



UNION UNIVERSITY

2009-2010

Graduate Academic Catalogue

Announcements For the One Hundred and Eighty-Sixth Year



UNION UNIVERSITY

Since 1823

Graduate Catalogue

This publication is intended as a description of the 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 measures, 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 annual reports of campus crime statistics, campus security policies, graduation rates, and completion rates for the Teacher Education Program. These reports are available on the Parents Page of our web site, www.uu.edu, and also by request in the Office of Enrollment Services and the Office of Safety and Security.

2009

TABLE OF CONTENTS

An Overview of the University	3
The McAfee School of Business Administration	18
Master of Business Administration.....	18
The School of Christian Studies	22
Master of Christian Studies	23
Doctor of Ministry	26
The College of Education and Human Studies	30
The School of Education.....	30
Master of Arts in Education	31
Teacher Licensure.....	46
Master of Education	49
Education Specialist in Educational Leadership	52
Doctor of Education Educational Leadership	56
The School of Social Work.....	65
Master of Social Work.....	66
The School of Nursing.....	71
Master of Science in Nursing.....	72
Post-Master Certificate	75
Doctor of Nursing Practice	82
The School of Pharmacy.....	86
Doctor of Pharmacy	86
The Institute for International and Intercultural Studies.....	90
Master of Arts in Intercultural Studies	90
Graduate Advisory Councils	92
Administration.....	94
Index	101
Maps.....	102

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 excellence-driven, Christ-centered, people-focused, 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 2,200 (in 1996) to more than 4,300 (in 2009) with annual fall enrollment increasing from 1,972 to over 3,900, significantly increased giving to Union, including sixteen of

the largest commitments in Union history; instituted three five-year strategic plans; completed construction of numerous residence complexes, the Miller Tower, Jennings Hall, Hammons Hall, Fesmire Fieldhouse and athletic fields, White Hall for science and healthcare, the Grant Events Center, and new residence life facilities. Work has begun on the Bowld Student Commons Building and a new building for the pharmacy program.

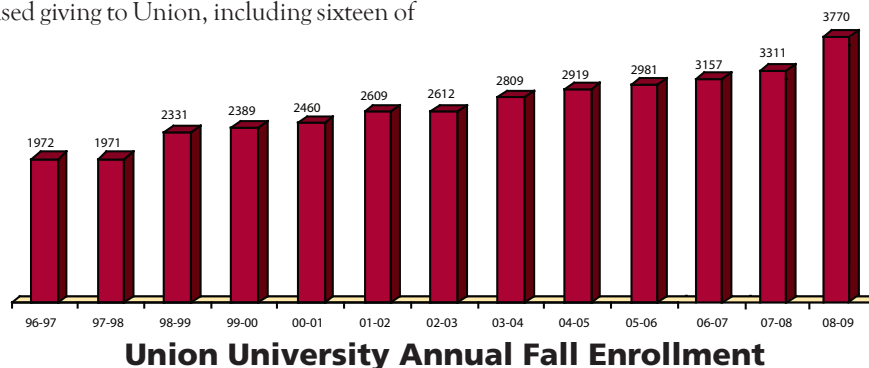
The work of this administration has emphasized a renewed commitment to scholarship and research among Union faculty as a part of the establishment of the Center for Faculty Development; added new undergraduate majors in political science, physics, theology, digital media studies, church history, ethics, sports management, sports medicine, engineering; and graduate programs in education (M.Ed., Ed.S., and Ed.D.), nursing (MSN with tracks in education, administration, nurse anesthesia, nurse practitioner and clinical nurse specialists), intercultural studies (MAIS), Christian Studies (MCS and DMin), pharmacy (PharmD), and social work (MSW).

SACS Level VI accreditation was achieved and accreditation was reaffirmed in 2007 at the ten year review. New programs were added in undergraduate research. Student Life and Campus Ministry programs were expanded including: LIFE group programs, student leadership development, student retention programs, student mission involvement, and giftedness assessment program for freshman students. An extension campus was established in Germantown, TN, which now has almost 900 students, and in Hendersonville, TN.

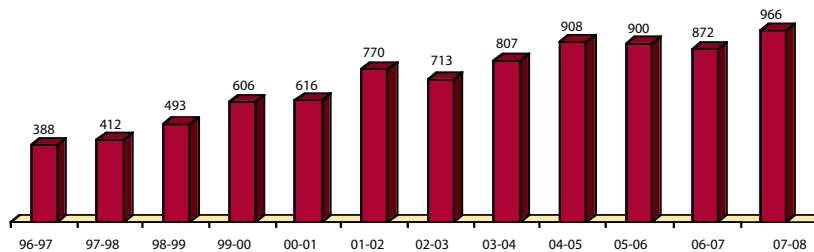
This era has seen the establishment of the Carl F.H. Henry Institute for Intellectual Discipleship; the Charles Colson Chair for Faith and Culture; the Hammons Chair of Pre-Medical Studies, the Hammons Center for Science and Faith; the Baptist Memorial Health Care Professor of Pharmacy; the Ryan Center for Biblical Studies, the Stephen Olford Chair of Preaching, the Center for Educational Practice, the Center for Religion and Politics, the Center for Excellence in Healthcare Practice, the Center for Media, Faith and Culture; the Center for Racial Reconciliation; and the Center for Just and Caring Communities.

The highly successful annual Scholarship Banquet was launched in 1997, along with Union Forums. Union has achieved top tier recognition in U.S. News and World Report for twelve years in a row, as well as listings in other significant publications. A new Mission Statement, Identity Statement, Core Values, and Statement of Faith have been adopted to guide the University during this time. Union has attracted national attention with its approach to a simulation model for healthcare, as well as major conferences regarding Baptist Identity, Christian Higher Education, and other key topics.

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 almost 1,000 students graduated from Union, a 149% 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	2008
Fall Enrollment	1972	3770
Non-duplicating headcount	2183	4332
# of states/ countries	31/14	42/37
% of male/ female	35/65%	40/60%
% of minority students	5%	23%

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

- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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:

- Accrediting Board for Engineering and Technology, Engineering Accreditation Commission*
- American Chemical Society*
- Commission on Accreditation for Athletic Training Education*
- Council on Accreditation of Nurse Anesthesia Educational Programs*
- Commission on Collegiate Nursing Education*
- 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*

Applicant for Accreditation By

Council on Accreditation on Nursing Anesthesia

Accreditation in Process

Accreditation Council for Pharmacy Education

Member Of

- American Association of Colleges of Nursing
- American Association for Colleges of 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 Independent Liberal Arts Colleges for Teacher Education
- Association of Southern Baptist Colleges and Schools
- Baptist Association for Student Affairs
- Commission on Collegiate Nursing Education
- Concurrent Admissions Program
- Council for Christian Colleges and Universities
- Council of Colleges of Arts and Sciences
- Council on Undergraduate Research
- Council for the Advancement and Support of Education
- Evangelical Council for Financial Accountability
- National Art Education Association
- National Association of College Admissions Counselors
- North American Association of Christians 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 Admissions Officers
- Tennessee College Association
- Tennessee Independent College and Universities 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 and is developing a campus in Hendersonville, Tennessee.

The Stephen Olford Center is an 18-acre facility in southeast Memphis which includes more than 40 hotel-style rooms for conference attendees; dining facilities; a patio and swimming pool; a newly donated library with about 32,000 volumes; classrooms and offices; and a chapel.

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.

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.W., administered by the School of Social Work; the M.S.N. and D.N.P., administered by the School of Nursing; and the M.A.I.S., administered by the Institute of International and Intercultural Studies; the M.C.S. and D.Min., administered by the School of Christian Studies; and the Pharm.D. administered by the School of Pharmacy.

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 Master of Social Work, 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. Chair, Director of Nurse Anesthesia, and the Dean of the School of Nursing. The D.N.P. is administered by 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 D.Min. is administered by 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 Director of Nurse Anesthesia Track, Chair of MSN, 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 Business and Financial Services
- Medical records—maintained by the Student Health Services Office
- Admissions records—maintained by the Admissions Office
- Financial aid records—maintained by the Student Financial Planning 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 during testing (including but not limited to technology devices such as digital cameras, cellphone cameras, pen-based scanners, translation programs, and text-messaging devices), 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 are responsible for discouraging cheating and will make every effort to provide physical conditions which deter cheating and to be aware at all times of activity in the testing area.

Any student found guilty by the professor 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 the MAIS Program Director. If the student deems this action unfair, he or she may request a hearing before the administrator with whom the report was filed. The administrator will convey the results to the student and to the instructor by email (copied to the Office of the Dean of Students).

If either the student or the professor involved deems the administrator’s action unsatisfactory, within 10 working days of the sent date of the email conveying the results he or she may email the Office of the Provost to request a hearing before the Graduate Appeals Committee. The committee will convey its decision to the student and to the professor by email. The decision of this committee will be final upon approval by the Provost in consultation with the President.

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 a Masters or Ed.S. degree or a post masters certificate, students are required to have a minimum grade point average (GPA) of 3.0 for all courses taken for graduate credit at Union University. To graduate with the Ed.D., a 3.2 minimum graduate GPA is required. To graduate with the Doctor of Pharmacy, a 2.33 minimum graduate GPA is required. 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 unless program policy requires other action.

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

Credit From the American Council on Education Regarding National Board Certification

Graduate programs in education at Union University award credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours in a degree program. The Registrar will award transfer graduate credit upon recommendation of Program Directors for Masters, Education Specialist, and Doctor of Education (School Administration) programs. Application for the coursework to the student's degree program is determined by the Dean or Program Director in the respective program after review of an official copy of the Registry of Credit Recommendations (transcript) from ACE.

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. See also each program for program specific progression policies.

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

Appeal Procedures

A student who wishes to appeal for a variance from graduate policies or procedures should direct a written

petition to the academic dean 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.

Academic Grievance

Orderly procedures are provided by which a student may be heard concerning a just academic 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.

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. A maximum of 6 hours may be taken as a Non-Degree student.

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.; and ≥ 3.2 (minimum) for 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

Expenses Due and Payable

All expenses for the semester, after subtraction of financial aid, are due and payable before the beginning of classes for that semester. A 1.5% service charge will be assessed monthly on all outstanding student account balances.

Failure of a student to keep payments current will make him/her liable for exclusion from class attendance and from the university. All charges must be paid before the student may receive a diploma or academic transcript or enroll for a subsequent term. Students preregistering for a semester must have their current account paid in full; subsequent withdrawal will still incur fees.

Please review the section below entitled "Financial Assistance" for additional information. The University accepts payment via Web Advisor, in person, or by phone or mail. Debit or credit card payments are subject to a convenience fee of 2.5%. We cannot accept VISA due to their policies. Payment plans are available if needed, and may be established through the Office of Business and Financial Services.

Refunds

A. Advance Deposits for New Students

A minimum tuition deposit of \$200 is required after acceptance for admission to reserve a place in class; see program requirements for those that are program specific. 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. Meal refunds will be calculated at the higher of the amount prorated to the end of the week in which the student withdraws or the number of meals used over the total of meals in the

student's meal plan. 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 through fifteen 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.

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

Financial Aid which is available to graduate students includes the Federal Stafford Loan, the Federal Grad-PLUS Loan, and the Federal TEACH Grant as well as Alternative Educational Loans. Some restrictions may apply. Information on how to apply for aid can be found at www.uu.edu/financialaid/gradhowtoapply.cfm. Financial Aid Policies and Practices, Consumer Information, and other important information can be found at www.uu.edu/financialaid/.

Veterans

Union University is approved by the state approving agency for Veterans training. Veterans and/or their dependents who may be eligible for VA education benefits should go to www.gibill.va.gov to apply. The Department of Veterans Affairs (VA) will send a Certificate of Eligibility to the applicant, after the application is processed. After being enrolled in courses leading to a degree, students who qualify should review our Veteran Services page at www.uu.edu/financialaid/veteranservices.cfm. This site details what is needed in order to get your enrollment certified to the VA. The Director of Student Financial Planning serves as the Veteran Certifying Official for all Union University students.

Treatment of Financial Assistance when a Student Withdraws

Federal Aid – Return of Title IV Aid Regulations

If a student in a semester based program withdraws from a semester on or before the 60% point in time (calculated using calendar days) without having completed any course in the semester for which federal aid has been disbursed or could have been disbursed (credited to the student's account), a percentage of that aid must be returned to the source. The percentage to be returned is equal to the percentage of the semester which has passed on the day student withdraws.

Return of Title IV Aid regulations also apply to a student in a cohort program who withdraws from a single course without having completed any previous course in the enrollment period (semester), unless the student documents the intention to return to the program during that same enrollment period. Should the student not return to the program during that period as intended, Return of Title IV Aid regulations will then be applied.

Other Financial Assistance

Financial assistance credited to the student's account from sources outside the university will remain on the student's account unless otherwise indicated by the donor or source.

Affect on the Student's Account

If funds which must be returned due to withdrawal have already been credited to a student's account, it may result in the student owing additional funds to Union University.

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.

2009–2010 ACADEMIC CALENDAR FOR NON-COHORT PROGRAMS

Fall Semester 2009 (16-week semester)

August

25, TuesdayRegistration—Day Classes and 16-Week Evening Classes Begin
 26–Sept 1, Wednesday–Tuesday *Late Registration
 28, FridayConvocation

September

1, Tuesday *Last Day to Add a Class
 7, MondayLabor Day Holiday
 29, Tuesday *Last Day to Drop a 16-Week Class

October

12, Monday *Academic Progress Reports Due
 15-19, Thursday–Monday Fall Holiday

November

4, Wednesday Campus & Community: A Day of Remembrance & Service
 12, Thursday Priority Registration Begins for Winter and Spring 2010
 25-27, Wednesday–Friday Thanksgiving Holidays

December

7-10, Monday–Thursday *Final Examinations
 12, Saturday Graduation

Winter Term 2010 (4-week accelerated semester)

January

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

Spring Semester 2010 (16-week semester)

February

3, WednesdayRegistration—Day Classes and 16-Week Evening Classes Begin
 4-9, Thursday–Tuesday *Late Registration
 9, Tuesday *Last Day to Add a Class

March

9, Tuesday *Last Day to Drop a Class
 22, Monday *Academic Progress Reports Due
 29-April 5, Monday–Monday Spring Holidays

April

5, MondayEaster Monday Holiday
 22, Thursday Priority Registration Begins for Summer and Fall 2010

May

3, Monday Union University Scholarship Symposium
 17-20, Monday–Thursday *Final Examinations
 22, Saturday Graduation

Summer Terms, 2010

First Term/June (4-week accelerated semester)

June

7, Monday	Registration—Day and Evening Classes Begin
8, Tuesday	Late Registration; Last Day to Add a Class
16, Wednesday	Last Day to Drop a Class
21, Monday	Class Holiday for June Term & New Student Registration

July

2, Friday	Final Examinations
-----------------	--------------------

Second Term/July (4-week accelerated semester)

July

7, Wednesday	Registration, Classes Begin
7, Wednesday	Late Registration; Last Day to Add a Class
14, Wednesday	Last Day to Drop a Class
30, Friday	Final Examinations
31, Saturday	Summer Graduation

Third Term/August (3-week accelerated semester)

August

2, Monday	Registration, Classes Begin and Last Day to Add
11, Wednesday	Last Day to Drop a Class
20, Friday	Final Examinations

Extended Term/June – July (8-week accelerated semester)

See 8-week calendars following

* Refers to both evening and day classes which meet the full Fall and Spring Semester.

