a vital part of the TEP at Union. The purpose of these early field experiences is to introduce the prospective teacher to a variety of school settings, learners, and routine activities. The knowledge and skills introduced in course work will be refined in the early field experiences.

Proof of professional liability insurance is required of all students enrolled in courses with field experiences. This expense is the responsibility of the student. Options for this coverage include, but are not limited to, membership in Student Tennessee Education Association, Christian Educators' Association International, or Professional Educators of Tennessee. Liability insurance is also available through Union University. Information about each of these options is available through the Assistant Dean.

Appeals. The School of Education is charged with the responsibility to follow the established policies for admis-

sion to and completion of the TEP. The Teacher Education Committee, which includes representatives of the faculty from across the university, is the TEP coordinating and policy-making body for the unit and is responsible for assuring that the established policies are followed. If the student feels that established policy or practice is not being followed, the Teacher Education Committee should be contacted. The Teacher Education Committee is also the appeals committee for the TEP. All appeals for variance from established policy and practice should be presented in writing to the Dean of the College of Education and Human Studies. The Dean will consider whether the appeal may, within established policy, be granted. If the appeal has been denied by the Dean, the student may choose to direct the appeal to the Teacher Education Committee. The student should contact the chairman of the TEC and present the appeal in writing. After the TEC has considered the appeal, the student will be notified in writing of the committee's determination.

Assessment of student outcomes. The candidate will submit a portfolio at three stages throughout the program. The portfolio will present evidence that the candidate has met performance standards in the endorsement area and in professional education as set by the TN Depart-

ment of Education and based on INTASC standards. To be admitted to student teaching, students must acquire passing scores on all applicable portions of the Praxis II as determined by the Tennessee State Department of Education. The Praxis II should be taken at least one semester prior to the beginning of student teaching to assure receipt of passing scores.

Financial Information

In addition to tuition, a fee of \$125 will be charged all students engaged in enhanced student teaching. A fee of \$35 is charged for extended field experience. This fee is used to meet part of the expenses of the cooperating teacher stipend and travel expenses incurred by the university supervisor.

A materials fee is also charged for student teaching and appropriate courses throughout the education curriculum and elsewhere in the university to cover costs directly related to the course or laboratory. Current materials fees are indicated in the "Financial Information" section of the *Catalogue*.

THE MASTER OF EDUCATION DEGREE

Program Purpose

The purpose of the Master of Education Degree Program is to provide relevant continuing professional development for classroom teachers in a quality graduate environment.

Objectives of the Program

Students in the M.Ed. program will:

1. Enhance their knowledge, skills and values relating to the major issues facing today's practitioners.
2. Be encouraged in their Christian commitment and service to society.
3. Apply research skills to current educational problems.
4. Prepare for leadership roles in their educational settings.

Assessment of Outcomes

The Master of Education Degree utilizes the following means of assessing the four objectives listed above. The emphasis in this assessment is upon a variety of measures and comprehensiveness. The number of each objective to be assessed is listed in parentheses beside each means of assessment.

- Coursework and teacher-devised assessments, including small and large group discussions and exams, projects, papers. (1,2,3,4)
- Course evaluations, collected and tabulated by the Office of Graduate Studies in Education for each course taught in the program. (1,2,3,4)
- Alumni questionnaire for master's level programs. (1,2,3,4)
- Creative Research Project, the exit requirement of the M.Ed. program (1,3,4)
- Field experience, an integral part of most courses in the M.Ed. curriculum. (1,3,4)
- The Master's Forum, student presentations of the Creative Research Project in a setting such as a school, class conference, or colloquium. (1,3,4)

The Cohort Approach and Calendar

The M.Ed. program accepts students in groups of 15 to 24 to pursue each course together in a cohort. This model emphasizes teamwork, cooperation, professional support and sharing of knowledge among students. Each cohort is further subdivided into action research groups of 4-6 students. Lifelong friendships are developed through this format and learning takes place in a spirit of unity, rigor and cooperation. The curriculum consists of 12 courses totaling 30 semester hours with no transfer credits or electives permitted. The degree program begins each June and ends in July of the following year, with the course calendar published in advance for the 14-month program. Except for summer course work, when Saturdays as well as weekdays are utilized, courses during the school year

are offered on Saturdays in a unique delivery system, an intensive format where one course at a time is completed by the cohort of students.

Each cohort is presented its unique calendar for the complete program. Current M.Ed. calendars are available at <http://uu.edu/academics/graduate/med/>

Admission Information

Candidates for admission to the M.Ed. (cohort) program will need the following:

1. A teaching license.
2. A minimum G.P.A. of 3.00 based on a 4.00 scale (undergraduate and post-baccalaureate credits combined).
3. An interview with the Director of the M.Ed. program.

Successful candidates must also complete an Application to Graduate Studies in Education; arrange for official transcripts to be sent directly to the Office of Graduate Studies in Education from all previously attended colleges or universities; and request of two persons who are in positions to judge the candidate's potential as a graduate student to recommend the candidate, using the forms provided in the application packet. In addition, a completed "Certificate of Immunization" is required.

Persons not qualifying for Admission may be granted Conditional Admission after successfully completing a Writing Sample (evaluated by English Department faculty) and upon the recommendation of the Graduate Education Admissions Committee and the Dean of the College of Education and Human Studies. Provisionally admitted students may be granted Admission after 9 hours of (minimum) 3.00 grade average work and a recommendation from the Dean. Failure to be fully admitted to the M.Ed. program after 9 hours of coursework will result in termination from the program. A student may appeal termination through the regular appeals process outlined in this Graduate Catalogue.

Graduation Requirements

For graduation from the M.Ed. degree program, the student will:

1. Successfully complete the 30 semester hours of required course work.
2. Demonstrate a minimum GPA of 3.0 cumulative for the program.
3. Successfully complete the Creative Research Project.

Financial Information

The following payment plans are available:

1. Full payment may be made for the program of 30 semester hours.
2. Payment may be made by the semester, with 50% due before classes begin that semester, and 50% due one month later.

- Monthly payments may be made in using the FACTS Plan, an automatic debit from your bank account.

Tuition is \$300 per semester hour, or \$9000 for the program, effective for cohorts beginning in June 2006 through July 2007.

The following are Non-Refundable Fees:

Application Fee:	\$25
Graduation Fee:	25
Computer Fee: EDU 602	15

Financial Aid

The Federal Stafford Loan (subsidized or unsubsidized) is available to M.Ed. students who need financial assistance. To qualify for a student loan, the graduate student must:

- Be admitted to the M.Ed. degree program.
- Not be in default on a former loan or owe a refund on any grant.
- Complete the FAFSA and Union Financial Aid Application by April 1 for Summer through Spring semesters and by April 1 again of the following year to cover the remaining Summer semester. A Master Promissory Note must also be on file in the Financial Aid office.

Curriculum Calendar for the M.ED.

(The order of the M.Ed. courses will vary for individual cohorts.)

Summer	Hours	
EDU 612	Literacy Across the Curriculum	3
EDU 643	Methods and Designs for Classroom Research	2
EDU 613	Brain-Based Learning	3
EDU 644	Creative Research Proposal	1
Fall		
EDU 602	Educational Computer Technology	2
EDU 644	Creative Research Proposal	1
Winter		
EDU 617	Positive Discipline	2
Spring		
EDU 606	Accountability	3
EDU 645	Creative Research Project	1
EDU 600	Community Involvement	3
Summer		
EDU 646	M.Ed. Capstone Seminar	3
EDU 611	Differentiated Instruction	3
EDU 647	Faith and Ethics in Education	3
	Total Semester Hours	30

Course Descriptions: Education (EDU)

600 Community Involvement to Improve Schools (3)

A course designed to explore methods of increasing public engagement. Community, school, student, and parental values are explored with a view toward shared accountability for school improvement. Issues related to diversity within the community, schools, and learners will be addressed.

602 Educational Computer Technology (2)

Focus of the course is the integration and utilization of the latest in instructional technology. Includes analysis and evaluation of existing software and hardware for elementary/secondary classrooms: teacher productivity tools, specific-use software, multimedia technology, adaptive technology, presentation software, Internet, web page construction, and future trends. Prerequisite: CSC 105 and EDU 250 or equivalent computer skills.

606 Accountability for Greater Student Learning (3)

This course views accountability as a joint effort between instructor and student. The following areas have been identified as essential factors in improving student performance: multiple methods of instruction, the use of formative evaluation, student perceptions, self-observation and critical reflection (teacher and student), and creative avenues for communicating content mastered.

611 Differentiated Instruction (3)

This course views Differentiated Instruction as the development of multiple methods of instruction to address the needs of students of varying abilities. It assumes that children learn differently and methods effective for some students are ineffective for others.

612 Literacy Across the Curriculum (3)

This course emphasizes the integration of reading comprehension and written composition into all coursework. Emphasis will be placed upon content reading skills and consideration of thematic units.

613 Brain-Based Learning (3)

An emphasis on creating authentic learning situations that address the brain's need for meaning, patterns, and connections. Teaching strategies that create a classroom climate that presents learning in a relaxed and non-threatening manner are essential to brain-based learning.

617 Positive Discipline (2)

A focus on the use of proactive strategies by teachers to provide clear guidelines for the academic and social performance of students. Primary goals include students' responsible actions, thoughtful choices, and self-control. Such techniques promote students' self-esteem and dignity.

643 Methods and Designs for Classroom Research (2)

Identification of the key problems and issues in educational research, development of skills of critical analysis of the literature and the implementation of a proposal for action research in the classroom.

644 Creative Research Proposal (1)

Introduction to the field of educational research. Students will review the literature on a topic of choice and write

a proposal for the Creative Research Project. Course will be repeated for a maximum of 2 hours credit.

645 Creative Research Project (1)

Designed to assist the teacher in defining and researching an education problem in a classroom setting. Effective applications to specific educational practice and school improvement are emphasized.

646 M.Ed. Capstone Seminar (3)

This course is a synthesis of all M.Ed. coursework. Projects and activities require the integration of content related to

theory and practice. A course project involves application of graduate program knowledge, skills, and dispositions into a professional development context. The philosophy of the course emphasizes the guiding framework of Union's Teacher Education Program: sensitivity, reflection and faith.

647 Faith and Ethics in Education (3)

Study of world views and ethical thinking in the context of the school classroom. The place of faith and values in the public school arena is an issue of study.

EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

Available on the Jackson and Germantown Campuses
The purpose of the Education Specialist in Educational Leadership is to prepare leaders who will make a difference as moral agents and sensitive social advocates for the children and the communities they serve; who will focus on the central issues of learning and teaching and school improvement; who will make strong connections as they reflect Christian values with others as individuals and as members of the educational community.

Objectives of the Program

Students in the Ed.S. in Educational Leadership Program will:

1. Demonstrate within their disciplines advanced knowledge and skills.
2. Display competency in the critical evaluation of issues, trends and methodologies.
3. Demonstrate the ability to apply research that extends the body of knowledge in the field.
4. Enhance their ethical decision-making ability through an academic environment integrated with the Christian faith.
5. Build intellectual and moral knowledge to cope with a pluralistic world in order to better serve Communities and their schools.

The objectives are met within the context of a set of standards developed by the Educational Leadership Constituent Council of the National Council for the Accreditation of Teacher Education (NCATE).

Program Description

The Education Specialist (Ed.S.) in Educational Leadership is offered along two concentrations: (1) Administration and Supervision (A&S), a licensure track designed to prepare school principals and supervisors of instruction; and (2) Curriculum and Supervision (C&S), a non-licensure track designed for school leaders who desire knowledge of concepts and strategies for school and classroom leadership. The degree is based on Union's conceptual framework of A Teacher-Student Dynamic of Sensitivity, Reflection and Faith. Union University desires to prepare school leaders who are grounded in and committed to excellence in teaching and learning with values based on our Judeo-Christian heritage.

The Cohort Approach. The program accepts students in groups to pursue each course together in a cohort. Lifelong friendships are developed through this format, and learning takes place in a spirit of unity, rigor and cooperation.

Program Delivery and Calendar. Students will be accepted into cohorts who will complete the program utilizing an innovative delivery system designed to meet the needs of educators. Ed.S. students will begin the program with a course offered on Saturdays in February and March, 8 a.m. – 2:30 p.m. over 5 1/2 Saturdays. The Summer term involves an intensive two months in which students complete 6-7 semester hours utilizing Saturdays

in June and July, and mornings two days a week in June and July. Time is provided during the summer for library research, group projects, independent reading, and Practicum hours. In the fall, instruction occurs on Saturdays, 8 a.m. – 2:30 p.m. on 5 1/2 Saturdays for a course in September and October, followed by other courses offered on Saturdays in November-December, January-February, March-April, and May-June-July. Saturdays are utilized for courses offered January through May. The guiding principle is that students will complete one course before moving to another.

Administration and Supervision students begin the Practicum in their first summer if they are following Tennessee's Standard Program Route (as defined in the Tennessee State Department of Education Guidelines for Administrator Endorsement). The Practicum runs the entire school year through the month of June. A full-time Internship, January through June, is required for A&S students following Tennessee's Internship Program Route (as defined in the Tennessee State Department of Education Guidelines for Administrator Endorsement). Students and faculty maintain online contact during the intervening weeks and months in support of course assignments. Saturdays are also utilized for courses offered January through June. In June A&S students complete their Practicum or Internship and, with C&S students, present their Leadership Growth Papers.