** Residents will not be housed between terms and during holidays without permission of the Director of Resident Life.

Accelerated 8-Week Calendars

Full Semester evening courses will follow the same academic calendar as regular day courses shown above.

Fall Semester 2009 Accelerated Courses

August 8-Week Accelerated Semester

August

21, Friday	Registration Closes for Saturday Accelerated
22, Saturday	Saturday Accelerated Classes Begin
24, Monday	Registration Closes for Monday Accelerated/Classes Begin
25, Tuesday	Registration Closes for Tuesday Accelerated/Classes Begin
27, Thursday	Registration Closes for Thursday Accelerated/Classes Begin

September

2, Wednesday	Additional Class for Monday Evening August Accelerated
7, Monday	Labor Day Holiday
9, Wednesday	Additional Class for Thursday Evening August Accelerated
17, Thursday	Last Day to Drop August Accelerated Class

October

15-16, Thursday–Friday	Fall Holidays
8-13, Thursday–Tuesday	Final Exams for August Accelerated Classes

October 8-Week Accelerated Semester

19, Monday	Registration Closes for Monday Accelerated/Classes Begin
20, Tuesday	Registration Closes for Tuesday Accelerated/Classes Begin
22, Thursday	Registration Closes for Thursday Accelerated /Classes Begin
23, Friday	Registration Closes for Saturday Accelerated Classes

24, SaturdaySaturday Accelerated Classes Begin
 28, Wednesday..... Additional Class for Thursday Evening October Accelerated

November

12, Thursday Priority Registration Begins for Winter and Spring 2010
 12, Thursday Last Day to Drop October Accelerated Class
 18, WednesdayAdditional Class for Tuesday Evening October Accelerated Classes choosing not to meet Nov 24
 25-27, Wednesday-FridayThanksgiving Holidays

December

7-12, Monday-Saturday Final Exams for October Accelerated Classes
 12, Saturday.....Graduation

Winter Term, 2010 (4-week Accelerated Semester)

January

4, Monday Evening Classes Begin/Registration Closes with the 1st Meeting of Each Class
 18, MondayLast Day to Drop a Winter Accelerated Class
 28-30, Thursday-Saturday Final Exams for Winter Accelerated Classes

Special Projects Winter, 2010 (11-week Semester for approved projects)

Nov. 16Registration Closes and Winter Special Projects Classes May Begin
 Between Dec. 26 and January 29 When applicable, Class Tour or Study Abroad occurs as announced
 January 29Deadline for Project completion

Spring Semester, 2010 Accelerated Courses

February Accelerated 8-Week Semester, 2010

February

1, MondayRegistration Closes for Monday Accelerated/Classes May Begin
 2, TuesdayRegistration Closes for Tuesday Accelerated/Classes Begin
 4, ThursdayRegistration Closes for Thursday Accelerated/Classes Begin
 5, Friday Registration Closes for Saturday Accelerated Classes
 6, SaturdaySaturday Accelerated Classes Begin

March

1, Monday Last Day to Drop a February Accelerated Class
 22-27, Monday-SaturdayFinal Exams for February Accelerated Session
 29-April 4, Monday-Sunday.....Spring Break

April 8-Week Accelerated Semester, 2010

April

5, MondayRegistration Closes for Monday Accelerated/Classes Begin
 6, TuesdayRegistration Closes for Tuesday Accelerated/ Classes Begin
 7, Wednesday Additional Class for Monday Accelerated Classes
 8, ThursdayRegistration Closes for Thursday Accelerated/Classes Begin
 9, Friday Last Day to Register for a Saturday Class
 10, Saturday.....Saturday Accelerated Classes Begin
 14, Wednesday Additional Class for Tuesday Accelerated Classes
 21, Wednesday Additional Class for Thursday Accelerated Classes
 22, Thursday Priority Registration Begins for Summer and Fall, 2010
 26, Monday Last Day to Drop an April Accelerated Class

May

16-21, Saturday-ThursdayFinal Exams
 22, SaturdayGraduation

Extended Summer 8-Week Accelerated Semester, 2010 (see above for 4-Week Summer Terms, June Term and July Term)

June

4, Friday Registration Closes for Saturday Accelerated Classes

5, Saturday Saturday Accelerated Classes Begin
 7, Monday Registration Closes for Monday Accelerated/Classes Begin
 8, Tuesday Registration Closes for Tuesday Accelerated/Classes Begin
 10, Thursday Registration Closes for Thursday Accelerated/Classes Begin

July

3-5, Saturday-Monday Independence Day Holiday
 6, Tuesday Last Day to Drop an Extended Term Accelerated Class
 7, Wednesday Additional Class for Monday Accelerated Classes
 24-29, Saturday-Thursday Final Examinations
 31, Saturday Summer Graduation

Special Projects Summer Term, 2010 (11-week Semester for approved projects)

April 26 Registration Closes, Classes Begin for Summer Special Projects Term May Begin
 Between May 23 and July 9 When applicable, Class Tour or Study Abroad occurs as announced
 July 9 Deadline for Project completion

MASTER OF BUSINESS ADMINISTRATION

THE MCAFEE SCHOOL OF BUSINESS ADMINISTRATION

Available on the Jackson and Germantown Campuses

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 twelve courses in the Union M.B.A. curriculum. These courses are 3 semester hours of graduate credit each. At the Program Director's discretion, one of these courses will be either M.B.A. 615 or M.B.A. 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 36-semester hour M.B.A. program is completed in 24 months.

Two options are available for completion of the M.B.A., a thesis option and a non-thesis option. Students selecting the thesis option are required to apply for acceptance into the thesis program prior to completion of M.B.A. 635. If accepted, the student would take the M.B.A. 690, Thesis, at least 3 times in lieu of either M.B.A. 640, 630 or 628. The specific course substitution is at the discretion of the M.B.A. Director. Students accepted into M.B.A. 690 are required to write a thesis during the Fourth through Sixth Terms of the program. Once accepted into the program, the student must enroll in M.B.A. 690 continuously until the project is successfully completed.

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.

Dual-Degree Programs

Dual Degree Programs are offered in conjunction with the School of Nursing and the School of Pharmacy. Interested students enrolled in either the Doctor of Pharmacy or the Doctor of Nursing Practice programs may dually enroll in the M.B.A. Program. Students will follow the 2010 curriculum as outlined below under Graduation Requirements to include the 24-hour M.B.A. core. The remaining 12 hours of M.B.A. electives will be from the Pharm.D. or D.N.P. program as approved respectively by the School of Pharmacy or the School of Nursing.

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 recent (less than 5 years old) acceptable score on the Graduate Management Admission Test (GMAT).

The GMAT may be waived for a student who holds a graduate degree earned from a regionally accredited college or university at the discretion of the M.B.A. Program Director. Additional information may be obtained from the Program Director.

4. The completion of 12 hours of prerequisite coursework is required for regular or conditional admission to the M.B.A. program. These courses are PMBA 500, 501, 502, and 503. The prerequisite courses may be waived with the completion of equivalent undergraduate or graduate course work.
5. Minimum three years significant, relevant 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.
6. 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

seeking conditional admission must apply in writing to the M.B.A., Director for consideration. Students who are conditionally admitted must attain regular admission within 7 hours of graduate study having been completed with a minimum 3.0 grade point average, and the specific cause for conditional admission having been removed.

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 University if the courses are essentially the same courses as those required in the cohort program. 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. Cohorts starting in 2009: Completion of thirty-six hours as detailed within the cohort calendar provided to the student upon program commencement. Offerings may vary slightly by cohort.

Cohorts starting in 2010: Completion of thirty-six hours to include the MBA 648, 610, 653, 612, 625, 620, 628, 642 and 12 approved Elective hours. PMBA courses do not apply.

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.

Each cohort is presented with its unique calendar for the complete program. Current M.B.A. 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 \$430 per semester credit hour.

The following are non-refundable fees:

Application Fee:	\$25
Graduation Fee:.....	\$25

Financial Assistance

Students enrolled in the M.B.A. Program may apply for the Federal Stafford Loan. A Graduate 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 Student Financial Planning 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 Student Financial Planning Office as soon as possible upon registration.

Course Descriptions: Prerequisites to the Master of Business Administration (PMBA)

500 Foundations of Accounting (3)

A review of basic financial and managerial concepts from a user's perspective including: how financial statements are prepared, the ability to interpret the information provided in financial statements, the ability to conduct a preliminary

financial analysis of a firm, and budgeting and cost behavior. Graded Pass/Fail.

501 Foundations of Economics (3)

Survey of theorems, tools, and techniques of basic economic analysis. This course provides an integrated framework of macroeconomics and microeconomics. Graded Pass/Fail.

502 Foundations of Management (3)

An introduction to the management process through the activities of planning, organizing, leading, and controlling. Graded Pass/Fail.

503 Foundations of Business Statistics (3)

A broad coverage of quantitative methods for managerial decision-making. Topics include descriptive and inferential statistics, probability, and statistics with applications in functional areas of business. Graded Pass/Fail.

Course Descriptions: Master in Business Administration (M.B.A.)

601 M.B.A. 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 M.B.A. 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.

626 Managerial Finance II (3)

Corporate valuation, strategic financing decisions, tactical financing decisions, and special financing topics including short-term finance and working capital management. Additional topics include derivatives and risk management, bankruptcy, reorganization, liquidation, mergers, leveraged buyouts, divestitures and holding companies.

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 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.

690 Thesis (1 per enrollment, minimum 3 hours)

Students will complete a research proposal for a significant research problem in business, including a review of literature related to the research problem. Students will gather and analyze research data and complete a written thesis. Students are required to maintain continuous enrollment until the thesis is successfully completed. The Thesis becomes an additional assessment tool for these students. Grading will be Pass/Fail for the first two enrollments. The third and following enrollments will be graded by letter grade.

579 External Domestic Study Programs (1-4) As Needed

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

580 Study Abroad Programs (1-4) As Needed

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

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.

SCHOOL OF CHRISTIAN STUDIES

Degrees Offered

Available on the Jackson, Germantown, Hendersonville Campuses

Available on the Birmingham Campus, electronically only

- Master of Christian Studies

Available at the Olford Center of the Germantown Campus

- Doctor of Ministry with an Emphasis in Expository Preaching

Mission Statement

The School of Christian Studies exists to advanced the Kingdom of God through theological education by integrating rigorous academics, deep devotion to Christ and His Church, skill in teaching, and attention to students as individuals.

MASTER OF CHRISTIAN STUDIES

THE SCHOOL 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:\$265

Payment is expected in full upon enrollment unless the student participates in a FACTS monthly electronic draft from checking or savings account.

Financial Assistance

The M.C.S. does not qualify for Federal Stafford Loans. However, the student may contact the Student Financial Planning 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.

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.

546. 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.

DOCTOR OF MINISTRY

THE SCHOOL OF CHRISTIAN STUDIES

Available at the Stephen Olford Center of the Germantown Campus

Purpose Statement

The Doctor of Ministry with an Emphasis in Expository Preaching is designed to enhance the art and practice of expository preaching.

Program Outcomes

- Deeper understanding of the nature and purpose of expository preaching, informed by a biblical, theological, and practical study of expository preaching
- Advanced competency in the preparation and delivery of expository sermons
- Demonstrable research skills evidenced by a fresh contribution to the praxis of expository preaching through a doctoral dissertation or project
- Expertise in advancing the ministry and practice of expository preaching
- Professional growth in related ministry dimensions such as personal spiritual formation, biblically balanced min-

istry, church renewal and revival, and evangelism and global missions

- Greater personal spiritual maturity through an increased love for God, Scripture, persons, and expository preaching

Calendar

The Doctor of Ministry is delivered in two semesters per year. All seminars are delivered on site at the Stephen Olford Center. Seminars will require pre-seminar assignments. The student begins the program with the Summer/Fall Semester by enrolling in the July Seminar(s). Seminar 1 will meet Monday through Friday of the second week, beginning the second Monday following July 5, and Seminar 2 will meet Monday through Friday of the third week, beginning the third Monday following July 5. The Winter/Spring Semester offerings include Seminar 1 Monday through Friday, beginning the second Monday after January 2, and Seminar 2 Monday through Friday, beginning the third Monday after January 2. Post-seminar assignments are to be completed and courses graded by the end of the semester in December and May respectively. Faculty will announce deadlines for post-seminar assignments in course syllabi to meet the published semester grading period.

Admissions Requirements

Application Foundations

Applicants must be employed by or hold a recognized position in vocational Christian ministry at the time of their application. Preference in admission is given to students who have advanced preparation in biblical languages. The following are the minimum levels of education and experience that an applicant must fulfill before beginning seminars.

- A Master of Divinity or its equivalent from a regionally accredited seminary. See below for information regarding the “Academic Foundation;” ie., the “Master of Divinity Equivalency.”
- A grade point average of 3.0 on a 4.0 scale throughout all master’s-level studies.
- Three full years of vocational Christian ministry after completion of master’s study.

Prospective students are requested to contact the Doctor of Ministry Office if they have questions about whether they have established an adequate foundation the Doctor of Ministry study as indicated above. International applicants are welcome, but must contact the Doctor of Ministry Office for additional admission requirements.

Academic Foundation

The standard academic preparation for the Union University Doctor of Ministry is a Master of Divinity from a regionally accredited seminary, university, graduate school of religion, or divinity school. (These are collectively referred to below as “accredited graduate divinity schools.”) Preference is given to applicants whose master’s work includes at least 6 semester hours of biblical Greek and 6 semester hours of biblical Hebrew.

Union University recognizes that many prospective students have enrolled in accredited graduate divinity schools in programs of study other than the Master of Divinity. Such degrees include the Master of Christian Studies, the Master of Religious Education, or the Master of Arts in a discipline such as Old Testament. We therefore have established that “Master of Divinity Equivalency” also meets the academic requirement for admission to the Doctor of Ministry. Each applicant in this category will be evaluated on a case-by-case basis. However, such applicants should have received a master’s degree from an accredited graduate divinity school **and** they must have earned a **minimum of 81 semester hours of master’s-level credit** in accredited graduate divinity schools before they will be admitted to our Doctor of Ministry program of study. Guidelines for meeting requirements for each category of study are as follows.

Biblical, Theological, and Historical Studies

1. Old Testament , 9-12 hours, including at least 6 hours of survey
2. New Testament , 9-12 hours, including at least 6 hours of survey
3. Theology , 6-9 hours, including at least 6 hours of survey
4. Church History, 6-9 hours, including at least 6 hours of survey
5. Hermeneutics (Interpreting the Bible), 3-6 hours

Languages and Preaching Studies

6. Biblical Greek , 0-9 hours
7. Biblical Hebrew, 0-9 hours
8. Homiletics (Communicating the Bible), 6-9 hours

Ministry Studies

9. Leadership or Religious Education, 3-9 hours
10. Christian Ethics or Christian Apologetics, 3-9 hours
11. Christian Counseling or Pastoral Care, 3-9 hours
12. Evangelism and/or Missions, 3-9 hours

For each of these 12 categories, the first number in the right column is the **minimum** number of semester hours required in that category to meet Master of Divinity Equivalency. Thus, 51 of the 81 required semester hours are specified. The remaining 18 hours may be gained in a number of ways, including courses that fit in categories not mentioned above, such as spiritual formation or philosophy of religion. Thus, for example, all students must have earned at least 6 church history hours in order to meet Master of Divinity Equivalency. The second number in the right column is the **maximum** number of hours that students should complete in that category as they seek Master of Divinity Equivalency. Thus, for example, once prospective students have completed 9 hours in church history, they should broaden their preparation by selecting courses from the other categories. The Doctor of Ministry Program Director provides case-by-case assessment of each student seeking Master of Divinity Equivalency. Applicants will be informed in writing when Master of Divinity Equivalency has been established only after Union University has received official transcripts from all accredited graduate divinity schools the student has attended.

Application Requirements

- The completed official application form along with a \$50 non-refundable application fee. The official form is included as part of this document.

- Official transcripts from all institutions of higher education attended since high school. A transcript request form is included with this document. Applicants are responsible for photocopying this request form as needed and sending it to their respective institutions. Many institutions make it possible to request this via the internet.
- A ministry endorsement letter, showing that the applicant's church-related employer supports the applicant's intention to pursue doctoral study. The form included in this application should be completed and returned to the Doctor of Ministry Office by the employer.
- Three evaluative references. Applicants are responsible for signing the waiver on each form and providing each reference an envelope and postage for returning the reference directly to the Doctor of Ministry Office.
- A personal history essay describing significant influences in life, particularly conversion and spiritual growth, call to ministry, important ministry experiences, and current understanding and practice of preaching. This essay should be 8-10 pages, double spaced, using 12-point font and one-inch margins.
- A sermon manuscript that demonstrates exegesis of a biblical text. It is to be a complete manuscript that includes every word that would be used in sermon delivery, including introduction, illustrations, and call for response. The manuscript should be appropriate for a sermon lasting twenty to thirty minutes. This manuscript should double spaced, using 12-point font and one-inch margins.

Application Deadlines

Applicants must complete all elements of their application file and be officially accepted into the program before they can enroll in their first seminars. The size of each entering class is limited, and preference is given to students who apply early. The deadline for receiving the application and application fee is **March 1**. The deadline for receiving all other application materials is **May 1**. A personal or telephone interview with the Program Director is scheduled by the Doctor of Ministry Office after all elements of the application file are received. The deadline for the admission interview is **May 15**. Applicants are notified of their admission status not later than **June 1**.

Financial Information

Application Fee.....	\$ 50
Tuition per semester hour	\$ 350
Graduation Fee.....	\$ 25

Payment is expected in full upon enrollment unless the student participates in a FACTS monthly electronic draft from checking or savings account.

Financial Aid

The Doctor of Ministry does not qualify for Federal Stafford Loans. However, the student may contact the Student Financial Planning Office about private alternative loans.

Graduation Requirements

Required Courses

DMIN 610, Critical Issues in Expository Preaching ..	3 hours
DMIN 615, Spiritual Formation and Expository Preaching	3 hours
DMIN 620, Ministry Research Seminar	3 hours
DMIN 625, Sermon Content and Delivery	3 hours
DMIN 630, Expository Preaching and New Testament Texts	3 hours
DMIN 635, Expository Preaching and Old Testament Texts	3 hours
DMIN 640, Expository Preaching and Evangelism	3 hours
DMIN 785-6-7, Doctoral Preaching Elective Seminar	3 hours
DMIN 785-6-7, Doctoral Preaching Elective Seminar	3 hours
DMIN 800, Project and Dissertation	6-12 hours
Total Program Hours	33-39 hours

Doctoral Processes

Phase 1: Ministry Research Seminar (DMIN 620).

1. Pre-seminar week: students prepare at least three possible problems/projects that could become the focus of the DMin dissertation/project.
2. During the seminar week: students decide on a project topic, determine the research model/process they will follow, and begin developing a bibliography. During this week, the professor will work with each student in helping secure a SCS faculty member to serve as dissertation chair. Dissertation chairs will be finalized not later than one month after the end of the seminar week.
3. During the post-seminar period:
 - a. Students refine their topic (in conjunction with the professor of the research seminar and with their dissertation chair) and complete a proposal for their dissertation/project.
 - b. The dissertation chair recruits the dissertation committee, consisting of two other persons. One of these will be an SCS faculty member. The third person may be an SCS faculty member, but may also be a UU faculty member from another discipline or may be a qualified non-faculty member, such as a pastor.

- c. The professor of the research seminar has responsibility for assigning the grade for the DMIN 620 seminar.

Phase 2: From the completion of the Ministry Research Seminar to the completion of all seminars.

1. The dissertation chair works with the student in research and further development of the project.
2. The dissertation chair works with the student and with the IRB (Institutional Review Board) to gain any necessary IRB approval.
3. The dissertation proposal is submitted to the DMin Committee of the SCS faculty. The DMin Committee works with the dissertation committee and the student until the DMin Committee approves the proposal.

Phase 3: From the completion of all seminars to graduation.

1. After DMin Committee has given formal approval of the proposal and after the successful completion of all nine DMin seminars, the DMin program director will notify the student of official candidacy status.
2. The student must register for DMIN 800 the next semester after completing all nine seminars. Enrollment in DMIN 800 must continue for at least two consecutive semesters. During this time, the dissertation chair will work closely with the student to bring the dissertation to final form. It is during these two semesters ONLY that the dissertation chair will get teaching load credit (or financial consideration) for chairing a dissertation.
3. The student may register for DMIN 800 for up to four consecutive semesters. No break in registration will be permitted. (In exceptional circumstances, the student may appeal to the Dean of the School of Christian Studies for a break in this continuous enrollment requirement or for extension beyond four semesters.)
4. The dissertation in final form must be submitted to the dissertation chair not later than Friday of the first week of the regular semester (fall or spring) at which the student expects to graduate. The chair will have one month to work with the student to make any further revisions.
5. A formal dissertation defense before the entire dissertation committee must occur not later than the beginning of fall break or spring break of the semester of graduation.
6. Any last-minute revisions must be finalized not later than one week before graduation. Three final copies of the dissertation must be submitted not later than one week before graduation.

Course Descriptions: Doctor of Ministry (DMIN)

610. Critical Issues in Expository Preaching (3) Summer
Corequisite: DMIN 615.

An examination of biblical, theological, incarnational, and practical principles related to the practice of ministry generally and preaching in particular. Included in this seminar will be a presentation of the "Covenant of Learning," which students must fulfill on a continuing basis in order to remain in good standing in the program.

615. Spiritual Formation and Expository Preaching (3) Summer

Corequisite: DMIN 610.

An examination of the relationship between personal spiritual development and preaching. Models of spiritual growth will be discussed, emphasizing how preaching relates to life change in individuals, congregations, and societies. The relationship between God's Word and God's Spirit in expository preaching will be explored.

620. Ministry Research Seminar (3) Winter

Prerequisite: DMIN 610.

An introduction to methods of research necessary for completion of the DMinEP dissertation or project.

625. Sermon Content and Delivery (3) Winter

Prerequisites: DMIN 610 and 615.

Aspects of sermon content will be studied with a view to improving message content. Also, there will be an analysis and assessment of the dynamics of communication in relations to the practice of expository preaching. Biblical principles related to communication will be explored, as well as contemporary theory and models.

630. Expository Preaching and New Testament Texts (3) Summer

Prerequisites: DMIN 610 and 615.

An in-depth study of the genres of literature in the New Testament, focusing on hermeneutical and homiletical issues related to preparing expository messages from the New Testament.

635. Expository Preaching and Old Testament Texts (3) Winter

Prerequisites: DMIN 610 and 615.

An in-depth study of the genres of literature in the Old Testament, focusing on hermeneutical and homiletical issues related to preparing expository messages from the Old Testament.

640. Expository Preaching and Evangelism (3) Winter

Prerequisites: DMIN 610 and 615.

A consideration of how preaching engages culture and the world. Focuses on the dynamics of evangelistic preaching and preaching cross-culturally.

800. Project and Dissertation (3 each) Winter and Summer

Prerequisite: Successful completion of all nine DMIN seminars and permission of the Doctor of Ministry in Expository Preaching Program Director.

The writing of an original dissertation that contributes significantly to the praxis of expository preaching.

Other Variable Credit and Variable Content Courses

655. Independent Study (1-3)

Individual research and study under the guidance of a Doctor of Ministry in Expository Preaching professor.

679, 779. External Domestic Study Programs (1-4)

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

680, 780. Study Abroad Study Programs (1-4)

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

785, 786, 787. Doctoral Preaching Elective Seminar (3)

Group seminars which do not appear in the School course offerings.

SCHOOL OF EDUCATION

THE COLLEGE OF EDUCATION AND HUMAN STUDIES

Degrees Offered

Available on the Jackson and Germantown Campuses

- Master of Arts in Education
- Master of Education
- Doctor of Education

Available on the Jackson, Germantown and Hendersonville Campuses

- Master of Education
- Education Specialist

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

THE COLLEGE OF EDUCATION AND HUMAN STUDIES

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.

Admission to the Master of Arts in Education, Urban Education Track

The Urban Education Track is a one-year, cohort-delivered track of the non-thesis option of the M.A.Ed. The program integrates graduate work with preparation for teaching in an urban setting as part of an intensive one-year residency Christian-based cooperative program between a Memphis-based foundation and Union University. Admission to the program mirrors its uniqueness. A Bachelor's degree from a regionally accredited college or university and a passing score on the Praxis II content exam for the endorsement being sought are included as admission requirements.

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, initial license, and Praxis II Specialty Tests, this program leads to a Library Information Specialist PreK-12.
 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

For initial licensure, substitute student teaching or Mentoring Seminar I and II for LSC 646 and add EDU 625 and 604.
- 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
- 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)
 1. SE 625, PSY 610, EDU/PSY 614, EDU 629
 2. EDU 651 or EDU 657

3. Education Electives, advisor-approved, 8 hours
- I. Track in Urban Education—39 hours
 1. Substitute in the MAEd Required Core (above) EDU 618 and either 677 or 678 as appropriate for EDU 610, 620, and 675—15 hours
 2. Select one of the following licensure tracks:
 - a. Elementary—EDU 510, 553, 554, 555, 629, and 676—24 hours
 - b. Secondary—EDU 510, 530, 604, 614, 625, 626, 676; SE 625, and 1 graduate hour applicable to the Content Area—24 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.

Courses taken by non-degree students prior to admission to degree-seeking status may be used to satisfy the Master of Arts in Education Degree requirements provided the student has met all degree-seeking admission criteria at the time the M.A.Ed. *Program of Study* is filed in the graduate program office. The Program of Study is planned and filed by meeting with the M.A.Ed. program director. Students should make this appointment with the M.A.Ed. director as soon as possible after degree-seeking admission criteria are met.

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 Student Financial Planning 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..... \$360/semester hour
 Non-degree-seeking post-baccalaureate students

..... \$360/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 Student Financial Planning Office. A Master Promissory Note must also be filed in the Student Financial Planning 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 pre-school, elementary, or secondary level in Tennessee one year for each year the award is received. Contact the Student Financial Planning Office for information on requirements for qualifying, how to apply, and the application deadline.

Candidates for the M.A.Ed. Urban Education Track are eligible to complete for a Yarbrough Scholarship which fully funds the course of study, housing, and pays an additional stipend during the first year of enrollment. In return the graduate commits to teach in Memphis City Schools for a period of three years and become part of the corps of teachers who share a calling dedicated to significantly improving the lives of most—at-risk students in their classrooms and schools. Contact the Program Director for additional information.

Calendar for M.A.Ed. 2009-2010

Dates may vary slightly. Separate course schedules for each program are available. Please see also the 2008-2009 Academic Calendar for non-cohort Programs. See <http://uu.edu/academics/graduate/maed/> for additional information.

Fall Semester 2009

Session I*

August 5 M.A.Ed. Registration Deadline for Fall 2009
 August 22 M.A.Ed. Classes Begin
 September 20 Deadline for Returning
 Applications for Graduation (December)

Session II

October 19 M.A.Ed. Classes Begin
 December 1
 M.A.Ed. Registration Deadline for Winter 2010
 December 12 Fall Commencement

Winter Semester 2010*

January 4 M.A.Ed. Classes Begin

Spring Semester 2010

Session I*

February 1 M.A.Ed. Classes Begin
 February 20 Deadline for Returning
 Application for May Graduation

Session II

April 5 M.A.Ed. Classes Begin
 May 4
 M.A.Ed. Registration Deadline for Summer 2010
 May 22 Spring Commencement

Summer Semester 2010

May 4 Deadline for Returning Application for
 August Graduation
 July 31 August Commencement

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

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.