Also in June, A&S students take the Praxis II School Leader's Licensure Assessment (SLLA) for "Beginning Administrator Licensure" and for graduation in August. The Beginner Administrator's License will qualify the candidate for an administrative position in the schools. If the candidate wants to qualify for the Professional Administrator's License, he or she must be employed in a public school administrative position. At that juncture, the Graduate Studies in Education Program enters into the approved follow-up process of mentorship with the public school system, which allows the candidate to advance to a license at the Professional Administrator's level.

Each cohort is presented its unique calendar for the complete program. Current Ed.S. calendars are available at <http://uu.edu/academics/graduate/eds/>

Curriculum: Ed.S. in Educational Leadership: Administration and Supervision

Prerequisites: Human Growth and Development, Instructional Technology, Educational Assessment and 3 years of teaching experience by the time licensure application is made.

Transfer Credit by Petition: Maximum of 9 Semester Hours May Be Applied.

Licensure: This program leads to a recommendation for licensure as a principal or supervisor of instruction in the State of Tennessee. It is designed to meet NCATE, ISLLC and State of Tennessee licensure standards in school leadership.

EDU 610—History and Philosophy of Education
EDU 613—Brain-Based Learning

EDR 700—Research Issues in Educational Leadership
EDU 702—Engaged Learning
EDU 703—Supervision
EDU 706—Organizational Decision Making
EDU 707—Legal Issues in School Governance
EDU 708—Curriculum and School Improvement
EDU 714—Leadership Issues I—Theories and Strategies
EDU 715—Leadership Issues II—Planning and Finance
EDU 723—Faith and Ethics in Educational Leadership
*EDU 737, 738, 739—Leadership Practicum

OR

**EDU 734—Leadership Internship
EDU 786—Seminar: Multicultural and Diversity Issues
in Education

Total: 39 hours

Exit Assessment:

Completion of Practicum or Internship—end of June
Completion of ISLLC Exam—middle of July
Leadership Growth Paper—end of July
Graduation—first weekend in August

*Standard Program Route Only

**Internship Program Route Only

Curriculum: Ed.S. in Educational Leadership: Curriculum and Supervision

Prerequisites: Human Growth and Development, Instructional Technology, Educational Assessment

Transfer Credit by Petition: Maximum of 9 Semesters Hours May Be Applied.

EDU 610—History and Philosophy of Education
EDU 613—Brain-Based Learning
EDR 700—Research Issues in Educational Leadership
EDU 702—Engaged Learning
EDU 703—Supervision
EDU 706—Organizational Decision Making
EDU 707—Legal Issues in School Governance
EDU 708—Curriculum and School Improvement
EDU 714—Leadership Issues I—Theories and Strategies
EDU 715—Leadership Issues II—Planning and Finance
EDU 723—Faith and Ethics in Educational Leadership
EDU 732—Leadership Growth Paper
EDU 786—Seminar: Multicultural and Diversity Issues
in Education

Total: 39 hours

Exit Assessment: Presentation of Leadership Growth Paper—end of July

Admission Information

All candidates for admission to the Ed.S. Educational Leadership must submit a Graduate Studies in Education Application along with a non-refundable application fee (\$25) and arrange for official transcripts to be sent directly to the Office of Graduate Studies in Education from previously attended colleges or universities. In addition, a completed Certificate of Immunization will be required of all students.

If not documented on an official transcript, the student must complete coursework in instructional technology, human growth and development, and assessment or educational measurement before graduating with the Ed.S.

Admission Criteria. Candidates for admission to the Ed.S. in Educational Leadership must have a minimum of a Master's degree, three year's teaching experience and demonstrated leadership potential as more specifically stated in the following admission criteria.

1. Grade Point Average—Undergraduate GPA of 3.0 or higher. Prior Graduate GPA of 3.2 or higher.
2. Teacher Licensure—Teacher licensure and three years teaching experience by program's completion.
3. Student Goals—Goals aimed at becoming a teaching team leader, principal or supervisor as expressed in a letter to the Dean.
4. Recommendations—Rating forms from three present or former employers who can attest to candidate's leadership potential.
5. Writing Sample—All candidates, regardless of GPA, must successfully complete an Ed.S. writing sample demonstrating adequate advanced graduate level writing skills.

In addition to the criteria above, candidates for admission to the Administration and Supervision track must submit the following.

- A&S Screening Committee Interview—All candidates for the Administration and Supervision concentration must be interviewed by an admissions screening committee comprised of university and public school personnel who will make a recommendation to the Program Director concerning admission to the program. Candidates should possess leadership potential as demonstrated by past leadership experiences as exhibited in the screening interview.

Conditional Admission. Persons not meeting either of the GPA requirements (undergraduate or graduate) may be granted Conditional Admission to the Curriculum and Supervision concentration or the Administration and Supervision concentration following the successful completion of the Ed.S. writing sample. After successful completion of 9-10 hours of Ed.S. coursework with a minimum GPA of 3.0, the student will be removed from conditional admission status and granted admission to the Ed.S. program.

Candidacy for the Degree

All Ed.S. students must apply and be admitted to Degree Candidacy after completion of 9-10 semester hours of coursework with a minimum GPA of 3.0 before proceeding to complete the Ed.S. in Educational Leadership.

Graduation Requirements

All students completing the Education Specialist in Educational Leadership must meet the following criteria for graduation.

1. Successful completion of the required 39 semester hours of coursework with a minimum 3.0 GPA.
2. Successful presentation of the Leadership Growth Paper.

In addition to the above criteria, students completing the Administration and Supervision licensure track must:

3. Successfully complete the required Practicum or Internship.
4. Successfully complete the Praxis II School Leader's Licensure Assessment (SLLA). (SLLA exam required for licensure).

Students who have completed the Union Education Specialist Degree (Ed.S.) and desire to return to complete the Ed.D., after having met doctoral admission standards must complete a set of two "bridge" doctoral seminar courses before enrolling in the final 21 hours of doctoral research courses. The courses are EDR 707, Leadership Research Seminar, which includes the Qualifying Paper, and EDU 711, Seminar in Politics, Policy, and Instruction. See the Ed.D. program section for admission criteria and course descriptions.

Financial Information

The following payment plans are available for students in the Ed.S. program.

1. Full payment may be made for the program of 30 semester hours. Tuition must be paid on an individual basis for courses required for completion of the program that are in addition to the required 30 semester hours.
2. Payment may be made by the semester with 50% due before classes begin and 50% due one month later.
3. Monthly payments may be made using the FACTS Plan, an automatic debit from your account.

Tuition and Fees. Tuition is \$300 per semester hour effective for cohorts beginning in February 2006 through July 2007.

Application Fee:	\$ 25
EDU 734/737, 738, 739—Internship/Practicum Fee (A&S):	\$200
Graduation Fee:	\$25

Financial Aid. The Federal Stafford Loan (subsidized or unsubsidized) is available to Ed.S. students who need financial assistance. To qualify for a student loan, the graduate student must:

1. Be admitted to the Ed.S. degree program.
2. Not be in default on a former loan or owe a refund on any grant.
3. Complete the FAFSA and Union Financial Aid Application.

A Master Promissory Note must be on file in the Financial Aid Office.

Course Descriptions: Education (EDU)

610 History and Philosophy of Education (3)

A study of the history and philosophy of American education with attention to European antecedents, and philosophical movements such as Idealism, Realism, Perennialism, Essentialism, Progressivism, Reconstructionism, and Existentialism.

613 Brain-Based Learning (3)

An emphasis on creating authentic learning situations that address the brain's need for meaning, patterns, and connections. Teaching strategies that create a classroom

climate that presents learning in a relaxed and non-threatening manner are essential to brain-based learning.

702 Engaged Learning (3)

A contemporary account of the principles of learning with emphasis on engaging the learner in the classroom. Topics: Concepts of teaching, learner characteristics, designs for learning environments, and effective teaching. Research in cognition, learning, and teaching forms a foundation for the course.

703 Supervision (3)

Analysis of supervisory models and techniques, management techniques and group processes, staffing patterns and organizational structures to support teaching and learning. Students develop skills in all aspects of instructional planning.

706 Organizational Decision Making (3)

Theoretical approaches to understanding complex organizations are examined and applied to educational organizations, drawn from organizational theory, development and behavior. Students develop effective solutions for interpersonal, structural, and organizational problems experienced in contemporary educational communities. Strategic planning for educational change, including technological, is studied.

707 Legal Issues in School Governance (3)

Areas of the law as it impacts school administrators are studied, including, but not limited to, sources of the law and the courts, the law and students and educational personnel, desegregation and its effects, school finance issues and school district liability, federal law and regulations involving special education.

708 Curriculum and School Improvement (3)

Study and evaluation of modern practices and strategies in curriculum development with the emphasis on school improvement. The process of curriculum planning with a focus on system accountability and student learning is studied.

714 Leadership Issues I: Theories and Strategies (3)

A thorough introduction to the essential issues of educational leadership including strategic planning, theories of leadership development, the change process, school improvement, comprehensive reform in schools, systems perspectives and more.

715 Leadership Issues II: Planning and Finance (3)

Prerequisite: EDU 714

An application of leadership issues related to planning and finance, including school improvement planning, policies for equity and diversity, the management of collective bargaining, fiscal and non-fiscal resources for districts, budget planning and management collaborative planning, use of media and more.

723 Faith and Ethics in Educational Leadership (3)

A critical analysis of faith issues, ethical decision-making, world-view frameworks and values questions in the context of schools and educational leadership, especially in the public sector but not excluding the private. Techniques and tools are identified and practiced to analyze, clarify and evaluate ethical issues within educational contexts.

732 Leadership Growth Paper (3)

The Leadership Growth Paper is the culminating experience of the Ed.S. Program. The paper affords the Educational Leadership student the opportunity to engage in action-oriented research on a problem tied to school improvement. The problem is identified in EDU 708, and data is collected at the school or school system level. This course provides a context for completion of the paper by Curriculum and Supervision students.

734 Leadership Internship (3)

Prerequisite: Approval from Office of Graduate Studies in Education.

The internship for the Administration and Supervision concentration of the Ed.S. in Educational Leadership is a five-month, mentored experience involving two or more settings and multiple levels with an introductory field practicum of one month. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students develop and present a "Leadership Growth Paper" in the context of their internship work.

737 Leadership Practicum I (1)

Prerequisite: approval from Office of Graduate Studies in Education. The practicum for the Administration and Supervision track (Standard Route) is an eight-month,

mentored experience in a cooperating school system. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students develop and present the "Leadership Growth Paper" in the context of their practicum work. Pass/Fail.

738 and 739 Leadership Practicum II (1) and III (1)

Continuation of 737 using a graded format

786 Seminar: Seminar in Multicultural and Diversity Issues in Education (3)

A seminar course dealing with the theoretical and applied bases of educational administration in multicultural contexts. Students examine through readings the needs and characteristics of various cultural groups with the focus on translation to practice and policy.

Education Research (EDR)**700 Research Issues in Educational Leadership (3)**

Students learn to locate, critique, and report research findings; apply introductory methods of analyzing, synthesizing and evaluating research evidence; compare types of qualitative and quantitative educational research; and design a "Leadership Growth Paper" utilizing action research in an educational leadership context.

Doctor of Education Educational Leadership

Available on the Jackson and Germantown Campuses

School of Education Mission Statement/ Conceptual Framework

The mission of the School of Education is to prepare educators of character and competence who reflect Christ as they serve and lead in their schools and communities. The Ed.D. degree is guided by the conceptual framework of the Teacher Education Program: *a teacher-student dynamic of sensitivity, reflection, and faith*. The university's mission is "to provide Christ-centered higher education that promotes excellence and character development in service to Church and society."

Ed.D. Description and Purpose

The Doctor of Education (Ed.D.) is the highest professional degree in education. Individuals who have earned this degree are recognized for their wide knowledge of theory and research and for their commitment to the application of knowledge for the improvement of educational policy and practice. The Union Ed.D. is designed for active professionals who will graduate ready to assume leadership and teaching roles in Preschool-Grade Twelve schools, universities, government and business. Ed.D. graduates can positively contribute to administration, teaching, policy and curriculum formation, and research. Each doctoral degree is designed to be a blend of theory and practice, classic knowledge and current research, analysis and synthesis, macro-perspective and micro-functionality.

Union University offers the doctoral degree in educational leadership with two areas of specialization:

1. The Ed.D. in Educational Leadership with a specialization in Preschool-Grade Twelve (P-12) School Administration, and
2. The Ed.D. in Educational Leadership with a specialization in Higher Education (implemented June, 2005).

The Ed.D. in Educational Leadership P-12 School Administration degree is offered on both the Jackson and Germantown campuses and has two areas of concentration, Administration and Supervision (P-12) and Curriculum and Supervision (P-12).

The Ed.D. in Educational Leadership Higher Education degree, offered only on the Jackson campus, is designed to prepare college and university professionals to serve as administrators, teachers, policy-makers, and researchers, with special attention to the needs of smaller independent institutions of higher education. The degree program is delivered in a combination of campus, blended online/campus, and fully online courses to ensure service to a national community. Its goals include the university's guiding principles of academic excellence, Christian values, development of the whole person, and future-driven scholastic agendas.