535. Portfolio Submission (0)

Post-baccalaureate teacher candidates seeking initial Tennessee licensure must submit the electronic teacher education portfolio at 3 stages throughout their program as outlined in the Portfolio Handbook. The portfolio's purpose is to verify the candidate has met the performance-based standards set by the TN Department of Education. The video of the portfolio workshop and the USB drive required for the portfolio are available through the School of Education. Graded Pass/Fail.

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.

560 Teaching in Brain Compatible Classrooms (3)

Insight into optimal learning environments, enhancing cognition, and a brain-compatible curriculum in order to engage students in current topics in brain research and its application to the field of education.

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.

618 Cultural Foundations of Education (3)

An introduction to sociological, psychological and historical foundations of schooling with emphasis on the context of multicultural settings and exploration of topics of diversity, equity, social justice, and worldview reflection.

619 Teaching and Worldview Thinking (3)

The teacher's role in the dynamics of curricular planning and the ethical treatment of diverse learners will be examined, through the lens of the Christian worldview of thinking. Worldview thinking is a vital for emphasizing reflection on personal faith, as a foundation for making all decisions and maintaining sensitivity for learners of diverse worldviews.

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.

622. Mentoring Seminar I (2 + 2)

Teacher candidates in their 1st year of employment on an Alternative Type II license and enrolled in the Alternative Type II licensure program will meet with the university mentor on a regular basis to discuss classroom issues and the relevance of essential competencies to diverse classrooms. The university mentor will observe and evaluate the candidate in his/her classroom on a regular basis.

623. Mentoring Seminar II (1 + 1)

As a continuation from Seminar I university mentors meet with Alternative Type II licensure teacher candidates on a regular basis. The mentor will observe and evaluate the candidate in his/her classroom on a regular basis.

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.

676 Capstone Seminar: Curriculum Issues in Urban Settings (2)

Prerequisite: EDU 665.

Extensive review of literature and synthesis of key learning from the urban education experience, including issues of power and pedagogy in child and adolescent literacy, the role

of anxiety in urban learning, articulation of an instructional stance as teachers, and different approaches to creating and managing an alternative class culture.

677 Resident Student Teaching in the Elementary School (6)

Fulltime resident student teaching 15 weeks in elementary schools supported by a weekly seminar that addresses common issues across the Partner School sites.

678 Resident Student Teaching in the Secondary School (6)

Fulltime resident student teaching 15 weeks in secondary schools supported by a weekly seminar that addresses common issues across the Partner School sites.

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)

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.

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.

648 Teaching Individuals with Sever and Profound Handicaps (3)

Prerequisite: Red Cross First Aid with CPR

A study of the theoretical and applied research for teaching individuals with severe and profound handicaps including special and adaptive equipment, techniques, and materials.

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. Ability to create a learning environment that encourages interaction, engagement, and self-motivation among students, colleagues, parents, and community;
5. Use of appropriate assessment strategies to evaluate the learner and reflect on instruction, assessment, and evaluation to improve teaching and learning;

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:

Instructional Leadership License
 Biology, 7-12
 Business Education 7-12 plus Business Technology, 7-12
 Chemistry, 7-12
 Early Childhood Educ., PreK-3
 Economics, 7-12
 Elementary, K-6
 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, 4-8
 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
 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 two years 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 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. Three positive dispositional evaluations completed by professors of the student's first three classes.
5. Successful completion of first submission of Portfolio.
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.

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 Office of Teacher Education. 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
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 in Jackson, and attendance is mandatory.

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.

Transitional License Program. In accordance with Tennessee's Transitional license policy, Union offers teaching endorsements in all secondary areas, Elementary K-6, Early Childhood Pre-K-3, Middle Grades 4-8, and Special Education Modified K-12 and Comprehensive K-12. Candidates for secondary endorsements qualify to be hired on the Transitional license if they have completed a major in the intended endorsement, have 24 semester hours in the intended endorsement area, or have passed the Praxis II content knowledge test for the intended endorsement (<http://www.state.tn.us/education/lic/nte.shtml>). Candidates for K-6, Pre-K-3, 4-8, and Special Education must be fully admitted to the Teacher Education Program, which requires, among other criteria, acquiring a minimum score on the Praxis II 0014 EE:CK or 0146 MG:CK test and successfully completing at least 3 courses, to qualify to be hired on the Transitional license. For more information about the Transitional license, contact the Office of Teacher Education.

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.

Background check and fingerprinting. In accordance with TN Code Ann. §49-5-5632, all teacher candidates must supply a fingerprint sample and submit a criminal history records check by TBI prior to being placed in field experiences. Information available through the Office of Teacher Education.

Portfolio. The candidate must attend a LiveText workshop while enrolled in EDU 535 Portfolio Submission in the first semester of enrollment. A portfolio fee will be charged to the candidate's account. The candidate will submit the portfolio in the first semester. The final portfolio will be submitted in student teaching or in Mentoring Seminar II. The Teacher Education Handbook, Vol. I is available in the portfolio template.

Appeals. The School of Education is charged with the responsibility to follow the established policies for admission 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 part of the portfolio throughout the program. The portfolio will present evidence that the candidate has met performance standards in professional education as set by the TN Department 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 \$160 will be charged all students engaged in enhanced student teaching. 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*.

MASTER OF EDUCATION

THE COLLEGE OF EDUCATION AND HUMAN STUDIES

Available on the Jackson, Germantown, and Hendersonville Campuses

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

Tuition is \$380 per semester hour effective for cohorts beginning June 2009.

The following are Non-Refundable Fees:

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

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

Fall

EDU 602 Educational Computer Technology.....	2
EDU 644 Creative Research Proposal.....	1

Winter

EDU 617 Positive Discipline.....	2
----------------------------------	---

Financial Assistance

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:

1. Be admitted to the M.Ed. degree program.
2. Not be in default on a former loan or owe a refund on any grant.
3. Complete the FAFSA and Graduate Application for Financial Assistance 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 Student Financial Planning Office.

Spring

EDU 606 Accountability for Greater Student Learning .	3
EDU 645 Creative Research Project	1
EDU 600 Community Involvement to Improve Schools....	3

Summer

EDU 645 Creative Research Project	1
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.

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. Course will be repeated for a maximum of 2 hours credit.

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

THE COLLEGE OF EDUCATION AND HUMAN STUDIES

Available on the Jackson, Germantown and Hendersonville 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) Instructional Leadership (IL), 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 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.

Instructional Leadership students begin the Practicum in their first summer. The Practicum runs the entire school year through the month of June. A full-time Internship, January through June, is required for IL 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 IL students complete their Practicum or Internship and, with C&S students, present their Leadership Growth Papers.

Also in June, IL students take the Praxis II School Leader's Licensure Assessment (SLLA) for licensure and for graduation in August. The program enables the candidates to advance through Tennessee's four-tiered licensure system.

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: Instructional Leadership

Prerequisites: Human Growth and Development, Instructional Technology, Educational Assessment and 3 years of teaching experience.

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 SLLA Exam—middle of June

Leadership Growth Paper—end of June

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. in 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. Copy of current teacher license.
2. Grade Point Average—Undergraduate GPA of 3.0 or higher. Prior Graduate GPA of 3.2 or higher.
3. Teacher Licensure—Teacher licensure and three years teaching experience.
4. Student Goals—Goals aimed at becoming a teaching team leader, principal or supervisor as expressed in a letter to the Dean.
5. Recommendation Forms. Rating forms from four persons. One must be completed by the applicant's principal or supervisor; two must be completed by fellow teachers/colleagues; and one character/personal reference completed by one with insight into all components on the form.
6. 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 Instructional Leadership track must submit the following.

7. Instructional Leadership Application Portfolio: Personal Summary including brief professional development plan and documentation of data showing improvement in student achievement (summary of TVAAS/TCAP data, Gateway scores, etc.); copy of most recent performance appraisal (in TN, the Framework for Evaluation and Professional Growth); Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience; recommendation form completed by the Director of the school system where the applicant is employed; and current professional resume.
8. Instructional Leadership Screening Committee Interview. Candidate is interviewed by an admission screening committee comprised of university and public school personnel who will make a recommendation to the Dean and Graduate Admission Committee concerning admission to the Instructional Leadership program.

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 Instructional Leadership 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 Instructional Leadership licensure track must:

3. Successfully complete the required Practicum or Internship.
4. The candidate for the Ed.S. degree (Instructional Leadership track) MUST PASS the Praxis II SLLA test in order to complete the Ed.S./Instructional

Leadership program. The test will be taken in mid-June of the second year of the program; results should be received mid-July so that the candidate will know if he/she will complete the Instructional Leadership license. If the test is not passed, the candidate can receive the Ed.S. in Curriculum and Supervision (non-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 at least 50% due before classes begin and the balance 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 \$395 per semester hour effective for cohorts beginning in February 2009 through July 2010.

Application Fee:.....\$ 25
EDU 734/737, 738, 739—Internship/Practicum Fee (IL):
\$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 Graduate Application for Financial Assistance.

A Master Promissory Note must be on file in the Student Financial Planning 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

THE COLLEGE OF EDUCATION AND HUMAN STUDIES

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.

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, Instructional Leadership (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 3 ½ 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.

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: Rating forms from four persons: one from the applicant's employer (principal or supervisor for P-12 specialization); one from a previous graduate professor; and two from professional colleagues.
- 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.
- Students applying for admission to the Ed.D. in Educational Leadership Program with a specialization in P-12 School Administration must provide the following additional items:
 1. Proof of teacher licensure
 2. Instructional Leadership Application Portfolio: Personal Summary including brief professional development plan and documentation of data showing improvement in student achievement (summary of TVAA/TCAP data, Gateway scores, etc.); copy of most recent performance appraisal (In TN, the Framework for Evaluation and Professional Growth); Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience; recommendation form completed by the Director of the school system where the applicant is employed; and current professional resumé.
 3. Instructional Leadership Screening Committee Interview. Candidate is interviewed by an admission screening committee comprised of university and public school personnel who will make a recommendation to the Dean and Graduate Admission Committee concerning admission to the Instructional Leadership program.
- 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. After successful completion of coursework, doctoral students must maintain continuous enrollment status until graduation by enrolling in EDR 790 Dissertation each session.

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 2009 Ed.D. cohort is \$445 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 Student Financial Planning Office. To qualify for a student loan, the graduate student must:
 1. Be accepted 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 Graduate Application for Financial Assistance.

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 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. Instructional Leadership (IL). The IL concentration offers a license program which can earn the graduate the Tennessee Instructional Leadership License. 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 IL concentration; however, the C&S concentration does not require the practicum/internship course necessary for Tennessee Instructional Leadership License (C&S students take EDU 613 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: Instructional Leadership

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 a concentration in Instructional Leadership (IL) 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.

Instructional Leadership: 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 hours)

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 by 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 IL 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 hours)

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 (with 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 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.

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.

750 Proseminar in Higher Education

This Series introduces the student 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, research, and theory.

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, 3)

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. The first enrollments are graded IP (In Progress) if work is satisfactory or F if not. The final satisfactory enrollment will award 3 graded hours that repeat the IP from the previous enrollments such that the student earns a total of 3 hours when fully successful.

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, 3)

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. The first enrollments are graded IP (In Progress) if work is satisfactory or F if not. The final satisfactory enrollment will award 3 graded hours that repeat the IP from the previous enrollments such that the student earns a total of 3 hours when fully successful.

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 proposal.

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.

751 Dissertation Research (3)

Prerequisite: EDR 750

This course advances the student's development as researcher and scholar through the assessment of researchable questions in higher education resulting in a Dissertation Proposal.

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 course is graded PR (progress) or F (failure). Each doctoral student must submit his pre-dissertation or dissertation manuscript for publication or presentation, as written by him/her during enrollment in the Educational Specialist phase/Education Doctorate Program at Union University. Validated verification of official submission by the student's Dissertation Chair must be on file in the Dean's Office before the student will be permitted to defend his/her dissertation. With successful completion of the dissertation the final semester is graded Pass and all previous PRs are converted to Pass.

SCHOOL OF SOCIAL WORK

Degrees Offered

Available on the Jackson Campus

- Master of Social Work

Master of Social Work Mission Statement

The mission of the graduate program is “to prepare competent and effective professionals for leadership in advanced generalist practice. In a context of Christian higher education, the program fosters compassionate service, promotes social and economic justice, and equips students for excellence in social work practice.”

Program Outcomes

The goals of the Master of Social Work Program are:

1. To equip students with knowledge, values, and skills for excellence in social work practice within the context of Christian higher education;
2. To foster compassionate service and promote social and economic justice;
3. To prepare social workers to be leaders in communities at state, national, and international levels;
4. To increase the availability of competent master-level prepared social work professional leadership in the surrounding region.

MASTER OF SOCIAL WORK

THE COLLEGE OF EDUCATION AND HUMAN STUDIES

Program Delivery

In the fall semester of each year the M.S.W. Program accepts students in the program as full-time or part-time students. The M.S.W. consists of 60 credit hours that can be completed in two, three, or four years. Students who have a B.S.W. degree from a CSWE-accredited program and a GPA of at least 3.0 may be eligible for an advanced standing option of 33 credit hours that can be completed in one year. Groups pursue the degree as a cohort. This model emphasizes group cohesion, cooperation, and interactive support. Each course is offered in a hybrid in-class and online format. Each cohort is presented its unique calendar for the complete program. Current M.S.W. calendars are available at <http://www.uu.edu/academics/graduate/M.S.W./>

Accreditation

The M.S.W. program is a candidate for accreditation by the Council on Social Work Education (CSWE).

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 from a regionally accredited college or university.
2. Official transcript(s) from all undergraduate and graduate coursework attempted
3. Three letters of professional/academic reference specifying the applicant's capabilities for graduate study.
4. Completed application, including writing sample and personal statement, with application fee of \$25.00
5. Cumulative GPA of at least 2.65 for the baccalaureate degree.
6. A completed immunization form.
7. An interview with the Social Work Admissions Committee may be requested.
8. The following personal qualities: Self-awareness, empathy, objectivity, appreciation of diversity, professional commitment, critical thinking ability, effective oral and written communication skills, and the ability to advocate for and empathize for and with others.
9. A signed statement indicating that he/she has read and will follow the Code of Ethics of the National Association of Social Workers.

Program Options:

Full-time Program (Two years):

30 credit hours per year, 15 credit hours per each fall and spring semester. The student completes 350 clock hours of field experience in the first year and 550 clock hours of field experience in the second year.

Part-time Program (Three years):

This option is a year-round program consisting of a fall, spring, and summer term of 14 weeks each for three years. The student completes 21 credit hours each in the first and second years and 18 credit hours in the third year.

Part-time Program (Four years):

This option has classes in the fall and spring terms only. The student completes 6 credit hours each term in the first and third years and 9 credit hours each term in the second and fourth years. The second and fourth years include the field practicum experiences.

Advanced Standing Program:

A student with a B.S.W. degree from a CSWE-accredited undergraduate program may apply for admission to the Advanced Standing Program. Requirements for admission to Advanced Standing include:

1. A minimum GPA of 3.0 in the undergraduate program.
2. References from faculty/field supervisors in the undergraduate program that suggest readiness for advanced graduate work.
3. At least a grade of "B" in the Advanced Standing Bridge Course (SW 599) offered in the summer term prior to taking required classes.
4. All other regular requirements for admission to the M.S.W. program.

Progression in the program:

1. After being approved for admission to the graduate social work program, the student will enroll in the courses in the M.S.W. Program according to the prescribed sequence.
2. A cumulative GPA of 3.0 on a 4.0 scale must be maintained, with no grade less than a B. Any required course with a grade less than a B must be repeated. Students who fail to achieve this will be placed on probation and referred to the M.S.W. Committee for Student Academic and Professional Evaluation (CSAPE) who will counsel with the student and develop a plan for continuation or suspension. If a student repeats the course and still does not achieve a "B", then the student would have violated the probationary period and would face termination from

the program. Elective courses with a grade lower than a B need not be repeated, but credit will not apply toward graduation. Field practice courses which receive less than a B will be referred to the M.S.W. faculty committee for special action, which may include termination from the program. Students whose cumulative GPA falls below 3.0 will be referred to the M.S.W. faculty committee who will act in accordance with the policies that will be identified in the M.S.W. Student Handbook. Students who are on academic probation for two consecutive terms will be terminated. At least one term (not including summer, unless specifically stipulated otherwise in the termination decision) must elapse before re-applying.

3. Continuation in the M.S.W. program is contingent upon compliance with ethical and professional standards of conduct in accordance with the NASW Code of Ethics. Reasons for dismissal can include inadequate interpersonal skills and an inability to conform to the School of Social Work's Core Performance Standards of the M.S.W. program.
4. Successful completion of the required coursework, 900 clock hours in an approved social service agency, and Field Seminar class concurrent with each Social Work Field Practicum are required for graduation. All field practica must be passed, and a grade of at least a "B" must be earned in all field practica and classes to be eligible for graduation.
5. Graduation requirements follow the guidelines of Union University.

Conditional Admission

Applicants who do not meet the regular admission requirements to the M.S.W. program may be admitted conditionally at the discretion of the M.S.W. 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 M.S.W. 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 M.S.W. 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.S.W. degree is nine.

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

Financial Information

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

Tuition: \$400/semester hour for the 2009-2010 M.S.W. program.

Non-degree seeking post-baccalaureate students:

.....	\$400/semester hour
Application Fee (non-refundable, one time only):	\$25
Course Drop Fee:	\$10
Graduation Fee:	\$25
Insurance fee (per year) if student does not have private insurance:	\$25
Field Instruction Fee:	
.....	\$ 50 per Field Seminar enrollment
Cap and Gown Purchase:	approx. \$40-50
Criminal Background check:	\$70

There are two methods for the payment of expenses.

1. Full payment for a term (winter, fall, spring, summer, or other non-regular term) prior to or on the day of registration for classes.
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 Student Financial Planning Office the total cost for the term and the financial aid allocation is the amount payable by the student to the university.

Any combination of the following payment is available.

1. Check, cash, or credit card (MasterCard, Discover, American Express)- a 2 ½ % service charge will be applied when payment is by credit card.
2. Federal Stafford loan
3. Employer reimbursement
4. FACTS (an electronic monthly draft from a savings or checking account)

Financial Assistance

Federal Stafford Loans

Students enrolled in Graduate Studies in Social Work for a minimum of six hours per semester, Fall or Spring, may apply for the 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 forward to the Union University Student Financial Planning Office.

- For more information, contact the Student Financial Planning Office at 731-661-5015 or go to www.uu.edu/financialaid.

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.

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 Student Financial Planning Office as soon as possible upon registration.

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 his/her portion of tuition at the time of registration.
- The university will provide any required information to an employer when requested by the student.

Estimated Costs during the M.S.W. Program- Full-time Program

Semester 1—Fall

Tuition	\$6000 (\$400 per credit hour)
Textbooks	\$600 approximately
Field Practicum fee:	\$50
Insurance Fee:	\$25
Background Check:	\$70

Semester 2—Spring

Tuition	\$6000
Textbooks	\$600
Field Practicum fee:	\$50

Semester 3—Fall

Tuition	\$6000 (estimated \$400 per credit hour)
Textbooks	\$600
Field Practicum fee:	\$50
Insurance fee:	\$25

Semester 4—Spring

Tuition	\$6000
Textbooks	\$600
Field Practicum fee:	\$50

These are approximate costs only and are subject to change.

Acceptance Deposits

The M.S.W. requires a \$100 tuition deposit. These deposits are non-refundable if the student elects to not enroll.

Graduation Requirements

- Completion of the course work.
- A minimum grade point average of 3.0 for the required course of study.
- File an application for graduation with the Graduate Social Work Office. The application deadline is October 1 for students who plan to complete degree requirements for December graduation. The deadline for August graduation is May 1.
- Pay in full the student's account in the Business Office
- Discharge all other obligations (fines, fees, etc.) to the University.

Student Organizations

M.S.W. Student Organization

A professional organization open to all M.S.W. students that assists in developing professional social work identity by regular meetings, educational events, and opportunities for students to lead in service to various social service agencies and the community.

Phi Alpha Honor Society

National Honor Society for Social Work Students, Eta Phi Chapter, fosters high standards of education for social work students and invites into membership those who have attained excellence in scholarship and achievement. Students with a GPA of at least a 3.8 are considered for membership. Other criteria for membership include experience in field practicum and leadership in the social work program. Students become eligible for membership after completion of 15 hours in the curriculum.

Program Calendar 2009-2010

Classes meet on Monday and Thursday evenings for full-time students. Part-time students have classes only on Monday nights. Each class includes both in-class and on-line instruction.

See <http://www.uu.edu/academics/graduate/> for additional information.

Course Descriptions: Social Work (SW)

500. Human Behavior and the Social Environment I: Theoretical Foundations (3)

A foundational course providing a framework for creating, organizing, and understanding theory, research, and practice issues of human behavior and the social environment.

501. Human Behavior and the Social Environment II: Assessment through the Lifespan (3)

Prerequisite: SW 500.

This course uses a person-in-environment theoretical framework to provide the knowledge, values, and skills necessary for understanding human behavior as a function of biological, psychological, social, spiritual, and cultural systems across the lifespan.

510. Social Welfare and Social Justice (3)

An introductory background to the history, policy, programs, practice, and values of the social work profession.

520. Practice I: Communities and Organizations (3)

An examination of practice theory and methods with communities and organizations, including community organization and development, organizational theory and behavior, and advocacy.

521. Foundations for Research (3)

The conceptual foundations and methods of evidence-based research. Qualitative and quantitative research will be explored, as well as beginning practice research.

530. Practice II: Individuals and Families (3)

An examination of practice theories and methods for work with individuals and families. The course will emphasize client engagement, assessment, cultural competence, and problem-solving.

535. Policy Analysis and Advocacy (3)

Social policy focusing on major social welfare issues to equip students to analyze and evaluate policy and to develop knowledge and skills for advocacy.

540. Social Work with Groups (3)

An introduction to group theory, group development and methods of practice, various types of groups, and ethical issues that arise in work with groups.

590 and 591. Field Seminar I and II (3 each)

Students participate in Field Seminar when placed in a field practicum. Field Seminars I and II are designed to assist the student with processing the graduate level foundation year field experiences and in applying classroom learning to practice.

599. Advanced Standing Bridge Course (3)

A concentrated, rigorous seminar-styled course designed to prepare the Advanced Standing student for the concentration year of the M.S.W. curriculum. It links the student's undergraduate BSW education and practice experience in preparation for the final year of the M.S.W..

605. Psychopathology: Assessment, Diagnostics, and Treatment (3)

Preparation for clinical social work practice by establishing the knowledge and skills for assessment, diagnostics, and treatment in mental health and mental disorders.

623. Theory and Ethics for Advanced Practice (3)

The capstone course for the Masters in Social Work degree addressing the integration of professional knowledge, values, and skills under a rubric of theoretical and ethical practice.

631. Practice and Program Evaluation (3)

Advanced graduate level research course designed to offer the student an opportunity to demonstrate advanced theoretical and practical approaches to program planning, development, grant writing, evaluation, and monitoring.

650. Advanced Practice with Individuals and Families (3)

An advanced course in social work practice with individuals and families focusing on evidence-based and culturally competent practice. Various theories and methods for work with individuals and families will be explored in depth with an aim toward equipping the advanced practitioner for skilled practice.

660. Advanced Practice in Community Development and Administration (3)

This advanced course in administrative and community practice builds on the foundation practices to advance skills in planned change processes, program development and administration, assessment and evaluation, grant writing and management, and navigating ethical dilemmas that arise in practice.

690, 691. Field Seminar III and IV (3 each)

Students participate in the advanced field seminars during the graduate level concentration year field practicum. Field seminar III and IV are designed to assist the student with processing the advanced year field experiences and in applying classroom learning to practice.

The Master Class Series- Social Work Electives

The School of Social Work offers a selection of elective classes each year. Nine hours of elective credit are required for the M.S.W.. These elective classes give students an opportunity to specialize in particular fields of social work practice or to explore in depth social problems. The Master Class Series will also be available as continuing education credit for practitioners in the community. They will be 1, 2, or 3 credit hour courses dependent upon student need and academic requirements. The course syllabus will provide the details regarding variable credit course requirements.

610. Social Work Practice with HIV-Positive Affected Groups (1-3)

Acquaints the student with the emotional, physical, economic, and sociopolitical aspects of the HIV Spectrum disease and its impact on African-American women. Issues of race, class, gender, and age will be a vital part of the course. This course may be repeated for additional credit on different topics.

611. Supervision in Social Work Practice (1-3)

This elective course encompasses the work of accountability and continued training of professional social workers within and across a variety of social work practice contexts. This course may be repeated for additional credit in differing areas of practice.

612. Crisis Intervention (1-3)

Designed to equip students to rapidly assess and intervene in crisis situations and maximize safety and stability for those involved, this course will explore models of crisis development and empirically-based crisis interventions. This course may be repeated for additional credit on different topics.

Other Variable Credit and Variable Content Courses**579, 679. External Domestic Study Programs (1-4)**

All courses and application to the program must be defined prior to travel.

580, 680. Study Abroad Programs (1-4)

All courses and application to the program must be defined prior to travel.

585, 586, 587. Special Studies in Social Work (1-6)

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

655. Independent Study in Social Work (1-3)

Individual research and study under the guidance of a social work professor.

SCHOOL OF NURSING

Degrees Offered

Available on the Jackson and Germantown Campuses

Available on the Hendersonville Campus (online only*)

- Master of Science in Nursing
Education Track*
Administration Track*
- Nurse Practitioner—Adult, Pediatric, and Family
- Post Masters Certificate
Nursing Education*
Nursing Administration*
Nurse Practitioner—Adult, Pediatric, and Family
- Doctor of Nursing Practice

Available on the Jackson Campus

- Master of Science in Nursing
Nurse Anesthetist Track

Mission Statement for the School of Nursing

The mission of the School of Nursing is to be excellence-driven, Christ-centered, people-focused, and future-directed while preparing qualified individuals for a career in the caring, therapeutic, teaching profession of nursing.

MASTER OF SCIENCE IN NURSING

THE SCHOOL OF NURSING

Available on the Jackson and Germantown Campuses
Available on the Hendersonville Campus (online only)

Mission Statement/Program Goals

- 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 of each year the M.S.N. Program accepts students in the Nurse Education, Nurse Administration, and Nurse Practitioner tracks between the two campuses. Groups pursue the degree as a cohort. This model emphasizes group cohesion, cooperation, and interactive support. Within semesters, some courses are offered in an accelerated, 7-8 week format.

In the winter term of each year the M.S.N. 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 4-week format. The Union University School of Nursing Nurse Anesthesia track is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). Next accreditation review is scheduled for October 2011.

Each cohort is presented its unique calendar for the complete program. Current M.S.N. 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. Current RN licensure verification form or completion of case study exam.
4. Evidence of writing skill (completed during interview except nurse anesthesia applicants)
5. Interview with the Nursing Graduate Admissions Selection Committee
6. Three letters of professional/academic reference specifying the applicants capabilities for graduate study. For nurse anesthesia applicants one letter of reference must be from the applicant's immediate supervisor.
7. Completed application with application fee of \$50.00
8. Cumulative GPA of at least 3.0. (excluding nurse anesthesia applicants)
9. Completion of undergraduate statistics course

10. Cleared criminal background check
11. Clean drug screen

Additional admission requirements for the nurse anesthesia track include:

12. At least 1 year of critical care experience as a registered nurse.
13. Last 60 hours cumulative GPA of 3.0 on a 4.0 scale
14. Eligible for RN licensure in TN and KY

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. Current ACLS and PALS certifications (Nurse Anesthesia only)
6. Health insurance

Conditional Admission

Applicants who do not meet the regular admission requirements to the M.S.N. program may be admitted conditionally at the discretion of the M.S.N. 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 M.S.N. 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 M.S.N. 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.S.N. degree is nine.

Applicants may take a maximum of 2 M.S.N. core courses prior to being enrolled in their respective M.S.N. track cohort. Enrollment in core nursing courses does not guarantee acceptance into a specific track.