The Cohort Approach and Calendar

Each degree program or concentration is a cohort-based enrollment program with the exception of the dissertation, which is highly individualized. The cohort approach to program delivery accepts students in groups who begin their series of courses and experiences together. P-12 School Administration doctoral students begin their courses each February. Higher Education doctoral students begin each June. Each degree program offers courses in 3½ to 4-year cycles. Hallmarks of the cohort-approach are lifelong friendships, collaboration and mutual support, faculty attention to individual student needs, course sequencing, and the student-centered certainty of course delivery.

Each cohort is presented its unique calendar for the complete program. Current Ed.D. calendars are available at <http://www.uu.edu/academics/graduate/edd/>

Doctor of Education Admissions Process

Union University offers two specializations in its Ed.D. in Educational Leadership degree program: P-12 School Administration and Higher Education. Each degree program is a cohort-based enrollment program with the exception of the dissertation, which is highly individualized. The cohorts for the P-12 School Administration program begin each February both on the Jackson and Germantown campuses. The cohort for the Higher Education program begins each June on the Jackson campus only. Please visit the Union website at www.uu.edu for program calendars. The cohort approach to program delivery accepts students in groups who begin their series of courses and experiences together. Hallmarks of the cohort-approach are lifelong friendships, collaboration and mutual support, faculty attention to individual student needs, course sequencing, and the student-centered approach to course delivery.

Admission Criteria. Candidates for admission to the Ed.D. in Educational Leadership at Union University will submit the following criteria:

- Application Form: A completed application form submitted in a timely manner
- Application Fee: A nonrefundable application fee of \$50. Checks should be made to Union University to the address indicated below.
- Official Transcripts: Official transcripts from ALL undergraduate and graduate schools attended. The minimum requirement for admission is an official Master's degree transcript from a regionally accredited college/university with a minimum GPA of 3.20. In addition, students must ensure that transcripts received from non-US institutions are translated and evaluated by a recognized agency, and forwarded directly to Union University to the address indicated below.

- **Test Requirements:** Official test scores from the Graduate Record Exam (GRE) must be forwarded to Union University (Institution Code: 1826), reflecting scores for all three sections of the GRE (verbal, quantitative, and writing). Results must be current within the last five years. For all applicants who are not native English speakers, a TOEFL test is required and official test scores must be forwarded to Union University (Institution Code: 1826).
- **Documentation of at least five years of relevant professional experience in the Education sector.**
- **Career Aspiration Essay:** Students must submit an essay, typewritten and not to exceed 750 words, that addresses their reasons for seeking this degree and program, their leadership career aspirations, and their future professional goals.
- **Recommendations:** Each student must submit three letters of recommendation—one from her/his employer, one from a professor from his/her Master's program, and one from a professional contact. Letters of recommendation must be mailed directly to Union University to the address indicated below.
- **Interview:** Once the application has been reviewed, students may be scheduled for a personal interview.
- **Leadership Role:** Students are expected to have served a minimum of two years in a leadership position.
- **Teacher Licensure:** Students applying for admission to the Ed.D. in Educational Leadership Program with a specialization in P-12 School Administration must provide proof of teacher licensure.
- **Mailing Address:** Applications, fees, and supplementary materials should be sent to:

Union University Box 1876
Office of Graduate Studies in Education
1050 Union University
Jackson, TN 38305-3697
OR
Union University Germantown
Office of Graduate Studies in Education
2745 Hacks Cross Road
Germantown, TN 38138
- **Notification:** Each student will be notified in writing of the decision regarding his/her admittance into the program.

The Graduate Education Admission Committee Review. The Graduate Education Admission Committee must screen all students who have completed application for admission to the Doctor of Educational Leadership program. Incomplete applications will not be presented to the committee. The committee, charged with selection of the best candidates for admission, reviews and evaluates each student's potential for admission according to a portfolio of the admission criteria.

The appointed Graduate Education Admission Committee utilizes uniform evaluation forms. After study of the student's admission portfolio, the committee recommends *full acceptance*, *provisional acceptance*, or *rejection*. A student provisionally accepted must complete designated criteria before being fully accepted to the program;

however, she/he must take a maximum of 9 course credits on a provisional basis.

Program of Study

At the time of admission, a student may petition to transfer up to 9 graduate semester hours (recent "A" or "B" work from a regionally accredited institution) into the doctoral program with the approval of the Program Director. In addition, students in the P-12 School Administration specialization may petition to transfer a maximum of 9 semester hours of education specialist credit from regionally accredited institutions. Transferred credits become a part of an official Program of Study that is furnished to the student. It is the student's responsibility to follow the Program of Study carefully in scheduling classes.

Time Limitations

All requirements for the doctoral degree must be completed within 6 years from the first semester of enrollment. Students needing more than 6 years to complete the degree must file a time extension petition with the Dean of the College.

Graduation Requirements

All students completing the Doctor of Education Degree in Educational Leadership must meet the following criteria for graduation.

1. Successful completion of the required 60 semester hours of coursework with a minimum GPA of 3.2.
2. Submission and presentation of The Qualifying Paper (P-12 School Administration Specialization).
3. Successful completion of the written and oral Comprehensive Examinations.
4. Submission of approved Dissertation.
5. Successful defense of the Dissertation.

Financial Information

Tuition for the 2006 Ed.D. cohort is \$340 per semester hour.

The following are non-refundable fees:

Application Fee:	\$ 50
Practicum/Internship Fee (A&S):	\$200
Graduation Fee:	\$25
Lab Fees, EDR 710, 720, 725:	\$15

The following payment plans are available for students in the Ed.D. program.

1. Payment may be made by the semester with 50% due before classes begin and 50% due one month later.
2. FACTS monthly electronic draft from checking or savings.
3. **Financial Aid.** The Federal Stafford Loan (subsidized or unsubsidized) is available to Ed.D. students who need financial assistance. A Master Promissory Note must be on file in the Financial Aid Office. To qualify for a student loan, the graduate student must:
 1. Be admitted to the Ed.D. Degree program.

2. Not be in default on a former loan or owe a refund on any grant.
3. Complete the FAFSA
4. Complete all applicable Union Financial Aid Applications.

Doctoral Processes

The Qualifying Paper. Required of students who specialize in P-12 School Administration, the Qualifying Paper is a substantial critical analysis of the theoretical and empirical literature related to educational leadership, which may or may not be related to the student's dissertation topic. The Qualifying Paper is completed by doctoral students in EDR 707-Leadership Research Seminar during a 10-month period in the student's first year and a half of enrollment. This seminar over its three segments serves as experimental ground for creating a scholarly community among doctoral students while they explore communication essentials, such as evaluating research articles, writing academic pieces including abstracts and literature reviews, and examining effective presentation skills. The final product of the three segments of the seminar is the completion of the Qualifying Paper. The Qualifying Paper must be completed, approved, and on file in the graduate program office prior to enrollment in EDR 712-Dissertation Seminar. In addition, EDR 707 prepares students for academic writing in other doctoral classes and assists students in preparation for Educational Leadership Comprehensive Examinations. Each student's dissertation chair, who is assigned during the fall segment of this seminar, augments advising for the Qualifying Paper. The seminar instructor and the student's dissertation chair constitute a Qualifying Paper Committee, with the seminar instructor having primary evaluation responsibility. Students present the Qualifying Paper to a symposium of doctoral students, faculty, and community as an exit requirement for EDR 707.

The Comprehensive Examinations. Upon completion of all courses prior to the dissertation, the student will receive clearance to take the written and oral Comprehensive Examinations when:

- The student has earned a minimum GPA of 3.2 in pre-dissertation coursework as specified by the Program of Study.
- A dissertation committee for the student has been approved by the Program Director.
- The student's dissertation proposal has been approved by the dissertation committee.

The Comprehensive Exams serve as an integrated measure of assessment, and are directed at practical application of knowledge across the curricula. These examinations cover issues, practice and research in educational leadership. The written exam is prepared by program directors with specific input from professors who write the examination questions and takes place over the course of three days. The written exam consists of questions designed to provide students the opportunity to demonstrate an ability to analyze and synthesize pertinent knowledge in educational leadership while addressing significant problems and issues in their field. The exam is administered under supervision without the aid of texts or related materials. An oral Critique/Clarification with

the student's dissertation committee follows. Successful completion of the comprehensive examination advances the student to doctoral candidacy, a requirement for registration for dissertation hours. No more than two attempts to pass the examination are permitted.

The Dissertation. The doctoral dissertation is the culminating experience and exit requirement of the Doctor of Education program. The dissertation is scholarly inquiry into an area of professional and intellectual interest. It is a highly individualized experience for the graduate student; thus, the topic of research may vary depending on the professional goals and area of specialization of the student and expertise of the faculty. Working with a dissertation chair early in the program and with faculty throughout the coursework, the student develops a research problem and proposal. Using the expertise and knowledge developed in the research core courses and under the direction of a dissertation chair and committee, the student conducts the research and produces a quality report of the findings. It is expected that the dissertation will follow standard accepted research methodologies and format. Requiring a broad-based understanding of theory and research, the Ed.D. dissertation should integrate knowledge and provide solutions to problems in the educational community, focusing on a specific setting. Results should include specific solutions or changes in educational practice. As a final demonstration of scholarly competence, the student conducts an oral presentation in defense of the research.

The Dissertation Committee. Doctoral students are assigned a dissertation committee chair by the program director as early as possible in the research process, usually the fall of the first year of enrollment. Selection of the dissertation chair is a critical step in the completion of the doctoral degree. Factors considered in selection are: 1) expertise in the area of proposed research, 2) availability, and 3) compatibility. The chair is an integral part of a doctoral scholarly community where students, chairs, seminar leaders, and research design and statistics instructors collaborate to ensure quality inquiry and writing. The doctoral student also works with his or her dissertation chair to recommend, no later than the spring semester of the third year, two other graduate faculty members to serve on the dissertation committee. In addition, the faculty members who teach one or more of the research courses (EDR 710, 720, 725) serve as resource committee members for all dissertation committees.

Program Descriptions

Ed.D. in Educational Leadership Specialization: P-12 School Administration

The Ed.D. in Educational Leadership with a specialization in P-12 School Administration is a blend of theory, research, scholarly inquiry, and best practice in a context of Christian values designed to prepare instructional leaders who can articulate the central issues and solve the salient problems of contemporary education society. The primary purpose is to provide experienced educators a broad, systematic understanding of educational theory, inquiry, and practice, as well as an ability to create and apply current research to educational problems.

Program Outcomes

The six outcomes of the Ed.D. in Educational Leadership with a specialization in Preschool -- Grade Twelve (P-12) School Administration are to:

1. Focus on issues, practice, and research in the field of educational leadership.
2. Foster scholarly inquiry in areas of professional and intellectual interest.
3. Provide highly individualized experiences that meet individual career goals.
4. Foster analysis and problem solving skill and expertise.
5. Prepare leaders who effectively deal with the real issues of school policy and improvement, including best practices in teaching and learning.
6. Encourage ethical service in a framework of Christian values.

The outcomes and statement of purpose emphasize commitment to service in education within a framework of Christian ideals, the essence of the institution's mission and purpose. The program outcomes become much more specific when delineated as objectives in individual course syllabi. The P-12 School Administration specialization is based on a set of national standards developed by the Educational Leadership Constituent Council of the National Council for the Accreditation of Teacher Education (NCATE).

Areas of Concentration

The Union University doctoral degree in Educational Leadership with a specialization in P-12 School Administration is offered on both the Jackson and Germantown campuses. In each, doctoral courses and processes form a scholarly community to support students in their personal transformation and in identifying and addressing critical educational issues at the local, state, national and international levels. The degree program has two areas of concentration:

1. **Administration and Supervision (A&S).** The A&S concentration offers a license program which can earn the graduate the Tennessee Beginning Administrator License (BAL). Through this concentration, which includes a practicum or internship that is closely supervised and directly related to the student's individual needs, doctoral students can earn licensure as a principal or supervisor under national standards approved by NCATE and Interstate School Leaders Licensure Consortium (ISLLC).
2. **Curriculum and Supervision (C&S).** The C&S concentration is identical to the A&S concentration; however, the C&S concentration does not require the practicum/internship course necessary for Tennessee BAL licensure (C&S students take EDU 603 instead). This area of concentration is for doctoral students who desire the knowledge, skills, and dispositions of a school leader without the licensure.

Course of Study

Both concentrations in the Ed.D. in Educational Leadership P-12 School Administration degree requires

completion of a minimum of 60 semester hours with a maximum of 9 hours allowable for transfer by petition from regionally accredited masters programs and an additional transfer of 9 hours permissible from regionally accredited education specialist programs. Thirty-six of the first 39 hours (EDR 707 enrolls only Ed.D. students) of Union's doctoral program are cross listed with the Union Education Specialist Degree in Educational Leadership. Ed.S. and Ed.D. students enroll in common courses in cohort style, with Ed.D. students meeting doctoral level expectations in research and reflection in all courses. Doctoral students complete a total of 60 semester hours of educational leadership courses that are designed to meet doctoral standards at the national level through NCATE and ISLLC.

Students who have completed the Union Education Specialist Degree (Ed.S.) and desire to return to complete the Ed.D., after having met doctoral admission standards, must complete a set of two "bridge" doctoral seminar courses before enrolling in the final 21 hours of doctoral research courses. The courses are EDR 707, Leadership Research Seminar, which includes the Qualifying Paper, and EDU 711, Seminar in Politics, Policy, and Instruction.