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

Academic Standards, Requirements for Progression, Probation, and Dismissal

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 student placed on academic probation has one semester to increase his or her GPA to 3.0 or greater to be removed from a probationary status.

If the student fails to increase his or her GPA to 3.0 or greater during the following semester, the student will be dismissed from the M.S.N. Program. Students will also be dismissed if they receive an “F” (i.e. any grade below a “C”) in any course.

Students must maintain an overall B average. The program faculty recognize that situations may arise which prevent students from successfully matriculating through the program. Students who are concerned about their academic standing should contact his or her advisor. If it appears the student may not be able to achieve a minimum passing grade in a course they may be encouraged by the Chair of graduate program to withdraw from the program. This can potentially prevent the student from acquiring an F on their Union University transcript if the dropped class occurs prior to the deadline listed on the academic calendar (“last day to drop a class”). All students who withdraw or who are academically dismissed from the program can reapply for admission. However, readmission is not guaranteed. In order to graduate with the M.S.N., students are required to have a minimum GPA of 3.0 for all courses taken for graduate credit at Union University.

Financial Information

Tuition is \$420 per semester hour for the Education and Administration tracks. Tuition for Nurse Practitioner Track is \$435 per semester hour. 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 (excluding Nurse Anesthesia)	25
Insurance Fee, Nurse Anesthesia	variable
Binding of Thesis or Scholarly Project.....	45
Course Tracking System.....	50
Case Tracking System.....	150
Sitting fee for composite picture of class.....	35
Cap and Gown Rental	approx. 150
Criminal Background check	70
Urine Drug Screen	25
Simulation Fee/Nurse Anesthesia	3000
NUR 600 Lab Fee	50

Any combination of the following payment is available.

1. Check, cash, or credit card. The latter is subject to a convenience fee of 2.5%.
2. Federal Stafford loan
3. Employer reimbursement
4. FACTS (an electronic monthly draft from a savings or checking account)

Books cost approximately \$150 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 Student Financial Planning Office.
3. For more information, contact the Student Financial Planning 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.

Acceptance Deposits

The Nurse Anesthesia track requires a \$1,000 tuition deposit. All other M.S.N. tracks require a \$300 acceptance deposit. **These deposits are non-refundable if the student elects not to enroll.** Applicants accepted on an "alternative"

basis will receive a full refund if status is not changed to "accepted" by the first day of class.

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 for students who plan to complete degree requirements for December graduation. The deadline for August graduation is May 1.
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, NP Tracks

(Available on Jackson and Germantown Campuses)

- I. M.S.N. Core Requirements (for programs other than anesthesia)—12 hours
 - A. NUR 511, 526, 533, 542
 - B. NUR 641
- II. Education Track—39 hours
 - A. Complete the M.S.N. Core (above)
 - B. BIO 500; NUR 507, 517, 537, 544, 607, 622; 626 or 636; 637
- III. Administration Track—35 hours
 - A. Complete the M.S.N. Core (above)
 - B. Specialty: 525, 528, 535, 548, 577, 594, 615, 694
- IV. Nurse Practitioner—46 hours

- A. Complete the M.S.N. Core (above)
- B. Advanced Practice Core: NUR 544, NUR 622, BIO 500
- C. Specialty
 - Pediatric
 1. NUR 555, 600, 585, 650
 2. NUR 556C, 626C, 636C
 3. Select one: NUR 507, 517, 525, 528, 535, 607, 615, 696, 697
 - Adult
 1. NUR 555, 600, 585, 650
 2. NUR 556A, 626A, 636A
 3. Select one: NUR 507, 517, 525, 528, 535, 607, 615, 696, 697
 - Family
 1. NUR 546, 555, 600, 616, 630, 646, 650
 2. Select one: NUR 507, 517, 525, 528, 535, 607, 615, 696, 697

M.S.N., Nurse Anesthetist Track—73 hours

(Available only on the Jackson Campus)

- I. Complete the M.S.N. Core (above)
- II. BIO 505, 507, 509
- III. NUR 519, 521, 522, 531, 532, 543, 551, 571
- IV. NUR 611, 612, 613, 614, 653, 691
- V. Choose one of: NUR 507, 525, 580, 696, 697.

Estimated Costs During the Nurse Anesthesia Program

Tuition per semester hour\$700

Semester 1—Winter

Textbooks300
 Lab Fees.....750
 Background Check 50
 Simulation Fee750

Drug Screenings..... 15
 AANA Student Membership..... 100
 ACLS/PALS Certification 150
 Course Tracking System 50
 *Personal Health Insurance Validate

Semester 2—Spring

Textbooks300
 Lab Fees.....750
 Lab Coat 50
 Stethoscope 100
 Ear Molds.....50
 Simulation Fee750

Semester 3—Summer

Textbooks300
 Lab Fees.....750
 Medatrak Tracking System..... 150
 Simulation Fee750

Semester 4—Fall

Textbooks	300
Simulation Fee	750
Lab Fees.....	750
Liability Insurance	variable

Semester 5—Spring

Textbooks	300
-----------------	-----

Semester 6—Summer

Tuition	\$700
---------------	-------

Semester 7—Fall

Tuition	\$700
Insurance.....	variable

Semester 8—Spring

Tuition	\$700
---------------	-------

Semester 9—Summer

Tuition	\$700
Certification Exam	700

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 excellence 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 M.S.N. 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. The nurse practitioner certificate prepares nurses to serve in a variety of clinical practices.

Schedule

The certificate program is part-time study with classes generally occurring one day per week or online. 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.

Curricular needs of full-time M.S.N. 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 (3)
- Proof of current RN Licensure
- Once admitted, students must submit evidence of:
 - Current Immunizations Status
 - CPR Health Care Provider Certification
 - Professional Nurse Liability Insurance
 - Health Insurance
- Cumulative GPA >3.0

Financial Information

Tuition is \$420 per semester hour for Education and Administration Post-Master Certificate programs and \$435 for Nurse Practitioner Track. Full payment for a term is expected at the time of registration for classes.

Certificate/Program Completion 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.

Certificate Program Completion Requirements

1. Must demonstrate evidence of completion of MSN core through an accredited MSN Program.
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.

Curriculum

- I. Post Masters Certificate in Nursing Administration—23 hours
 - A. NUR 525, 528, 535, 548, 577, 594
 - B. NUR 615, 694
 - C. Minimum Residency (23 semester hours) includes 260 clinical hours.
- II. Post Masters Certificate in Nursing Education—27 hours
 - A. BIO 500; NUR 507, 517, 537, 544
 - B. NUR 607, 622, 637
 - C. Select one: NUR 626A, 626C, 636A, 636C
 - D. Minimum Residency (14 semester hours) includes NUR 507, 517, 537, 607, 637 and 140 clinical hours
- III. Post Masters Certificate in Family Nurse Practitioner (FNP)—34 hours
 - A. BIO 500; NUR 544, 546, 555
 - B. NUR 600, 616, 622, 630, 646, 650

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.

C. Select one: NUR 507, 517, 525, 528, 535, 607, 615, 696, 697

D. Minimum Residency (19 semester hours) includes BIO 500; NUR 544, 546, 600, 616, 646, 650 and 600 clinical hours

IV. Post Masters Certificate in Nurse Practitioner (See degree for peds and adult)—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

G. Minimum Residency (19 semester hours) includes BIO 500; NUR 544, 600, 622, 650, 556A or C, 626A or C, 636A or C, and 600 clinical hours.

Master of Science in Nursing-Nurse Anesthetist Track as a Second M.S.N.—58 hours

(Available only on the Jackson Campus)

The M.S.N.-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 519, 521, 522, 531, 532, 543, 551, 571

C. NUR 611, 612, 613, 614, 653

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)

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 (4)

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

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.

519 Professional Aspects of Nurse Anesthesia Practice (3)

An introduction to the role of the nurse anesthetist as an advanced practice nurse. The course presents the Christian worldview of nurse anesthesia, the historical development of anesthesia, anesthesia as a specialty of nursing, the role of the nurse anesthetist within the context of the health care system, legal aspects of anesthesia practice, current practice and health policy issues, the personal and professional impact of substance abuse, the role of professional organizations of nurse anesthesia.

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 Introduction to Administrative Nursing 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 holistic Christian worldview.

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.

528 Nursing 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.

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 Quality Management (3)

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.

537 Nursing Education Practicum I (2)

Clinical introduction to the nurse educator practical experience. It involves application of educational theories and wholistic nursing practice.

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.

543. Advanced Anesthesia Pathophysiology (3)

Pathophysiology of major systems that are impacted by administration of anesthetics. Students will also acquire skills in interpretation of hemodynamic data, simulated placement of invasive lines, instrumentation of the airway, and preparation for preliminary clinical experiences. Advanced ECG interpretation and associated pharmacology will be covered along with cardiac auscultation techniques. Additional emphasis and illustration of learned principles will be given via experience with the human patient simulator.

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)

Corequisites: NUR 535, 695

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.

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.

563. Clinical Practicum I (6)

An introduction to the clinical practice of nurse anesthesia to begin the development of fundamental skills necessary to provide a safe and effective anesthetic. Critical thinking skills will be applied and developed through the synthesis of knowledge acquired from prior didactic coursework and simulation 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.

577 Nursing Administration Residency (3)

Prerequisites: NUR 526, 528, 541, 542, 548, 595; Corequisite: NUR .615

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.

585-586-587 Special Studies in Nursing (1-6)

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

594 Nursing Administration Practicum I (2)

Prerequisite: NUR 525.

Experiential application of the concepts examined in Nursing Administration in a workplace setting with a preceptor in nursing management. Graded Pass/Fail.

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. This course provides guidelines for professional self-assessment of financial management.

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.

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.

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.

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.

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.

694 Nursing Administration Practicum II (3)

Prerequisite: NUR 525, 594; Corequisite: NUR 535.

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, organizational behavior, 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. Graded Pass/Fail.

696 Thesis (3)

Prerequisites: NUR 514, 530.

This course enables the implementation of 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.

Through the completion of 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.

720 Faith and Science (3)

The philosophical underpinnings of the Christian worldview as it applies to faith and science in the arena of health care. An understanding of faith as the basis for hope and humanity in delivering quality health care will be discussed while incorporating the quantitative analysis of scientific principles.

DOCTOR OF NURSING PRACTICE

THE SCHOOL OF NURSING

Available on the Jackson and Germantown Campuses

The Doctor of Nursing Practice Program (DNP) prepares graduates for the specialty areas of executive leadership, nurse anesthesia, and nurse practitioner. The DNP Program provides the student with the opportunity to strengthen one's clinical skills by gaining intensive experiences in one's specialty area of practice, enhance the understanding of the theoretical underpinnings that supports one's specialty area of practice, and broaden one's perspective of healthcare systems and delivery models from a Christian worldview.

The DNP Program is designed as a full-time post-master's program that begins the fall of each year. Students are expected to be on campus for four 1-week sessions per year with an ongoing intensive online educational process through the use of Blackboard. The clinical fellowships are expected to be completed in the area in which you live with clinical agency support from the institution in completing your DNP Project.

Mission Statement

The mission of the Doctor of Nursing Practice is to prepare experts in specialized advanced practice with a Christ-centered focus. This mission is congruent with the

University's mission of providing Christ-centered education that promotes excellence and character development in service to Church and society.

Program Outcomes

- To demonstrate expertise in an area of specialized advanced nursing practice
- To integrate biosciences, education, research, business, and technology into advanced nursing practice within the Christian worldview
- To formulate organizational and systems components for leadership and quality improvement toward enhancing patient outcomes
- To promote transformation of health care through interprofessional collaboration, policy development and technology utilization within an area of specialized advanced nursing practice
- To evaluate outcomes of evidence-based research and design appropriate interventions for specialized areas of advanced nursing practice toward the improvement of the health of individuals, aggregates, and populations.

Program Admission Requirements

- Completed application with application fee of \$50.00
- Completion of a Bachelor of Science, preferably in Nursing, from an accredited program
- Completion of a masters degree in nursing from an accredited program preferred
- Earned masters degree other than an M.S.N. may be considered but may require additional coursework prior to enrollment. If applying for nurse practitioner or nurse anesthesia tracks, must demonstrate evidence of current national certification in the specialty area.
- Cumulative GPA of at least 3.0 on a 4.0 scale.
- Official transcript(s) from all undergraduate and graduate course work attempted
- Current unencumbered RN and APN licensure (if applicable) in state of residence
- Eligible for licensure as registered nurse and APN (if applicable) in Tennessee
- Interview with the Nursing Graduate Admissions Selection Committee
- International students must complete TOEFL with WES evaluations of transcripts
- Three letters of professional/academic reference specifying the applicant's capabilities for graduate study to include one letter of reference from the current supervisor
- Statement of past clinical and/or work experiences, scholarly activities, and community service that supports future goals in obtaining a practice doctorate

Conditional Admission

Applicants who do not meet the regular admission requirements to the D.N.P. program may be admitted conditionally at the discretion of the D.N.P. 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 D.N.P. program.

Academic Standards, Requirements for Progression, Probation, and Dismissal

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 student placed on academic probation has one semester to increase his or her GPA to 3.0 or greater to be removed from a probationary status.

If the student fails to increase his or her GPA to 3.0 or greater during the following semester, the student will be dismissed from the D.N.P. Program. Students will also be dismissed if they receive an "F" (i.e. any grade below a "C") in any course.

Students must maintain an overall B average. The program faculty recognize that situations may arise which prevent students from successfully matriculating through

the program. Students who are concerned about their academic standing should contact his or her advisor. If it appears the student may not be able to achieve a minimum passing grade in a course they may be encouraged by the Chair of graduate program to withdraw from the program. This can potentially prevent the student from acquiring an F on their Union University transcript if the dropped class

occurs prior to the deadline listed on the academic calendar (“last day to drop a class”). All students who withdraw or who are academically dismissed from the program can reapply for admission. However, readmission is not guaranteed. In order to graduate with the D.N.P., students are required to have a minimum GPA of 3.0 for all courses taken for graduate credit at Union University.

Financial Information

Tuition is \$750 per semester hour.

Application Fee:	\$ 50
Graduation Fee:.....	25
Insurance fee (per year)	25
Binding of Thesis or Scholarly Project.....	45
Course Tracking System.....	50
Sitting fee for composite picture of class.....	35
Cap and Gown Rental	approx. 150
Criminal Background check	70
Urine Drug Screen	25

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 \$150 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 Student Financial Planning Office.