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration

Concentration: Administration and Supervision

Prerequisites: Human Growth and Development, Instructional Technology, Educational Assessment

Transfer Credit by Petition: Maximum of 9 semester hours of master's credit and 9 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

Licensure: The doctoral program with an concentration in Administration and Supervision (A&S) leads to a recommendation for licensure as a principal or supervisor in instruction upon successful completion of the first 39 hours of the 60-hour program and satisfactory scores on the SLLA exam. The coursework is designed to meet NCATE, ISLLC, and State of Tennessee licensure standards in school leadership as it integrates doctoral level outcomes in research, practice, and analysis.

Administration and Supervision: The Ed.D. in Educational Leadership (P-12 School Administration) has three components: Leadership Issues, Leadership Practice, and Leadership Research.

Leadership Issues (15 hours)

EDU 610—History and Philosophy of Education

EDU 707—Legal Issues in School Governance

EDU 714—Leadership Issues I: Theories and Strategies

EDU 715—Leadership Issues II: Planning and Finance

EDU 723—Faith and Ethics in Educational Leadership

Leadership Practice (18 hours)

EDU 702—Engaged Learning

EDU 703—Supervision

EDU 706—Organizational Decision Making

EDU 708—Curriculum and School Improvement

EDU 737, 738, 739—Leadership Practicum
OR

EDU 734—Leadership Internship

EDU 786—Seminar: Multicultural and Diversity Issues
in Education

Leadership Research (27)

EDR 700—Research Issues in Educational Leadership

EDR 707—Leadership Research Seminar

EDR 712—Dissertation Seminar

EDR 710—Intermediate Statistics

EDR 720—Research Methods and Design

EDR 725—Advanced Statistics and Design

EDR 790—Dissertation (9)

Exit Assessments

Successful Completion of:

- Minimum of 3.2 GPA in Ed.D. courses
- The Practicum or Internship
- The Qualifying Paper
- The School Leader’s Licensure Assessment (SLLA exam required for licensure)
- Dissertation Proposal (with Approval by Committee)
- Comprehensive Examination
- Oral Defense of Comprehensive Examination
- Dissertation
- Oral Defense of Dissertation

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration

Concentration: Curriculum and Supervision

Prerequisites: Human Growth and Development, Instructional Technology, Educational Assessment

Transfer Credit by Petition: Maximum of 9 semester hours of master’s credit and 9 semester hours of education specialist credit from regionally accredited institutions may be applied for petition upon approval of the Ed.D. Program Director.

Curriculum and Supervision: The coursework for this concentration is based on the same NCATE and ISLLC standards as the A&S coursework (without practicum or internship requirements) and integrates doctoral level outcomes in research, practice, and analysis in school leadership. This non-licensure track has three components: *Leadership Issues, Leadership Practice, and Leadership Research.*

Leadership Issues (15 hours)

EDU 610—History and Philosophy of Education

EDU 707—Legal Issues in School Governance

EDU 714—Leadership Issues I: Theories and Strategies

EDU 715—Leadership Issues II: Planning and Finance

EDU 723—Faith and Ethics in Educational Leadership

Leadership Practice (18 hours)

EDU 613—Brain-Based Learning

EDU 702—Engaged Learning

EDU 703—Supervision

EDU 706—Organizational Decision Making

EDU 708—Curriculum and School Improvement

EDU 786—Seminar: Multicultural and Diversity Issues
in Education

Leadership Research (27)

EDR 700—Research Issues in Educational Leadership

EDR 707—Leadership Research Seminar

EDR 710—Intermediate Statistics

EDR 712—Dissertation Seminar

EDR 720—Research Methods and Design

EDR 725—Advanced Statistics and Design

EDR 790—Dissertation (9)

Exit Assessments

Completion of:

- Minimum of 3.2 GPA in Ed.D. courses
- The Qualifying Paper
- Dissertation Proposal (and Approval by Committee)
- Comprehensive Examination
- Oral Defense of Comprehensive Examination
- Dissertation
- Oral Defense of Dissertation

Ed.D. in Educational Leadership Specialization: Higher Education

The Ed.D. in Educational Leadership with a specialization in Higher Education is the second area of specialization, along with P-12 School Administration, to be offered by Union University’s School of Education. The doctorate in Higher Education, offered only on the Jackson campus, is designed to prepare college and university professionals to serve as administrators and teachers, with special attention to the needs of smaller independent institutions of higher education. It prepares graduates to assume leadership positions in the fields of education, especially higher education, as well as government, business, and research. The degree program is delivered in a combination of campus, blended on-line/campus, and fully online courses to ensure service to a national community. The primary purpose of the Ed.D. in Educational Leadership with a specialization in Higher Education is to provide experienced educators a broad and systematic understanding of educational theory, inquiry, and practice, and an ability to create and apply current research to educational problems.

Program Outcomes

The six outcomes of the Ed.D. in Educational Leadership with a specialization in Higher Education are to:

1. Focus on issues, practice and research in the field of higher education;
2. Foster scholarly inquiry in areas of professional and intellectual interest;
3. Provide highly individualized experiences that meet individual career goals;
4. Foster analysis and problem solving skills and expertise;
5. Prepare leaders who effectively deal with the challenges facing higher education; including best practices in teaching and learning;

6. Encourage ethical service in a framework of Christian values.

The outcomes and statement of purpose emphasize commitment to service in education within a framework of Christian ideals, the essence of the institution's mission and purpose. The program outcomes become much more specific when delineated as objectives in individual course syllabi.

Course of Study

The Ed.D. in Educational Leadership Higher Education degree requires completion of a minimum of 60 semester hours with a maximum of 9 hours from regionally accredited graduate programs applied in transfer by petition and upon approval of the Ed.D. Program Director. The degree program begins a new cohort each June on the Jackson campus and is delivered in a combination of campus, blended online/campus, and fully online courses to ensure service to a national community. Its goals include the university's guiding principles of academic excellence, Christian values, development of the whole person, and future-driven scholastic agendas. For a schedule of courses in the Higher Education specialization, please visit the Union University website at www.uu.edu.

Curriculum for the Ed.D. in Educational Leadership Specialization: Higher Education

The Doctor of Education curriculum for the specialization in Higher Education has three components: Leadership Issues, Leadership Practice, and Leadership Research. The Higher Education Program courses for each component are categorized below:

Leadership Issues (15 hours)

EDU 701—Leadership, Organizations and Change

EDU 710—History and Philosophy of Higher Education

EDU 723—Faith and Ethics in Educational Leadership

EDU 728—Strategic Planning and Marketing for Higher Education

EDU 745—Higher Education Policy and Assessment

Leadership Practice (15 hours)

EDU 702—Engaged Learning

EDU 705—The American College Student

EDU 720—Curriculum Design and Evaluation in Higher Education

EDU 730—Service-Learning in Higher Education

EDU 740—Leadership Internship

OR EDU 750—Proseminar

OR EDU 788—Special Studies

Leadership Research (30 hours)

EDR 700—Research Issues in Educational Leadership

EDR 710—Intermediate Statistics

EDR 720—Research Methods and Design

EDR 725—Advanced Statistics and Design

EDR 750—Proseminar: Leadership Seminar

EDR 750—Proseminar: Dissertation Seminar

EDR 790—Dissertation (12)

Exit Assessments

Successful Completion of:

- Minimum of 3.2 GPA in Ed.D. courses
- Dissertation Proposal (with Approval by Committee)
- Comprehensive Examination
- Oral Defense of Comprehensive Examination
- Dissertation
- Oral Defense of Dissertation

COURSE DESCRIPTIONS

Education (EDU)

610 History and Philosophy of Education (3)

A study of the history and philosophy of American education with attention to European antecedents, and philosophical movements such as Idealism, Realism, Perennialism, Essentialism, Progressivism, Reconstructionism, and Existentialism.

613 Brain-Based Learning (3)

A study of teaching strategies which focus on student learning such as constructivism, brain-based teaching and learning, integrated thematic instruction, inquiry and multiple intelligence learning styles.

701 Leadership, Organizations and Change (3)

A critical examination of key theories, functions and practices involving leadership and organizations with specific emphasis on individual and organizational responses to change. In addition to traditional applications, students will analyze leadership styles and organizational case studies through multiple frameworks.

702 Engaged Learning (3)

A contemporary account of the principles of learning with emphasis on engaging the learner in the classroom. Topics: Concepts of teaching, learner characteristics, designs for learning environments, and effective teaching. Research in cognition, learning, and teaching forms a foundation for the course.

703 Supervision (3)

Analysis of supervisory models and techniques, management techniques and group processes, staffing patterns and organizational structures to support teaching and learning. Students develop skills in all aspects of instructional planning.

705 The American College Student (3)

The social, psychological, cultural and historical contexts of the student in higher education. Current trends, projections and models for practice will be considered and analyzed.

706 Organizational Decision Making (3)

Theoretical approaches to understanding complex organizations are examined and applied to educational organizations, drawn from organizational theory, development and behavior. Students develop effective solutions for interpersonal, structural, and organizational problems experienced in contemporary educational communities. Strategic planning for educational change, including technological, is studied.

707 Legal Issues in School Governance (3)

Areas of the law as it impacts school administrators are studied including, but not limited to, sources of the law and the courts; the law, students and educational personnel; desegregation and its effects; school finance issues and school district liability; federal law; and regulations involving special education.

708 Curriculum and School Improvement (3)

Study and evaluation of modern practices and strategies in curriculum development with the emphasis on school improvement. The process of curriculum planning with a focus on system accountability and student learning is studied.

709 Legal Issues in Higher Education (3)

Legal processes as well as legal rights, responsibilities, duties and liabilities of faculty, administrators and students within the context of higher education. Included will be studies from constitutional, statutory and case law.

710 History and Philosophy of Higher Education (3)

An examination of the historical and philosophical system of education in the United States considering issues to include: American system of education, survey of theories of education, and factors and forces changing American education philosophies.

711 Leadership Seminar: Politics, Policy, and Instruction (3)

This seminar is offered to Union Ed.S. students only as one of the two bridge courses for admission to the Ed.D. in Educational Leadership—Specialization in P-12 Administration. This course is designed to allow the doctoral student to analyze and synthesize current knowledge related to issues in politics, public policy and school instructional practices. The course will focus on relationships between public policy and education; recognizing policy issues; and relating policy initiatives to student welfare. Current philosophical and cultural issues reflective of local, regional, national and global contexts will be studied.

714 Leadership Issues I: Theories and Strategies (3)

A thorough introduction to the essential issues of educational leadership including strategic planning, theories of leadership development, the change process, school improvement, comprehensive reform in schools, systems perspectives and more.

715 Leadership Issues II: Planning and Finance (3)

Prerequisite: EDU 704

An application of leadership issues related to planning and finance, including school improvement planning, policies for equity and diversity, the management of collective bargaining, fiscal and non-fiscal resources for districts, budget planning and management collaborative planning, use of media and more.

719 Comparative Higher Education (3)

A comparative study of selected delivery systems, theoretical constructs, cultural influences and implications, governmental involvement as well as educational outcome expectations.

720 Curriculum Design and Evaluation in Higher Education (3)

Curriculum planning, design, implementation and evaluation by examination of purpose, content and context of college curriculum with emphasis on the best practices for design and evaluation.

723 Faith and Ethics in Educational Leadership (3)

A critical analysis of faith issues, ethical decision-making, world-view frameworks and values questions in the context of schools and educational leadership, especially in the public sector but not excluding the private. Techniques and tools are identified and practiced to analyze, clarify and evaluate ethical issues within educational contexts.

728 Strategic Planning and Marketing for Higher Education (3)

The role of strategic planning and marketing in higher education utilizing case studies methods and applications. The student will develop strategic plans for utilizing integrated marketing approaches for higher education.

730 Service-Learning in Higher Education (3)

A comprehensive examination of service-learning as a philosophy of education, pedagogy and program type. Successful models of service-learning programs will be analyzed and students will explore the benefits and challenges of this form of engaged learning. To include the design of a service-learning program.

732 Leadership Growth Paper (3)

The Leadership Growth Paper is the culminating experience of the Ed.S. Program. The paper affords the Educational Leadership student the opportunity to engage in action-oriented research on a problem tied to school improvement. The problem is identified in EDU 708, and data is collected at the school or school system level. This course provides a context for completion of the paper by Curriculum and Supervision students.

734 Leadership Internship (3)

Prerequisite: Approval from Office of Graduate Studies in Education.

The internship for the Administration and Supervision track of the Ed.S. in Educational Leadership is a five-month, mentored experience involving two or more settings and multiple levels with an introductory field practicum of one month. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students in the Education Specialist Administration and Supervision program develop and present a "Leadership Growth Paper" in the context of their internship work.

737 Leadership Practicum I (1)

Prerequisite: approval from Office of Graduate Studies in Education.

The practicum for the Administration and Supervision concentration (Standard Route) is an eight-month, mentored experience in a cooperating school system. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students in the Education Specialist Administration and Supervision concentration develop

and present a "Leadership Growth Paper" in the context of their practicum work. Pass/Fail.

738 and 739 Leadership Practicum II (1) and III (1)
Continuation of 737 using a graded format.

740 Leadership Internship in Higher Education (3)
The Internship is an approved, mentored, experience that provides the Higher Education student the opportunity to engage with issues impacting the nature and function of higher education in a workplace environment. Students prepare an "Executive Summary" that reflects the context of their internship experience.

745 Higher Education Policy and Assessment (3)
Current policy and assessment issues in with specific attention to the nature and function of policies that impact administrative posts in higher education as well as assessment strategies and procedures in diverse higher education settings.

786 Seminar: Multicultural and Diversity Issues in Education (3)
A seminar course dealing with the theoretical and applied bases of educational administration in multicultural contexts. Students examine through readings the needs and characteristics of various cultural groups with the focus on translation to practice and policy.

788 Special Studies (1-3)
A variable topics course in either Leadership Issues or Leadership Practice that do not appear in regular course offerings. These group studies may be offered as needed.

Education Research (EDR)

700 Research Issues in Educational Leadership (3)
Students learn to locate, critique, and report research findings; apply introductory methods of analyzing, synthesizing and evaluating research evidence; compare types of qualitative and quantitative educational research; and design a "Problems Paper" utilizing action research in an educational leadership context.

707 Leadership Research Seminar (1)
Prerequisite: EDR 700
This course provides students opportunity to demonstrate clear understanding of the interrelated nature of the experiences from the educational leadership courses in their doctoral program through critical discourse on contemporary issues. The seminar series will serve as experimental ground for creating a scholarly community among doctoral students while they explore communication essentials, such as evaluating research articles, writing academic pieces including abstracts and literature reviews, and examining effective presentation skills. The final product of the 3rd segment of the seminar is the completion of the Qualifying Paper, a substantial critical analysis of the theoretical and empirical literature related to educational leadership, which may or may not be related to the student's dissertation topic. Repeated for a maximum of 3 hours credit.

710 Intermediate Statistics (3)
Prerequisite: EDR 700.
This course is designed to provide the student an opportunity to analyze data from experimental designs using analysis of variance and multiple regression and to apply the data for school improvement.

712 Dissertation Research Seminar (1)
Prerequisite: EDR 707 This course is offered in seminar format in 3 segments. It serves as experimental ground for creating a scholarly community among doctoral students, coinciding with enrollment in EDR 710, 720 and 725. The seminar assesses researchable questions in leadership and administration in a student's area of specialization resulting in a Dissertation Proposal. Repeated for a maximum of 3 hours credit.

720 Research Methods and Design (3)
Prerequisite: EDR 710.
This course is designed to provide the student an opportunity to explore the issues, procedures, and problems associated with methods and design of qualitative and experimental models. Students are required to begin the dissertation prospectus process during this course.

725 Advanced Statistics and Design (3)
Prerequisite: EDR 720.
This course is designed to address multivariate statistical analysis and advanced design analysis in educational research. Specific attention is given to individual student research and the completion of the dissertation prospectus.

750 Proseminar in Higher Education (3)
The Series introduces students to the diverse, interdisciplinary issues of higher education while considering current issues and trends in higher education and encouraging engagement between the areas of practice, theory and research.

790 Dissertation (2-4)
Prerequisite: Successful completion of Ed.D. oral and written comprehensive examination.
The doctoral dissertation is the culminating experience of the Doctor of Education degree involving a scholarly inquiry into an area of professional and intellectual interest. The student will conduct research and produce a quality report of the findings involving a written and oral defense of the research. Students will register for a total of 6-12 hours of credit.

THE SCHOOL OF NURSING

Master of Science in Nursing

Mission Statement

- To provide masters nursing education that builds on the baccalaureate undergraduate foundation.
- To prepare the graduate for advanced professional nursing practice with specific functional and clinical abilities
- To prepare advanced practice nurses academically for doctoral study in nursing

Program Outcomes

The graduate of the master's nursing program will be able to:

1. Incorporate theory and research in advanced practice nursing.
2. Assume leadership roles in one's speciality area of nursing to promote health and well being of persons in an intercultural world.
3. Integrate knowledge of healthcare economics and policy into the delivery of cost effective, ethically responsible nursing care.
4. Manage information using technology to influence nursing practice.
5. Demonstrate competency in the selected nursing practice.

The Cohort Approach and Calendar

In the fall semester the MSN Program accepts up to 30 students in the Nurse Education, the Nurse Administration tracks between the two campuses. Groups pursue the degree as a cohort. This model emphasizes group cohesion, cooperation, and interactive support. The program begins in the fall semester and ends in December of the following fall for the Education and Administration tracks. These consist of 16 months and 4 semesters. Within semesters, some courses are offered in an accelerated, 7-8 week format.

In the winter term the MSN Program accepts approximately 25 students in the Nurse Anesthesia track for the Jackson campus as a cohort to pursue the degree. A minimum number is required to form a cohort. This model emphasizes group cohesion, cooperation, and interactive support. The program ends 31 months later in August. The program consists of 9 semesters with some courses offered in an accelerated week format.

Each cohort is presented its unique calendar for the complete program. Current MSN calendars are available at <http://www.uu.edu/academics/graduate/msn/>

Graduate Program Admission Requirements

Admission to the program will be based on competitive selection from the pool of applicants who meet the following admission requirements:

1. Completion of a baccalaureate degree in nursing from an accredited program

2. Official transcript(s) from all undergraduate and graduate coursework attempted
3. Official GRE test score
4. Current RN licensure verification form
5. Evidence of writing skill to include:
 - Statement of philosophy of nursing that integrates faith into the discipline of nursing
 - Statement of professional career goals
6. Interview with the Nursing Graduate Admissions Selection Committee
7. Three letters of professional / academic reference specifying the applicants capabilities for graduate study
8. Completed application with application fee of \$50.00
9. Cumulative GPA of at least 3.0 for the baccalaureate degree in nursing.

Additional admission requirements for the nurse anesthesia program include:

10. At least 1 year of critical care experience as a registered nurse.

Students admitted to the program must have and maintain while in the program:

1. Current CPR certification
2. Evidence of Hepatitis B, MMR, polio and tetanus vaccination
3. Rubella and varicella titers
4. Freedom from tuberculosis as evidenced by a negative PPD or health provider examination
5. Evidence of professional malpractice insurance
6. Current ACLS and PALS (nurse anesthesia students only)

Conditional Admission

Applicants who do not meet the regular admission requirements to the MSN program may be admitted conditionally at the discretion of the MSN Graduate Admissions Committee. Conditional admission will require contractual agreement between the applicant and the Graduate Admissions Committee. The contract will specify the conditions and deadlines that must be met to matriculate to the regular MSN program.

Transfer of Credit

Graduate credit for courses earned at a regionally accredited college or university or at a foreign college or university may be transferred to Union University if the courses are essentially the same as those required in the MSN program. Such transfer credit will not be allowed for courses used to satisfy another degree at another institution. The maximum number of semester hours that may be transferred to Union University and applied to the MSN degree is nine.

No grade less than "B" may be transferred. Courses taken more than five years before beginning the MSN

program at Union University will be considered on an individual basis.

Financial Information

Tuition is \$340 per semester hour for the Education, Administration tracks. Full payment for a term (winter, fall, spring, summer, or other non-regular term) is expected at the time of registration for classes.

Application Fee:	\$ 50
Graduation Fee:	25
Insurance fee (per year) if student does not have private insurance	25
Binding of Thesis or Scholarly Project	45
Nursing Pin or Guard (if Desired)	approx. 100
Sitting fee for composite picture of class	35
Cap and Gown Rental	approx. 150
Criminal Background check	50
Urine Drug Screen	15

Any combination of the following payment is available.

1. Check, cash, or credit card
2. Federal Stafford loan
3. Employer reimbursement
4. FACTS (an electronic monthly draft from a savings or checking account)

Books cost approximately \$100 per course and are purchased from Lifeway Christian Stores.

Federal Stafford Loan

The Stafford loan application process will require that you:

1. Complete and forward the FAFSA (Free Application for Federal Student Aid) to the federal government with Union University's code of 003528.
2. Complete a Union Financial Aid Application and a Stafford Master Promissory Note and forward to the Union University Financial Aid Office.
3. For more information, contact the Financial Aid Office at 731-661-5015.

If Federal Stafford loan is not approved and available at the time of registration, the student must assume the cost by paying in full by check, cash, credit card, or FACTS.

Employer Tuition Reimbursement

1. The student is responsible for providing information to the university regarding their employer's policies for reimbursement.
2. If the employer reimburses the student directly, the student must pay the university in full at the time of registration.
3. If the employer provides partial reimbursement directly to the university, the student must pay his/her portion of tuition at the time of registration.
4. The university will provide any required information to an employer when requested by the student.

Graduation Requirements

1. Completion of the course work within each specified track.
2. A minimum grade point average of 3.0 for the required course of study.
3. File an application for graduation with the Graduate Nursing Office. The application deadline is October 1, 2006 for students who plan to complete degree requirements for December 2006 graduation.
4. Pay in full the student's account in the Business Office
5. Discharge all other obligations (fines, credentials, fees, etc.) at the University.

M.S.N., Education Administration, FNP, NP/CNS Tracks (Available on Jackson and Germantown Campus)

- I. MSN Core Requirements (for programs other than anesthesia)—12 hours
 - A. NUR 511, 526, 533, 542
 - B. NUR 641
- II. Education Track of the MSN—39 hours
 - A. Complete the MSN Core (above)
 - B. Advanced Practice: NUR 544, NUR 622, BIO 500
 - C. Specialty: 507, 517, 607, 637; Select one from NUR 626A or C, NUR 636A or C.
- III. Administration Track of the MSN—35 hours
 - A. Complete the MSN Core (above)
 - B. Specialty: 525, 528, 535, 548, 578, 595, 615, 695
- IV. Family Nurse Practitioner Track (FNP) of the MSN
 - A. Complete the MSN Core (above)
 - B. Advanced Practice Core: NUR 544, NUR 622, BIO 500
 - C. Specialty:
 1. NUR 546, 555, 600, 616, 630, 650
 2. Select one: NUR 626A, 626C, 636C, 636A or 636C
 3. Select one: NUR 507, 517, 525, 528, 535, 607, 615, 696, 697
- V. Nurse Practitioner/Clinical Nurse Specialist Track (NP/CNS) of the MSN—46 hours
 - A. Complete the MSN Core (above)
 - B. Advanced Practice Core: NUR 544, NUR 622, BIO 500
 - C. Specialty
 1. NUR 555, 600, 630, 650
 2. Select one: NUR 556A or 556C
 3. Select one: NUR 626A or 626C
 4. Select one: NUR 636A or 636C
 5. Select one: NUR 507, 517, 525, 535, 528, 607, 615, 696, 697

M.S.N., Nurse Anesthetist Track—74 hours (Available only on the Jackson Campus)

- I. NUR 513, 514, 530, 553, 573, 696 or 697
- II. BIO 505, 507, 509
- III. NUR 518, 521, 522, 531, 532, 541, 551, 561, 562, 571
- IV. NUR 611, 612, 613, 614, 631, 691

Estimated Costs During the Nurse Anesthesia Program

Semester 1—Winter 2007	
Tuition	\$3900
Textbooks	300
Lab Fees	750
Background Check	50
Drug Screenings	15
AANA Student Membership	20
ACLS/PALS Certification	150
*Personal Health Insurance	Validate
Semester 2—Spring 2007	
Tuition	\$10,400
Textbooks	300
Lab Fees	750
Lab Coat	50
Stethoscope	100
Nerve Simulator	100
Ear Molds	50
Semester 3—Summer 2007	
Tuition	\$9,750
Textbooks	300
Lab Fees	750
Semester 4—Fall 2007	
Tuition	\$9750
Textbooks	300
Lab Fees	750
Liability Insurance	25
SEE	110
Semester 5—Spring 2008	
Tuition	\$9750
Textbooks	300
SEE	110
Semester 6—Summer 2008	
Tuition	\$650.00
Semester 7—Fall 2008	
Tuition	\$650.00
Insurance	25.00
Semester 8—Spring 2009	
Tuition	\$650.00
Semester 9—Summer 2009	
Tuition	\$650.00
Certification Exam	700.00

These are approximate costs only and are subject to change.

* Personal Validation

Signed physical form and all immunizations current.

Must have an active nursing license in TN and KY.

Post-Master Certificate Program in Nursing

Description

The School of Nursing endeavors to provide curricula that encourage individuals to pursue Christ-centered excellence in their nursing vocation as the future needs of the nursing profession come into view. The certificate program fits with the mission of the University to provide Christ-centered higher education that promotes excel-

lence and character development in service to Church and society.

This program is ideal for nurses who have obtained their master's degree in nursing in another advanced practice area and now find themselves in positions that require advanced preparation in either nursing education or nursing administration. For example, if an MSN graduate with a major in nursing administration desired to acquire a certificate in nursing education, that individual could enroll in this program. Another example might be that of an individual with a nurse practitioner degree desiring advanced study in nursing administration.

A Post-Master Certificate in Nursing is not available for the Nurse Anesthesia track.

Mission Statement

To prepare graduates for advanced professional nursing practice with specific functional and clinical abilities.

Program Outcomes

The nursing education certificate prepares nurses for educator positions in various settings such as staff development, patient education, schools and colleges. The nursing administration certificate prepares nurses for a variety of administrative and leadership positions in health care delivery systems.

Schedule

The certificate program is part-time study with classes generally occurring one day per week over an 11-month period. In the final semester, clinical requirements of practicum commonly require more than one day per week. Courses taken out of the typical sequence will lengthen the time required to complete the certificate. Seminar Practicum must be the last course taken.

The enrollment of certificate students will occur on a space-available basis. Curricular needs of full-time MSN cohort students will be given priority.

Admission Requirements:

Master's degree with a major in nursing.