3. For more information, contact the Student Financial Planning 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.

Acceptance Deposits

A \$1,000 tuition deposit is required. All other M.S.N. tracks require a \$300 acceptance deposit. **These deposits are non-refundable if the student elects not to enroll.** Applicants accepted on an “alternative” basis will receive a full refund if status is not changed to “accepted” by the first day of class.

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 for students who plan to complete degree requirements for December graduation. The deadline for August graduation is May 1.
4. Pay in full the student’s account in the Business Office
5. Discharge all other obligations (fines, credentials, fees, etc.) at the University.

Degree Requirements

All Tracks of the DNP require 40 semester hours which includes 660 practice hours. Each requires successful completion of the following:

NUR 720, Faith and Science	3
NUR 705, Organizational Leadership & Management...	3
NUR 710, Methods for Evidence-Based Practice	3
NUR 715, Technological Transformation of Health Care	3
NUR 725, Health Care Policy and Economics	3
NUR 730, Epidemiology	3
NUR 735, Fellowship I (180 clinical hours)	2

NUR 745, Leadership and Teaching Practice Strategies..	3
NUR 790, DNP Project Development.....	2
NUR 736, Fellowship II (240 clinical hours).....	2
NUR 791, DNP Project Implementation.....	3
NUR 737, Fellowship III (240 clinical hours).....	2
NUR 792, DNP Project Completion.....	2
Two Specialty Cognate—Elective courses Specific to the Track	3 each
TOTAL.....	40

DNP: Executive Leadership Track

The ability to serve as an executive leader within the hospital or academic setting requires a breadth of knowledge and skills that encompasses several disciplines. To prepare future nursing leaders for these high profile positions within hospitals or academic institutions, this track offers the nurse the opportunity to serve along side leaders of healthcare or academic institutions in gaining the knowledge, skills, and wisdom needed to lead healthcare institutions in the future. The student will strengthen their understanding of the profession of nursing while gaining business principles to support the future leadership role. An application deadline of March 1 is noted for priority acceptance into this track that begins in the fall of each year.

DNP: Nurse Anesthesia Track

As the acuity level of the surgical patients increase and the complexity of the practice continues to demand more of the nurse anesthetist, additional knowledge and skills are being required to serve as a leader in both the operating room suite and within one's practice. To address these growing demands upon the nurse anesthetist, a 5-semester (2 years) DNP Program is available to enhance your effectiveness as a practitioner and leader in the profession of nurse anesthesia. An application deadline of March 1 is noted for priority acceptance into this track that begins in the fall of each year.

DNP: Nurse Practitioner Tracks

The practice environment of a nurse practitioner is constantly changing. These changes are based on the increasing complexity of patient care and evolving practice issues of the healthcare system. To address the increasing complexity of patient care and evolving practice issues, a 5-semester (2 years) DNP Program is available to enhance your effectiveness as a healthcare leader in the profession as a nurse practitioner. An application deadline of March 1 is noted for priority acceptance into this track that begins in the fall of each year.

Course Descriptions: Nursing (NUR)

705 Organizational Leadership and Management (3)

Provides opportunities to examine the leadership and management principles essential in providing a Christ-centered health care environment. Focus will be operational principles, organizational theory, and principles of organizational behavior in establishing a Christ-centered organization and practice.

710 Methods for Evidence-Based Practice (3)

Provides the opportunity for synthesis and evaluation of evidence-based clinical practice and focuses on critique of literature, evaluation of clinical practice, and effective dissemination of evaluation findings. The student will use evidence-based health care as the springboard for discussion of issues in contemporary research.

715 Technological Transformations of Health Care (3)

Designed to prepare the student to evaluate current health care technology and its effect on health care outcomes. The student will analyze and apply today's information technology, clinical technology, and simulation technology within the health care environment. The student will address quality improvement evaluation to support changes in practice and administration, analysis of ethical-legal implications of digital record systems and distance health care.

720 Faith and Ethics (3)

The philosophical underpinnings of the Christian worldview as it applies to faith and science in the arena of health care. An understanding of faith as the basis for hope and humanity in delivering quality health care will be discussed while incorporating the quantitative analysis of scientific principles.

725 Health Care Policy and Economics (3)

To prepare the student to critically evaluate the relationship between problems in health care legislation and the development of economic, political, social, and ethical issues that impact nursing. Students will synthesize the components of the Christian worldview related to issues in health care legislation and apply this philosophy to the development of effective health care policies. Students will be prepared to enact fiscally responsible and effective changes in local, state and national health care policies.

730 Epidemiology (3)

Designed to prepare students to employ evidence-based strategies to promote health, reduce risk, and prevent illness in individuals, aggregates, and populations from the Christian worldview approach. Emphasis will be placed on objectives of Health People 2020 and the analysis of epidemiological, biostatistical, occupational, and environmental data. Other integral topics include collaboration with other disciplines, cultural diversity and sensitivity, emergency and disaster preparedness, and infection control.

735 Fellowship I (2)

An introductory course designed to prepare the student to serve within their scope of practice at a high level of complexity. The student will be supported with application, analysis, synthesis, and evaluation of knowledge gained through core D.N.P. course work to improve clinical practice. Minimum 180 clinical hours. Course is graded Pass/Fail.

736, 737 Fellowship II, III (2 each)

This course is designed to further prepare the student to serve within their scope of practice at a high degree of complexity. The student will be supported with application, analysis, synthesis, and evaluation of knowledge gained through core D.N.P. course work to improve clinical practice. Minimum 240 clinical hours per course. Course is graded Pass/Fail.

745 Leadership and Teaching Practice Strategies (3)

Designed to prepare the student for the leadership and instructional role, this course will focus on expectations of leaders and educators within academic, practice, and health care systems.

750 Specialty Cognate (3)

A course designed to broaden the student's knowledge and competence in a specialty area. Specific objectives and requirements are determined by contractual agreement prior to graduation. Course may be repeated for credit with distinct content.

790 DNP Project Development (2)

A faculty-guided scholarly experience to allow the student to develop a proposal for an evidence-based practice project addressing a clinically relevant problem using a collaborative interdisciplinary design.

791 DNP Project Implementation (2-3)

A faculty-guided scholarly experience to allow the student to implement an evidence-based practice project addressing the clinically relevant problem. Course may be repeated for a maximum of 8 semester hours credit.

792 DNP Project Completion (2)

A faculty-guided scholarly experience to allow the student to evaluate and disseminate findings of the evidence-based practice project addressing a clinically relevant problem.

755 DNP Special Study (1-4)

Group studies which do not appear in the School course offerings. Content will be determined by need. Course may be repeated for credit with distinct content.

765 DNP Independent Study (1-4)

Individual research and study under the guidance of a nursing faculty member. Course may be repeated for credit with distinct content.

779 DNP External Domestic Study (1-4)

All courses and their application must be defined and approved prior to travel. Course may be repeated for credit with distinct content.

780 DNP Study Abroad (1-6)

All courses and their application must be defined and approved prior to travel. Course may be repeated for credit with distinct content.

DOCTOR OF PHARMACY

THE SCHOOL OF PHARMACY

Available on the Jackson Campus

Union University's Doctor of Pharmacy program holds candidate status with the Accreditation Council for Pharmacy Education (ACPE, www.acpe-accredit.org), the national organization that accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and selected non-U.S. sites. Questions about the status of the University's accreditation may be posed to the Dean of the School of Pharmacy's office (731.661.5958) or to ACPE (312.664.3575).

Mission Statement

The mission of the Union University School of Pharmacy is to develop compassionate, comprehensively trained practitioners who are equipped to meet the immediate and future demands of pharmaceutical science and patient care in an ever changing health care environment.

The vision of the Union University School of Pharmacy is to:

- Provide a Christ-centered environment that focuses on the intellectual, spiritual, and moral development of students in committing themselves to the service and needs of society
- Promote an excellence-driven academic culture that instills knowledge and advances understanding of biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences
- Develop pharmacy students as practitioners who are people-focused in providing optimum care based on evidence and best-practice standards.
- Support an academic environment that fosters the future-directed growth of students and faculty as it relates to education, practice, research, and scholarship initiatives.

Program Outcomes

- Provide patient care in cooperation with patients, prescribers, and other members of an inter-professional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.
- Manage and use resources of the health care system, in cooperation with patients, prescribers, and other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.
- Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an inter-professional team of health care providers.

Graduate Program Admission Requirements

The pre-professional educational design for candidates applying to the School of Pharmacy is based on a minimum of 3 years (90 semester hours) of college-level course work in the areas of basic chemistry, biological and physical sciences, mathematics, information technology, and general education courses in the humanities and behavioral/social sciences. The minimum 90 hours must be distributed as follows:

Course	Semester Hours
Biology or Zoology I & II	8
General Chemistry I & II.....	8
Organic Chemistry I & II.....	8
Human Anatomy and Physiology I & II	8
Physics I.....	4
Biochemistry I & II.....	6
Microbiology.....	3
Immunology.....	3
Calculus	3
Statistics	3
Written Composition I & II.....	6
Communications/Speech.....	3
Humanities Electives	6
Social Sciences Electives	6
General Electives.....	15

Admission to the Union University School of Pharmacy is by committee action, based on the overall record and aptitude of the applicant. A minimum grade point average of 2.75 on a 4.0 scale is required for pre-pharmacy course work with a grade of "C" or higher for each required pre-pharmacy course. The cumulative grade point average, pre-pharmacy and elective course work, must be a minimum of 2.5. All candidates are required to take the Pharmacy College Admission Test (PCAT). A comprehensive score of 40th percentile with no individual subject area score below 25th percentile is required for admission. Three references along with a writing sample must also be submitted. During the invitation-only, on-site interview, the candidate will be asked to provide a writing sample. Interviews are conducted by invitation only. While there is a priority deadline of March 1 of the year in which admission is desired, applicants are encouraged to apply early, as space is limited, and applications will be reviewed on a rolling basis. The School of Pharmacy admits only one class per year in the Fall Semester.

It is strongly recommended that candidates for the program gain work experience in a pharmacy practice setting prior to application.

Transfer of Courses

In keeping with the policies and procedures of ACPE accreditation, The School of Pharmacy will accept only transfer credit from an ACPE-accredited professional degree program. Courses must be earned with a grade of B or higher to be considered for transfer.

Progression of Students

A period of academic probation is defined as the semester immediately following the conclusion of the semester in which the student's academic performance meets any of the conditions for imposition of probation. The student is notified his/her academic probation status by both email and registered mail. Each semester that the student meets conditions for probation will count as a separate probationary period. Academic probation will be imposed upon a student when the student's academic performance meets any of the following conditions:

1. The cumulative grade point average earned at the conclusion of any semester, including the first semester, is less than 2.33.
2. The grade point average earned for any one semester is less than 2.00.
3. A student receives a grade of "F" in any required course. Additionally, students with outstanding deficiencies in the professional curriculum (Incomplete

or "F") may not attend courses in the next semester without affirmative action by the Academic Standing Committee.

A student will be subject to a dismissal recommendation when any one or more of the following conditions are met:

1. A period of probation is imposed for a second time and the cumulative grade point average is less than 2.33. These probationary periods do not have to be sequential semesters.
2. A period of probation is imposed for a third time, regardless of the cumulative grade point average.
3. A student who receives two or more grades of "F" in required courses, regardless of the cumulative grade point average.

Students may appeal in accordance with procedures detailed under "Academic Grievance Procedures."

Financial Information

Tuition is \$24,150 per year with \$1,200 lab fees (\$600/semester) for the Doctor of Pharmacy. Full payment for a term (Fall, Winter, Spring, Summer Semesters or other non-regular terms) is expected at the time of registration for classes.

Application Fee.....	\$50
Graduation Fee.....	25
Laptop.....	actual cost*
Liability Insurance.....	32/year
Cap & Gown Rental.....	approximately \$150
Criminal Background Check.....	70
Urine Drug Screen.....	25
Materials Fees.....	approximately \$100/year

Books will cost approximately \$300 per semester for Years 1-3 and are available for purchase from LifeWay Christian Stores.

*See the Pharmacy Student Handbook for specifications and for possible commercial discounts to UU Pharmacy students.

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 Student Financial Planning Office.
3. For more information, contact the Student Financial Planning 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.

Acceptance Deposits

The Doctor of Pharmacy requires a \$ 1,000 tuition deposit. This deposit is non-refundable if the student elects not to enroll. Applicants accepted on a waiting list basis will receive a full refund if status is not changed to "accepted" by the first day of class.

Graduation Requirements

- Completion of the coursework for the Doctor of Pharmacy with a minimum cumulative grade point average of 2.33.
- File an application for graduation with the Doctor of Pharmacy program office by February 20 for a May graduation.
- Pay in full the student's account balance with the Business Office.
- Discharge all other obligations (fines, credentials, fees, etc.) at the University.

Course Requirements of the Doctor of Pharmacy—148 hours

- I. Year I courses: BIO Advanced Human Anatomy & Physiology, I, II; BIO Advanced Gross Anatomy; PHRM 700, 705, 715, 718, 723, 725, 727, 729; IPPE 721, 722.
- II. Year II courses: PHRM 733, 734, 735, 737, 740, 741, 743, 744, 745, 747, 749, 750, 751; IPPE 721, 722.
- III. Course syllabi for Years III and IV are being developed in full and require the input of the pharmacy faculty. The semester delivery of courses will be a part of that development process during the Year I of course offerings.
- IV. Electives: 12 hours from PHRM Electives or other graduate elective courses as approved by the Dean of the School of Pharmacy.

Course Descriptions: Pharmacy (PHRM)

700. Introduction to Pharmacy (2)

Introduction to the practice of pharmacy for first year students including an introduction to the profession and its evolving opportunities, what a pharmacist is, their role in the various settings of the health care system including drug distribution, drug utilization and the use of technology and supportive personnel.

705. Pharmaceutical Calculations (2)

This self-taught course introduces the prescription, prescription notation and abbreviations, basic pharmaceutical calculations, statistics, and the mathematics of chemical kinetics and pharmacokinetics.