Completed application

\$50 application fee.

Official transcripts from all colleges and universities attended.

Letters of Professional Recommendation (2)

Proof of current RN Licensure

Once admitted, students must submit evidence of:

Current Immunizations Status

CPR Health Care Provider Certification

Professional Nurse Liability Insurance

Transfer credit policy

No college credit will be allowed to transfer to the certificate program.

Financial Information

Tuition is \$340 per semester hour for all Post-Master Certificate programs. Full payment for a term is expected at the time of registration for classes.

Graduation fee: \$25

Any combination of the following payment methods is available:

1. Check, cash, or credit card.
2. Employer reimbursement.
3. FACTS (and electronic monthly draft from a savings or checking account) The cost of books is approximately \$150 per course.

Employer Tuition Reimbursement Policies

1. The student is responsible for providing information to the university regarding their employer's policies for reimbursement.
2. If the employer reimburses the student directly, the student must pay the university in full at the time of registration for classes.
3. If the employer provides partial reimbursement directly to the university, the student must pay his/her portion of the tuition at the time of registration.
4. The university will provide any required information to an employer when requested by the student.

Certificate Program Completion Requirements

1. Documentation of earned credit for core MSN curriculum.
2. Completion of the specialty curriculum for Post-Masters Certificate.
2. A minimum grade point average of 3.0 in the certificate course work.
3. Filing an application for graduation by the published deadline.
4. Payment in full of the student account.
5. Discharge of all other obligations to the university.

Curricula

- I. Post Masters Certificate in Nursing Administration—23 hours
 - A. NUR 525, 528, 536, 548, 578, 596
 - B. NUR 615, 695
- II. Post Masters Certificate in Nursing Education—27 hours
 - A. BIO 500; NUR 507, 517, 537, 544
 - B. NUR 607, 622
 - C. Select one: NUR 626A, 626C, 636A, 636C
- III. Post Masters Certificate in Family Nurse Practitioner (FNP)—34 hours
 - A. BIO 500; NUR 544, 546, 555
 - B. NUR 600, 616, 622, 630, 650
 - C. Select one: NUR 626A, 626C, 636A, 636C
 - D. Select one: NUR 507, 517, 525, 528, 535, 607, 615, 696, 697
- IV. Post Masters Certificate in Nurse Practitioner/Clinical Nurse Specialist (NP/CNS)—34 hours
 - A. BIO 500; NUR 544, 555
 - B. NUR 600, 622, 630, 650
 - C. Select one: NUR 556A or 556C
 - D. Select one: NUR 626A or 626C
 - E. Select one: NUR 636A or 636C

- F. Select one: NUR 507, 517, 525, 528, 535, 607, 615, 696, 697

Master of Science in Nursing-Nurse Anesthetist Track as a Second MSN—58 hours (Available only on the Jackson Campus)

The MSN-NA can be earned as a second Master of Science in Nursing by completing coursework unique to the program:

- A. BIO 505, 507, 509
- B. NUR 518, 521, 522, 531, 532, 541, 551, 561, 562, 571
- C. NUR 611, 612, 613, 614, 631
- D. NUR 691—4 hours

Course Descriptions: Biology (BIO)

500 Advanced Pathophysiology (2)

Building on a basic knowledge of pathophysiology, the student will analyze the mechanisms and symptoms of illness to provide advanced theoretical understanding of disease states and health problems.

505 Applied Anatomy & Physiology I (3)

Prerequisite: BIO 221 and 222

An intensive examination of the human body that addresses the normal complex physiological processes of the cell, fluids and electrolytes, acid-base balance, temperature regulation, vascular hemodynamics, mobilization of fluids through the body and lymphatic system, musculoskeletal systems and function of the myocardium. The acquired information will provide the student with a body of knowledge to critically evaluate co-existing conditions of the surgical patient.

507 Applied Anatomy & Physiology II (3)

Prerequisite: BIO 221 and 222

A continuation of 505 focusing on the normal complex physiological processes of blood components and coagulation and the respiratory, renal, endocrine, digestive and nervous systems.

509 Applied Human Gross Anatomy (3)

Prerequisite: BIO 505 & 507, or BIO 221, 222 & 322.

This course incorporates the dissection of cadavers and viewing of anatomical models in understanding the nervous, cardiovascular, respiratory, digestive and urinary systems of the human body. An additional emphasis is placed on the procedural illustration of regional blocks that are performed in the practice of nurse anesthesia.

Course Descriptions: Nursing (NUR)

507 Curriculum Design (3)

This course will focus on the development of curricula using outcomes-based learning experiences by addressing individual attitudes, knowledge, and skills that are assessable, transferable and useful in a multicultural world.

511 Nursing Informatics and Statistics for the Health Sciences (3)

Prerequisite: Undergraduate Statistics.

An introduction to biostatistics and health care information, including a review of descriptive statistics,

probability, confidence intervals, hypothesis testing for samples and for categorical variables, analysis of variance, regression and correlation, and non parametric methods, fosters application to the health sciences. This course will also include a study of the use of informatics and various technological approaches as related to advanced nursing practice

512 Advanced Health Assessment (2)

This course builds on knowledge and skills acquired at the undergraduate level. Emphasis is on development of advanced assessment skills that enable learners to promote wellness, prevent illness, and detect acute and chronic health problems among clients across the lifespan.

513 Advanced Nursing Concepts I (2)

Prepares the student to critique, evaluate, develop and utilize appropriate theory in the advanced practice of nursing; also includes the study of the use of technology in health care practice, as well as educational and administrative decision making.

514 Statistics for the Health Sciences (3)

Prerequisite: MAT 114 and admission to the MSN program.

This course serves as an introduction to biostatistics. Topics include a review of descriptive statistics, probability, and probability distributions; confidence intervals and classical hypothesis tests for one and two samples; analysis of variance; hypothesis tests for categorical data; regression and correlation; and nonparametric methods, all with an emphasis on applications in the health sciences. Appropriate statistical software will be utilized throughout the semester. This class consists of 3 class hours per week.

517 Educational Strategies in Advanced Practice Nursing (3)

The purpose of this course is to examine models and methods of teaching and learning. Bio-psychosocial, spiritual, cultural influences that affect learning will be incorporated. The nursing process will be used as a framework for an outcome based teaching-learning session.

518 Introduction to the Role of Nurse Anesthesia (2)

An introduction to the role of the nurse anesthetist as an advanced practice nurse presenting the Christian worldview of the profession the historical development of anesthesia as a specialty in nursing, an overview of the practice, the role within the context of the health care system, and an introduction to professional behavioral expectations. Models of critical thinking, decision-making, and communication will be included.

521 Basic Principles of Anesthesia I (3)

The presentation of basic cognitive and psychomotor concepts associated with the safe and effective practice of nurse anesthesia and their implication on preoperative, intraoperative, and postoperative surgical periods.

522 Basic Principles of Anesthesia II (3)

A continuation of 521 addressing the implication of these learned concepts in relation to the preoperative, intraoperative, and postoperative surgical periods.

525 Nursing Administration—Introduction to Administrative Practice (3)

This course will integrate information about delivery systems, organizational mission, structure, culture, personnel motivation, management and networking. The focus will be on exploring these concepts from a nursing perspective and a wholistic Christian worldview. This class consists of 4 class hours per week.

526 Advanced Theoretical and Ethical Concepts in Nursing (2)

This course prepares the student to critique, evaluate, develop and utilize appropriate theory in advanced nursing practice and examine health care ethics from a Christian perspective.

527 Nursing Specialty I—Adult Health (3)

A study of the application of nursing practice to illness-related problems of symptoms associated with acute illnesses in selected populations. Emphasis: specific foundations of symptoms, models, theories, and empirical bases of therapeutic nursing interventions that facilitate recovery to optimal health. Clinical includes designing care based on evidence-based practice.

528 Nurse Administration and the Law (3)

A general background to the elements and characteristics of health, administrative, criminal, civil law and the implications for nurse practicing in an administrative role looking at malpractice, risk management, tort law and tort reform, OSHA regulations, construction, organizational management, laws affecting subsidiary corporations and tax law. Emphasis will be placed on administration of human resources including labor and legal issues, collective bargaining, labor laws, and the design of effective policies and procedures to reflect these laws.

530 Research Methods (2)

Pre- or Corequisite: NUR 514.

Specific aspects of the research process from quantitative analysis and qualitative perspectives will be studied. Emphasis will be placed on analysis of research, which prepares the student to utilize research findings as a basis for decision-making. The student will develop a proposal for research thesis or scholarly project. This class consists of 4 class hours per week.

531 Anesthesia Pharmacology I (3)

An examination of the different classes of oral and subcutaneously administered medications taken by surgical patients that may impact the practice of nurse anesthesia. Adjunct anesthetic agents that impact the pharmacological principles associated with the administration of anesthetic agents will be presented. Additional attention is given to instructions for the process of writing prescriptions and acquiring a broader knowledge of medications for the acquisition of APN certification prescription privileges.

532 Anesthesia Pharmacology II (3)

An extensive examination of the pharmacological principles associated with the administration of anesthetic agents. An understanding of the physiological impact on the body in relation to the absorptive, metabolic, and elimination processes of each anesthetic agent will be examined.

533 Advanced Nursing Research and Evidence-Based Practice (3)

Prerequisite: Undergraduate Statistics.

Emphasis will be placed on ways of knowing and analysis of research, which prepares the student to utilize research findings or other rigorously generated information as a basis for clinical decision-making. Specific aspects of the research process from quantitative and qualitative perspectives will be studied.

535 Nursing Administration—Quality Measurement and Information Management in Health Services (4)

Prerequisite: NUR 525.

This course examines the quality of healthcare in relationship to nursing care delivery. It will include the concepts and information systems that are necessary in the identification, tracking, and evaluation of quality indicators. Emphasis is placed in terminology and information systems specific to nursing administration and quality. This class consists of 5.3 class hours per week.

537 Nursing Education Practicum I (2)

Clinical introduction to the nurse educator practical experience. It involves application of educational theories and wholistic nursing practice.

541 Advanced Physical Diagnosis: Assessment and Evaluation Across the Lifespan (3)

Systems approach to advanced physical assessment, pathophysiology, principles of hemodynamic, electrocardiographic, pulmonary, and neuromuscular monitoring and their relation to the assessment and monitoring practices of the health care provider.

542 Advanced Health Promotion and Intercultural Concepts in Nursing (2)

An exploration of the importance of wholistic health promotion, disease prevention, and health risk education in individuals, families and communities focusing on the study of culturally appropriate and wholistics professional nursing care in this pluralistic global society. Emphasis is placed on sensitivity to and respect for cultural diversity, communication, critical thinking, research and theories of intercultural nursing.

544 Advanced Health Assessment (3)

This course will focus on the advanced application of health assessment skills on the clients with alterations of health through history taking, record keeping and communication of abnormal findings.

546 Primary Care of Family: Health Promotion (5)

Prerequisite: BIO 500. Pre- or Corequisite: NUR 544 and 622.

The purpose of this course is to enhance knowledge and skill in diagnostic reasoning, advanced health assessment, health promotion, health maintenance and disease prevention with regard to the family. Students will explore family concepts and theories relevant to advanced nursing practice and research. Special emphasis will be placed on meeting goals and objectives of Healthy People 2010. Clinical experiences will provide opportunities in the community for students to develop advanced practice

interventions to promote health and disease throughout the lifespan.

548 Organizational Behavior and Leadership (3)

This course provides an overview of organizational concepts, theories, perspectives, and research relevant to nursing administration, patient care delivery systems, and nursing practice organization. Emphasis is on management principles and organizational processes applicable to quality work environments and the influence of the external and internal environment on these organization, and the role and relationship of nurse leaders to the nursing practice environment and to the greater organization.

551 Chemical and Physical Principles of Anesthesia Practice (3)

An exploration of the basic biochemical principles and laws of physics associated with the administration of anesthesia. Emphasis is placed on an understanding of the basic principles of chemistry, biochemical drug interactions, and laws of physics that explain the movement of substances throughout the body. The laws of physics will also be applied to the mechanical functioning of the anesthesia machine and other intraoperative equipment.

553 Advanced Nursing Concepts II (3)

Explores the importance of wholistic health promotion, disease prevention, and health risk education in individuals, families and communities with attention to developmental, cultural, and managerial perspectives as well as educational theory in assessing, analyzing, planning, implementing and evaluating health promotion strategies and the study of culturally appropriate and wholistic professional nursing care.

555 Advanced Practice Role Development (2)

The purpose of this course is to enhance the student's knowledge on advanced roles for professional nursing practice. Emphasis is on philosophical inquiry, theory analysis, and the development of leadership skills for working with individuals and groups in advanced nursing practice. Major theoretical perspectives from a variety of disciplines are explored as foundation for advanced practice nursing.

556A Advanced Practice of Adults: Health Promotion & Disease Prevention (5)

556C. Advanced Practice of Children: Health Promotion & Disease Prevention (5)

Prerequisite: BIO 500; Pre- or Corequisite: NUR 544 and 622.

Toward enhancing knowledge and skill in diagnostic reasoning, advanced assessment, health promotion, health maintenance and disease prevention of adults(A) and children (C) respectively with regards to family environment, special emphasis will be placed on meeting goals and objectives of Healthy People 2010. Clinical experiences will provide opportunities in the community for students to develop advanced practice interventions to promote health and disease prevent.

557 Nursing Specialty I—Pediatric (3)

A study of the application of nursing practice to illness-related problems of symptoms associated with acute

illnesses in selected populations. Emphasis: the scientific foundations of symptoms, models, theories, and empirical bases of therapeutic nursing interventions that facilitate recovery to optimal health. Clinical includes designing care based on evidence-based practice.

561 Clinical Practicum IA (2)

An introduction to the clinical practice of nurse anesthesia. In gaining the clinical experiences, the student will provide a safe, effective anesthetic environment by implementing the acquired knowledge synthesized from prior coursework. Clinical preceptors will provide direction and supervision based on required clinical experiences. Pass/Fail grading.

562 Clinical Practicum IB (4)

A continuation of 561 to develop new and enhance existing clinical skills in providing a safe, effective environment for the surgical patient. Clinical preceptors will provide direction and supervision based on required clinical experiences. Pass/Fail grading.

570 Curriculum Design (4)

The focus of this course is the development of curricula using outcomes-based learning experiences. It addresses individual attitudes, knowledge and skills that are assessable, transferable and useful in a multicultural world. This class consists of 5.3 class hours per week.

571 Clinical Practicum II (8)

The focus of this clinical is to solidify the process of implementing an organized, safe and effective approach for the administration of anesthesia for general types of surgical procedures. The student will assume increasing responsibility for the independent delivery of anesthesia care to the surgical patient. Clinical preceptors at the various institutions will provide direction and supervision based on required clinical experiences. Pass/Fail grading.

573 Advanced Nursing Concepts III (3)

Prepares the student to understand and evaluate health care policy and the economics of health care utilized in the advanced practice of nursing. Includes the examination of health care ethics from a Christian perspective as well as its relationship to the economic characteristics of the health care industry.

578 Nursing Administration Residency (3)

A practicum experience designed for synthesis of theory and practice where students develop, implement, and evaluate advanced practice leadership strategies in a health care systems area of focus. An understanding of systems structures, processes, and outcomes is gained through practical experiences, personal reflection, and seminar discussions. Graded Pass/Fail.

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585 Special Studies in Nursing (1-6)

Group studies which do not appear in the department course offerings. Content will be determined by need.

595 Nursing Admin Practicum I (2)

Experiential application of the concepts examined in Nursing Administration in a workplace setting with a preceptor in nursing management.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need. To be used at the discretion of the department.

600 Primary Care Provider Procedures (2)

Toward enhancing advanced practice skills in performing procedures such as casting, splinting, suturing, dermatologic procedures, and basic surgery techniques, the student will experience clinical presentations that highlight pathophysiological processes and psychological needs of adults and their families.

607 Educational Assessment and Evaluation Processes (3)

While focusing on the systematic processes of assessment of learners' needs and methods of evaluation of educational outcomes, formative and summative methods of evaluation will be designed in relation to content as well as curricula of educational programs. In addition, methods of analysis and interpretation of data and uses of results are explored. Each aspect of the assessment and evaluation processes is used to guide future actions.

611 Obstetrical Anesthesia: Pathophysiology and Perspectives of Anesthetic Care (2)

An intense examination of the practice of obstetrical anesthesia emphasizing normal maternal and fetal changes of pregnancy, abnormal pathophysiological conditions of pregnancy, and anesthetic techniques and implications of obstetrical anesthesia.

612 Pediatric Anesthesia: Pathophysiology and Perspectives of Anesthetic Care (2)

This course is an in-depth examination of the practice of pediatric anesthesia. An emphasis will be placed on normal growth and development of the newborn through fourteen years of age, common pathophysiological conditions of this age group, and anesthetic techniques and implications of pediatric anesthesia.

613 Cardiovascular/Pulmonary Anesthesia: Pathophysiology and Perspectives of Anesthetic Care (3)

An intense examination of the practice of intrathoracic anesthesia for adult surgical patients, this course will focus on pathophysiological conditions and surgical procedures associated with the heart and pulmonary systems that may impact the delivery of anesthesia. Anesthetic implications and techniques will be presented based on the noted conditions.

614 Neurosurgical Anesthesia: Pathophysiology and Perspectives of Anesthetic Care (2)

An in-depth examination of the practice of neurosurgical anesthesia in the adult population with emphasis on common pathophysiological conditions associated with

neurological disorders. Anesthetic techniques and implications will be presented based on neurological conditions and surgical procedures.

615 Resource Management (3)

The management of resources in the health care environment. Focus is managing the revenue and expense aspects of the budget and the management of personnel.

616 Primary Care of Family: Maternal/Child Management (5)

Prerequisite: BIO 500; Pre- or Corequisite: NUR 544 and 622.

Designed to enhance knowledge and skills related to management of maternal child health care, this course emphasizes acute episodic and chronic conditions in the context of primary care. Management consists of identifying, monitoring, treating and maintaining health care problems in children and child-bearing women utilizing research and evidence-based practice. Clinical experiences will provide opportunities in a variety of primary care settings.

622 Advanced Pharmacology (3)

This course is designed to provide the advanced practice nurse with an advanced understanding of basic pharmacotherapeutics and pharmacokinetics of a broad category of pharmacologic agents. The purpose of the course is to provide the graduate with knowledge and skills needed to assess, diagnose, and manage a client's health problems in a safe, high quality, and cost-effective manner. Prescriptive and regulatory content pertinent to advanced practice will be included.

625 Teaching/Learning Through the Lifespan (4)

Examine models and methods of teaching and learning, learner characteristics at each developmental stage and how these influence learning will be incorporated using the nursing process as its framework.

626A Advanced Practice of Adults: Acute Management (5)

626C Advanced Practice of Children: Acute Management (5)

Prerequisite: NUR 544; Pre- or Corequisite: NUR 622 and BIO 500.

The purpose of this course is to enhance advance practice knowledge and skill in the accurate diagnosis and management of acute health care problems in adults (A) and children (C) with consideration of the family environment. Management consists of identifying, monitoring and treating acute pediatric health care problems utilizing research and evidence-practice. Clinical experiences will provide opportunities in acute and community based settings.

627 Nursing Speciality II—Adult Health (3)

A study of nursing interventions to enhance physical and cognitive function of clients with chronic illness in selected populations. Emphasis: models, theories, and empirical bases of therapeutic nursing interventions that facilitate maintenance of chronic health problems, Clinical includes designing care based on evidence-based practice.

630 Care of Family and Community Groups (2)

An exploration of theoretical principles surrounding the care of vulnerable populations, this course places special emphasis on populations with shared risk, exposures, and behaviors. The ultimate goal is to provide culturally competent care to diverse populations by education, planning, designing, implementing, promoting and evaluating health care interventions.

631 Professional Aspects of Nurse Anesthesia (2)

This course explores issues important to the nurse anesthetist as a clinician, manager, educator, researcher and consultant. A continuation of the Christian worldview is expressed through ethical considerations, legal aspects of anesthesia practice, current practice and health policy issues, the personal and professional impact of substance abuse, the incorporation of research into evaluating the practice setting, and the role of the professional organization of nurse anesthesia.

636A Advanced Practice of Adults: Chronic Management (5)

636C. Advanced Practice of Children: Chronic Management (5)

Prerequisite: NUR 544; Pre- or Corequisite: NUR 622 and BIO 500.

The purpose of this course is to enhance advanced practice knowledge and skills in the diagnosis and management of chronic health care problems in adults (A) and children (C) with consideration to the family environment. Management consists of identifying, monitoring, treating, and maintaining chronic pediatric health care problems utilizing principles of research and evidence-based practice. This course will also review theories and factors of chronic illness, content surrounding the process of referral and development of practice guidelines. Clinical experiences will provide opportunities in community and hospital based settings.

637 Nursing Education Practicum II (3)

Clinical culmination of the nurse educator clinical experience. It involves application of educational theories and wholistic nursing practice. Practice experiences are designed to synthesize knowledge and skills and to enable the advanced practice nurse to meet individual practice outcomes and career goals.

641 Advanced Health Care Policy and Economic Concepts in Nursing (2)

This course prepares the student to understand and evaluate health care policy and the economics of the health care systems as related to advanced nursing practice and prepares the student to assume a leadership role in health care systems which provide fiscally responsible and effective nursing care.

645 Nursing Administration—Applied Financial Management (3)

Prerequisites: NUR 530 and 535.

This course will facilitate a working knowledge of budgetary and fiscal issues specific to nursing management in various types of health care organizations. The content covers issues related to day to day fiscal management such as developing a budget and tracking revenue and expenditures. Computer systems used in fiscal management,

as well as long range planning, are included. This class consists of 4 class hours per week.

646 Primary Care of Family: Acute/Chronic Management (5)

Prerequisite: BIO 500; Pre- or Corequisite: NUR 544 and 622.

The purpose of this course is to enhance knowledge and skills in the diagnosis and management of chronic and acute health care problems in families. Management consists of identifying, monitoring, treating, and maintaining acute and chronic family based health care problems utilizing principles of research and evidence based practice. The student will review theories and factors of chronic illness within the context of the family. The process of referral and development of practice guidelines will also be discussed. Clinical experiences will provide opportunities in community and hospital based settings.

647 Nursing Specialty III (2)

Prerequisite: Nursing Specialty I and II

An intense study of the various pathophysiological conditions encountered in the practice of a Clinical Nurse Specialist. The emphasis is on knowledge, theory, and integration of practice concepts that support the nursing process in becoming an effective healthcare provider.

650 Specialty Focus Practicum (2)

Prerequisite: NUR 546A or 546C, and NUR 616; Corequisite: NUR 626A or 626C, and NUR 636A or 636C

This clinical course will allow students to gain clinical experience in a specific population with the goal for the student to synthesize knowledge and skills gained in core and previous specialty courses and to apply knowledge in the clinical setting. Clinical experiences will be available in a wide variety of subspecialties such as neurology, nephrology, endocrinology, gastroenterology, cardiology, dermatology, oncology, pulmonology, orthopedics, and internal medicine. Graded Pass/Fail.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

657 Nursing Specialty II—Pediatric (3)

A study of nursing interventions to enhance physical and cognitive function of clients with chronic illness in selected populations. Emphasis: models, theories, and empirical bases of therapeutic nursing interventions that facilitate maintenance of chronic health problems, Clinical includes designing care based evidence-based practice.

667 Nursing Specialty IV (5)

Prerequisite: NUR 647.

A practicum experience designed to integrate the various clinical nurse specialty roles in the practice setting. It serves as a culmination of CNS curriculum with mastery of clinical roles that allows the student to provide direct care to individuals, families, and communities. It is a part of the total 500 clinical hours required for advanced practice as defined by the American Association of Colleges of Nursing. Graded Pass/Fail.

691 Nurse Anesthesia Clinical Residency (1)

This clinical course will provide the student experiences incorporating types of surgical procedures while introducing specialty types of anesthetic managements in the areas of obstetrics, pediatrics, neurosurgical and cardiac. In addition, the student will obtain the understanding of uncommon anesthetic managements through interactions with patient simulators. This clinical will be repeated 4 times, requiring 45 clinical hours per week.

695 Nursing Administration Practicum II (3)

Prerequisite: NUR 525, 535, 645.

This course will integrate didactic material from previous courses with administrative practice. The focus is the dynamic combination of administrative theory, quality management, health care economics and information systems through mentoring and field experience. Emphasis will be placed on developing practice and decision-making skills that are excellence driven, Christ-centered, people-focused, and future-directed. This class consists of 1.5 class hours and 4.5 lab hours per week.

696 Thesis (3)

Prerequisites: NUR 514, 530.

This course enables the nurse educator/nurse administrator to implement the research proposal developed in the nursing research course. This project will focus on a problem in a school/college of nursing or health care delivery system. The subject of healthcare improvements is emphasized through nursing research utilization. Pass/Fail.

697 Scholarly Project (3)

Prerequisites: NUR 514, 530.

This course enables the nurse educator/nurse administrator to complete a scholarly project. Through the scholarly project the student will identify, analyze, synthesize and utilize knowledge related to a healthcare issue in a school/college of nursing or health care delivery system. Application of critical thinking and nursing research utilization in this project will result in improved healthcare outcomes. Pass/Fail.

The Institute for International and Intercultural Studies

MASTER OF ARTS IN INTERCULTURAL STUDIES

Available on the San Francisco, CA and Jackson Campuses

Mission

To provide a rigorous interdisciplinary program in intercultural studies designed to complement academic and professional preparation in a variety of fields.

Admission Information

Admissions requirements

All students, whether degree-seeking or non-degree-seeking, who wish to take MAIS courses must meet the prescribed admission criteria.

Applicants should submit the following to the MAIS office:

- Official transcript(s) showing completion of baccalaureate degree and all undergraduate and graduate coursework attempted.
- Official transcript(s) indicating a minimum grade point average (GPA) of 3.0 on a 4.0 scale of all undergraduate and post-baccalaureate coursework.
- An official GRE score (Graduate Record Exam)
- A completed Application to MAIS
- Non-native speakers of English must have a minimum score of 560 (paper) or 220 (computer) on the TOEFL
- A \$25 application processing fee
- Three letters of professional/academic reference specifying the applicant's ability for graduate study

Conditional Admission

Students who do not meet the minimum requirements for admission may apply to the Admissions Committee for conditional admission. The committee may request a writing sample and/or interview with the prospective student. The committee may then recommend that the student be admitted conditionally. After successfully completing one semester in the MAIS program including a minimum of 6 hours of UU courses with at least a 3.0 average, the student may appeal to the Program Director for full admission to the MAIS.

Program Features

The curriculum for the program consists of two components, the 27-hour MAIS core curriculum and a 12-hour professional component approved by the program director. The delivery system for the MAIS core is non-traditional and based on a modified cohort model. A group of up to 20 students will pursue each of the nine MAIS courses together. The cohort will be divided into study groups of eight to ten students. Prior to the beginning of the semester, students will receive a reading list and assignments for the first course session. Instruction will begin with an intensive class meeting with the professor early in the semester. For the second segment of the course, students will meet with their study group on a weekly basis for discussion of research and project

development. An MAIS program representative may facilitate these meetings, as the instructor deems necessary. Throughout this period, the instructor may also interact with students through on-line activities or discussions. Finally, the cohort will meet for a second intensive class meeting to complete the course. Dates and times for the intensive sessions and interim class meetings will be announced at preregistration each semester.

Academic Calendar and Schedules

Calendars and Schedules of Course offerings for the MAIS program follow those for non-cohort program. See <http://www.uu.edu/academics/graduate/mais/>

Graduation Requirements

1. Completion of the 27 hours of required MAIS course work.
2. Completion of a 12-hour professional component approved by the program director.
3. A minimum grade point average of 3.0 for the required course of study.
4. Transfer credit: maximum 12 hours with grades of B or higher and approval of Director.

Financial Information

Application Fee:	\$ 25
Graduation Fee:	25
Tuition/semester hour:	330

Financial Aid

The M.A.I.S. program does not qualify for Federal Stafford Loans. However, the student may contact the Financial Aid Office about private alternative loans.

Course Descriptions: Intercultural Studies (ICS)

510 Intercultural Communication (3)

An examination of intercultural communication with a focus on self-awareness and developing effective communication.

515 International Professional Realities and Opportunities (3)

An introduction to the professional intercultural environment designed to help the student develop an awareness and understanding of the skills needed to develop a professional platform for employment in other cultures.

520 Organizational Systems of Society (3)

A study of systems encountered across cultures. Emphasis is on the development of skills for the recognition and assessment of systems with a focus on developing strategies for successful interaction with these systems.

525 Field Research Methods (3)

A course designed to provide students with conceptual tools and research skills in the area of comparative cultural studies. The hands-on approach helps students prepare to design and conduct their own ethnographic research in culturally diverse settings.

530 Field Data Analysis and Strategic Planning (3)

A course that builds on in-class and applied field research knowledge by guiding students through the process of field data analysis. Attention is given to both qualitative and quantitative analytical methods. Students participate in process-focused learning and writing workshops which culminate in the preparation of case-study reports based on their field research/data.

535 Artistic and Intellectual Expressions of Culture (3)

An emphasis on how to develop learning skills to understand the lexicon, grammar, and semantics of other intellectual and artistic systems encountered across cultures.

540 Language and Culture (3)

A study of language development and its relationship to culture. Examines principles of language acquisition and language teaching methodologies.

545 Capstone Seminar (3)

An integration of interdisciplinary principles, themes, and concepts learned in the study of intercultural interaction and understanding.

555 Field Experience (3)

Field experience in which students will conduct ethnographic research. All projects must have instructor's approval.

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

Graduate Advisory Councils

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Carla D. Sanderson (1982) Provost, Vice President for Academic Administration and Professor of Nursing. Diploma, Baptist Memorial Hospital School of Nursing; B.S.N., Union University; M.S.N., University of Tennessee Center for Health Sciences; Ph.D., University of Florida.

Jimmy H. Davis (1978) Vice Provost, and University Professor of Chemistry. B.S., Union University; Ph.D., University of Illinois; Additional study, University of Florida, Oak Ridge Associated University, Argonne National Laboratory; Harvard University, and Oxford University, England.

Cynthia Powell Jayne (1976). Associate Provost for International and Intercultural Studies, University Professor of Language and Director of the Institute for International and Intercultural Studies. B.A., Mississippi College; M.A. and Ph.D., Louisiana State University; Additional study, Vanderbilt University, University of Kentucky, and the Intercultural Communication Institute.

Jane Barber Betts (1974) Registrar. B.A., Union University, M.Ed., University of Memphis.

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Timothy Smith (2005) Dean and Associate Professor of Nursing. Diploma, Baptist College for the Health Sciences; B.S.N., University of Memphis; Diploma in Anesthesia, University of Tennessee, Knoxville Graduate School of Medicine; M.S.N., and Ph.D., University of Tennessee Health Sciences Center.

Gregory A. Thornbury (1999) Dean of the School of Christian Studies, Associate Professor of Christian Studies and Director of the Carl F.H. Henry Center for Christian Leadership. B.A., Messiah College; M.Div. and Ph.D., Southern Baptist Theological Seminary; Additional study, Oxford University.

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Beth Poyner (2001) Coordinator of M.Ed., Ed.S., and Ed.D. Programs, Germantown.

Sue Taylor (1999) Coordinator of Graduate Business Programs—Germantown.

Linda Tittle (2003) Coordinator of M.A.Ed. Program, Germantown

GRADUATE FACULTY

David Austill (1997) Associate Professor of Management. B.B.A., University of Memphis; M.B.A., University of Arkansas; J.D., University of Tennessee; L.L.M., Washington University.

Steven L. Baker (1990) Associate Vice President for Academic Resources, Director of the Library and Professor of Library Services. B.A., Samford University; M.Div., Southern Baptist Theological Seminary; M.A., University of Kentucky; Additional study, University of South Carolina and University of Memphis.

Charles Baldwin (1970-81, 1988) O.P. and Evalyn Hammons University Professor of Pre-Medical Studies. B.A., University of Corpus Christi; Ph.D., Texas Tech University; Additional study, University of Texas, Stanford University and Imperial College (London).

Elizabeth Bedsole (1998) Professor of Music. B.M., Stetson University; M.C.M., Southwestern Theological Seminary; Ed.D., University of Illinois.

Aaron Lee Benson (1996) Professor of Art and Department Chair. B.F.A., B.S. and M.F.A., University of Tennessee at Knoxville.

David Blackstock (1973) Professor of Physical Education and Health and Director of Athletics. B.S., Union University; M.Ed., Memphis State University; Ed.D., University of Southern Mississippi.

Chris Blair (1997) Associate Professor of Communication Arts and Coordinator of DMS. B.A., Union University; M.A. and Ph.D., University of Memphis.

Teresa Blakley (2003) Associate Professor of Social Work. B.S., Sam Houston State University; M.S.W. and Ph.D., Barry University; A.C.S.W., L.C.S.W.

Mark Bolyard (2006) Professor of Biology and Department Chair. B.A., Hanover College; Ph.D., University of North Carolina.

Ronald Boud (1996) Professor of Music. B.M. and M.M., American Conservatory of Music; D.M.A., Southern Baptist Theological Seminary; Additional studies, Emory University, DePaul University, Julliard School of Music, Northwestern University, and Franz Schubert Institute.

David Burke (1986) Professor of Communication Arts and Director of the Theatre. B.S.A., Houston Baptist College; M.F.A., University of Houston.

Randall Bush (1991) Professor of Christian Studies and Philosophy and Director of the Interdisciplinary Honors Program. B.A., Howard Payne University; M.Div., and Ph.D., Southwestern Baptist Theological Seminary; D.Phil., University of Oxford.

Stephen Carls (1983) University Professor of History and Department Chair. B.A., Wheaton College; M.A. and Ph.D., University of Minnesota.

J. Daryl Charles (2004) Associate Professor of Christian Studies. B.S., West Chester State University; M.A., Southern California College; Ph.D., Westminster Theological Seminary

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Don Christensen (2002) Associate Professor of Finance. B.B.A. and M.B.A., University of Memphis; Ph.D., University of South Carolina.

Kevin J. Cooney (2004) Associate Professor of Political Science. B.A., Oral Roberts University; M.A., Lancaster University, England; Ph.D., Arizona State University.

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Mark Dubis (2002) Associate Professor of Christian Studies. B.S.E., Clemson University; M.Div., Gordon-Conwell Theological Seminary; Th.M., Calvin Theological Seminary; Ph.D., Union Theological Seminary-Virginia.

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Gene Fant (2002) Associate Professor of English and Department Chair. B.S., James Madison University; M.A., Old Dominion University; M.Div., New Orleans

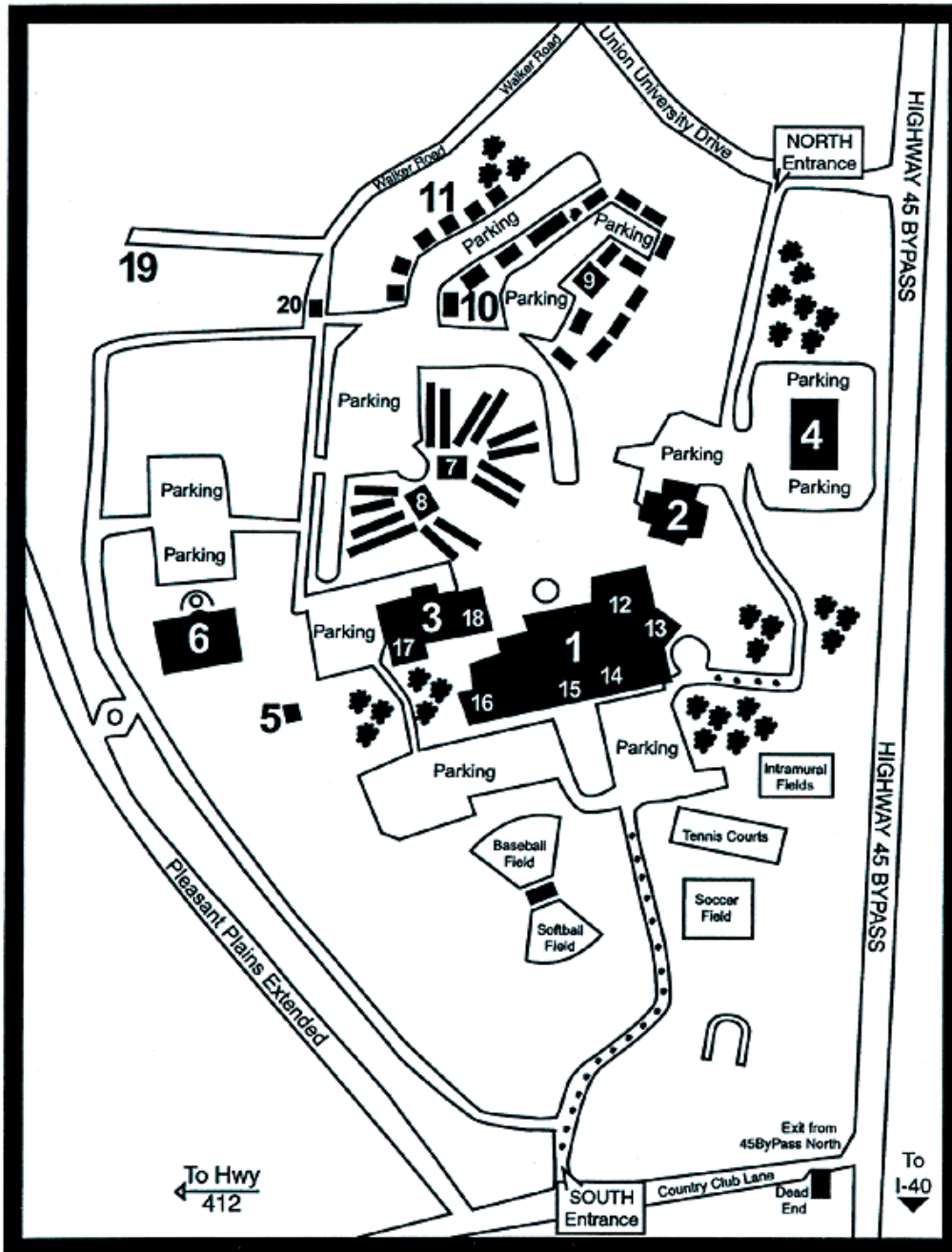
- Baptist Theological Seminary; M.Ed., and Ph.D., University of Southern Mississippi.
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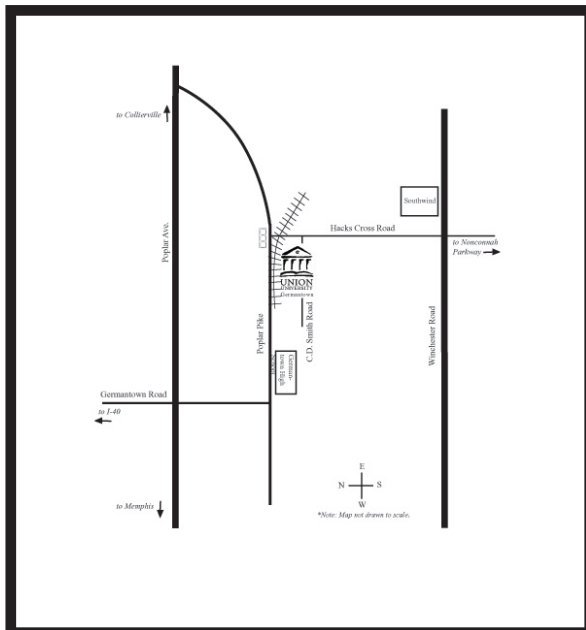
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