707. Pain Management (2)

An elective course providing an introduction to pain management, including classifications, pain assessments, pharmacological and non-pharmacological treatment options of a variety of nociceptive and neuropathic pain syndromes (cancer pain, sickle cell disease, diabetic neuropathy, chronic pain syndromes, etc).

708. Self-Care/Counseling (2)

An elective course introducing common medical conditions and the corresponding devices that are used in drug delivery and drug monitoring. Also provides an opportunity for the student to learn and demonstrate patient counseling techniques regarding these medications and devices.

709. Drugs of Abuse (2)

An elective course examining current knowledge about drugs and substances of abuse or misuse. Emphasis will be given to societal issues and the role a pharmacist can play as a provider of drug facts and information.

715. Principles of Medicinal Chemistry (2)

An introduction to the chemical and physical properties of medicinal agents.

718. Non-Prescription Drugs/Counseling (4)

Designed to acquaint students with indications, actions, possible adverse events and contraindications of non-prescription drugs with an emphasis on patient-provider communication. Students will be evaluated on their ability to obtain medical histories and counseling skills.

723. Drug Information and Informatics (3)

Introduction to medical informatics and a wide variety of reference materials (primary, tertiary, and internet and database sources) and the use of these materials in pharmacy practice.

725. Medicinal Chemistry I (2)

Prerequisite: PHRM 715

Introduction to the chemical and physical properties of medicinal agents and the relationships of structural properties of drugs to pharmacological properties, absorption, distribution, and metabolism profiles, chemical stability, mechanism of action and clinically significant drug interactions.

727. Pharmacology I (3)

Basic concepts of a drug's physical and chemical properties and the principles of drug action. Emphasizes the determinants of drug absorption and distribution, physiological receptors and the nature of the drug-receptor interaction, drug metabolism and elimination, and automatic pharmacology.

729. Immunization (1)

Certification course that focuses on the importance of vaccination for preventable disease as well as injection technique. Also discusses how a pharmacist can implement an immunization program into various pharmacy practice settings.

730. Introduction to Community Practice (2)

The first of four courses designed to focus on the development of the professional skills required for contemporary pharmacy practice. Students will spend 2 weeks (80 hours) in a community practice setting and gain exposure to the role and responsibilities of the pharmacist in community practice and the importance of the pharmacist in patient care. This course will be repeated for 4 semester hours total.

731. Introduction to Institutional Practice (2)

Building on PHRM 730, the second of four courses designed to focus on the development of professional skills required for contemporary pharmacy practice. 80 clock hours required. This course will be repeated for 4 semester hours total.

733. Pharmaceutics I (4)

An introduction to the scientific principles and regulatory issues of pharmaceutical dosage form design, compounding, and use. An emphasis will be placed on solid dosage forms including powders, tables, and capsules, as well as the biopharmaceutical principles of bioavailability and bioequivalence. This course includes laboratory experiences in compounding pharmaceutical dosage forms.

734. Pharmaceutics II (4)

A continuation of 733 to further the understanding of the scientific principles and regulatory issues of pharmaceutical dosage form design, with an emphasis on liquid and semi-solid dosage forms. This course will emphasize oral, topical, transdermal, and parenteral routes of administration. The student will develop competency in compounding, proper aseptic technique, and preparation of sterile products with hands-on training in the laboratory.

735. Medicinal Chemistry II (2)

A continuation of 725 to provide the student with an introduction to the chemical and physical properties of medicinal agents through discussion of the relationships of structural properties of drugs to their pharmacological properties, absorption, distribution, metabolism, chemical stability, and mechanisms of action.

737,747. Pharmacology II, III (3 each)

An overview of the application of chemical principles to the understanding of drug action at the molecular level. This course introduces the student to the basic concepts of a drug's physical and chemical properties and the principles of drug action. Emphasis on the determinants of drug absorption and distribution, physiological receptors and the nature of the drug-receptor interaction, drug metabolism and elimination, and autonomic pharmacology.

739. Clinical Laboratory Medicine (1)

Fundamentals of laboratory medicine. Students will learn to screen and evaluate patients using relevant clinical data.

740-41. Pharmacotherapy I, II (3 each)

Drug therapy management of diseases and conditions associated with specific organ systems.

743. Moral Reasoning in Health Care (2)

An introduction to Christian ethics, focusing on methodology with a survey and comparison of philosophical and secular perspectives on moral issues faced in health care today.

744. Pharmacy Jurisprudence (2)

An overview of state and federal pharmacy practice laws that govern technician, pharmacy intern, and pharmacist practice and control the manufacturing, distribution, prescribing, and dispensing of drug products.

745. Medicinal Chemistry III (2)

A continuation to provide the student with an introduction to the chemical and physical properties of medicinal agents through discussion of the relationships of structural properties of drugs to their pharmacological properties, absorption, distribution, metabolism, chemical stability, mechanisms of action, and clinically significant drug interactions.

749. Applied Therapeutics with Simulation (1)

Introduction to the concepts of pharmaceutical care into the curriculum prior to the advanced pharmacy practices experiences by placing students in the clinical environment.

750-751. Pharmacotherapy III, IV (3 each)

The drug therapy management of diseases and conditions associated with specific organ systems.

Course descriptions of following are under development by the Pharmacy Faculty:

760. Pharmacotherapy V (3)

761. Pharmacotherapy VI (3)

765. Pharmacoeconomics and Health Systems Management (2)

766. Patient Assessment and Interviewing (2)

769. Applied Therapeutics with Simulation (1)

770. Pharmacokinetic Principles and Application (4)

772. Literature Evaluation/Landmark Trials (2)

780. Experience I-VI (4 hours each):

780E. Ambulatory Care

780A. Acute Care

780M. Medically Underserved

780C. Community Pharmacy Practice

780I. Institutional Pharmacy Practice

781. Experience VII-X (4 hours each) To Be Determined

788. MPJE/NAPLEX Review (2)

789. Top 200 Seminar (2)

779. External Domestic Study Programs (1-4)

All courses and application to the program must be defined prior to travel.

780. Study Abroad Programs (1-4)

All courses and application to the program must be defined prior to travel.

785. Special Studies in Pharmacy (1-6)

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

795. Independent Study in Pharmacy (1-3)

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

MASTER OF ARTS IN INTERCULTURAL STUDIES

THE INSTITUTE FOR INTERNATIONAL AND 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 M.A.I.S. courses must meet the prescribed admission criteria.

Applicants should submit the following to the M.A.I.S. 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 M.A.I.S.
- 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 M.A.I.S. 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 M.A.I.S..

Program Features

The curriculum for the program consists of two components, the 27-hour M.A.I.S. core curriculum and a 12-hour professional component approved by the program director. The delivery system for the M.A.I.S. core is non-traditional and based on a modified cohort model. 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 on a weekly basis for discussion of research and project development (California campus) and/or participate in on-line activities or discussions with other students and instructors. Finally, the cohort will meet for a second intensive class meeting to complete the course. Dates and times for the intensive sessions and any interim class meetings will be announced at preregistration each semester.

Academic Calendar and Schedules

Calendars and Schedules of Course offerings for the M.A.I.S. program follow those for non-cohort program and are available from the Program Coordinator.

Graduation Requirements

1. Completion of the 27 hours of required M.A.I.S. 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:.....	385

Classes meeting on the Intensive Weekend Schedule will have refunds prorated according to the time met by the student.

Financial Assistance

M.A.I.S. students on the Jackson campus may qualify for Federal Stafford Loans. Students on the California campus may contact the Student Financial Planning Office about private alternative loans.

Study Abroad/External Academic Programs

All students participating in external academic programs in the United States or abroad must officially notify the University prior to beginning the registration process for the program. Failure to do so may jeopardize appropriate transfer of credits and/or applicable funding. All students who study abroad or other external academic program pay a \$50.00 fee to cover administrative costs involved in the study abroad program. Additional fees may be assessed as necessary to cover specific expenditures required for study in a particular program. For additional information, contact the Institute.

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

School of Nursing Advisory Council

Betty Alsup, Nurse Administrator, *Memphis, Tennessee*

Jean Arps, Nurse Administrator/Public Health,

Memphis, Tennessee

Carole Ballard, Nurse Administrator, *Memphis, Tennessee*

Anne Campbell, Nurse Administrator, *Jackson, Tennessee*

Syble Carter, Registered Nurse, *Dyersburg, Tennessee*

Elzie Danley, Educator & Minister, *Medon, Tennessee*

Karla Coleman, Registered Nurse, *Memphis, Tennessee*

Paula Dycus, Quality Coordinator, *Memphis, Tennessee*

Donna Herrin, Nurse Administrator, *Memphis, Tennessee*

Pamela Hinds, Nurse Admin./Researcher,

Memphis, Tennessee

Jeanne Jowers, Registered Nurse, *Lexington, Tennessee*

Bill Kail, Nurse Administrator, *Jackson, Tennessee*

Marylane Koch, Consultant, *Memphis, Tennessee*

Vickie Lake, Administrator/Grant Writer,

Jackson, Tennessee

Janice McCormick, Family Nurse Practitioner,

Lexington, Tennessee

Debra Mills, Nurse Administrator, *Jackson, Tennessee*

Diane Pace, Family Nurse Practitioner, *Cordova, Tennessee*

Carol Sykes, Nurse Administrator, *Bolivar, Tennessee*

Pat Speck, Family Nurse Practitioner,

Memphis, Tennessee

Peggy Strong, Nurse Administrator, *Memphis, Tennessee*

Sammie Walker, Nurse Admin./Public Health

Jackson, Tennessee

Sandra Waller, Family Nurse Practitioner.

Memphis, Tennessee

Michelle Williams, Registered Nurse, Cardiac

Rehabilitation, *Jackson, Tennessee*

Kay Willis, Nurse Administrator, *Memphis, Tennessee*

Chrystal Sealy Wilson, Registered Nurse,

Cordova, Tennessee

BOARD OF TRUSTEES

Alphabetically with Year When Terms Expire

Rod Parker, *Jackson, Tennessee* (2009) Chairman of the Board

Morris Chapman, *Nashville, Tennessee* (2009) Vice Chairman

Linda Shoaf, *Horn Lake, Mississippi* (2011) Secretary

Mike Adams, *Lexington, Tennessee* (2010)

Trent Butler, *Jackson, Tennessee* (2011)

Craig Christina, *Dallas, Texas* (2010)

Lynn Edmonson, *Jackson, Tennessee* (2010)

James Farmer, *Paris, Tennessee* (2010)

Gil Fletcher, *Humboldt, Tennessee* (2009)

Polk Glover, *Obion, Tennessee* (2011)

Ed Graves, *McLean, Virginia* (2010)

Greg Jordan, *Jackson, Tennessee* (2011)

Ramona Mercer, *Jackson, Tennessee* (2010)

Tommy Moore, *Dresden, Tennessee* (2010)

Ray Newcomb, *Millington, Tennessee* (2010)

Brian Palmieri, *Swansea, South Carolina* (2011)

Paul Priddy, *Jackson, Tennessee* (2010)

James Ross, *Jackson, Tennessee* (2010)

Kevin Shrum, *Nashville, Tennessee* (2009)

Danny Sinquefield, *Memphis, Tennessee* (2010)

Catherine Via, *Bells, Tennessee* (2011)

Fred Ward, *Huntingdon, Tennessee* (2011)

John Woods, *Jackson, Tennessee* (2011)

Trustees Emeritus

Bill Adcock, *Newbern, Tennessee*

David Q. Byrd, *Louisville, Kentucky*

Benny D. Fesmire, *Jackson, Tennessee*

Bob Hundley, *Jackson, Tennessee*

Shelby Massey, *Collierville, Tennessee*

Brooks McLemore, *Jackson, Tennessee*

John McRee, *Memphis, Tennessee*

J. H. Patrick, *Memphis, Tennessee*

Jack Porter, *Greenfield, Tennessee*

Roy White, *Jackson, Tennessee*

Pete Wilson, *Jackson, Tennessee*

BOARD OF REGENTS

Robert Alderson, Chair, *Jackson, Tennessee*
James Ray Allison, *Jackson, Tennessee*
George Atwood, *Atwood, Tennessee*
Jeffery Scott Bailey, *Collierville, Tennessee*
Bruce Bledsoe, *Jackson, Tennessee*
Robert Caldwell, *Jackson, Tennessee*
James Campbell, *Huntsville, Alabama*
Charles Campbell, *Jackson, Tennessee*
Elzie Danley, *Jackson, Tennessee*
James Dusenberry, *Jackson, Tennessee*
Mack Forrester, *Ridgely, Tennessee*
Jerry Gist, *Jackson, Tennessee*
Gary Grisham, *Jackson, Tennessee*
Anita Hamilton, *Jackson, Tennessee*
Lloyd Hansen, *Palm City, Florida*
Jimmy Harris, *Jackson, Tennessee*
Dennis Henderson, *Jackson, Tennessee*
James Herr, *Nottingham, Pennsylvania*
Jack Holmes, *Jackson, Tennessee*
Paul Huckeba, *Hoover, Alabama*
Ernest Johnston, *Memphis, Tennessee*
Rex Jones, *Memphis, Tennessee*
Ted Jones, *Humboldt, Tennessee*
Carl Kirkland, *Jackson, Tennessee*
Vicki Lake, *Jackson, Tennessee*
Becky Land, *Nashville, Tennessee*
Mark Layne, *Jackson, Tennessee*
Carroll Little, *Corinth, Mississippi*
Curtis Mansfield, *Jackson, Tennessee*
Shelby Massey, *Collierville, Tennessee*
Ted Nelson, *Jackson, Tennessee*
Warren Nunn, *Halls, Tennessee*
Richard Parks, *Jackson, Tennessee*
Len Register, *Pensacola, Florida*
Wayne Rhear, *Alamo, Tennessee*
Thad and Alicia Smotherman, *Arlington, Texas*
Norm Sonju, *Dallas, Texas*
Laquita Stribling, *Nashville, Tennessee*
Gary Taylor, *Jackson, Tennessee*
Jerome Teel, *Jackson, Tennessee*
Jimmy Wallace, *Jackson, Tennessee*
Bettye Whiteaker-Hurt, *Dallas, Texas*
Tommy Whited, *Collierville, Tennessee*
Laura Williams, *Jackson, Tennessee*
Chad Wilson, *Jackson, Tennessee*
Melvin Wright, *Jackson, Tennessee*

BOARD OF REFERENCE

Claude Ashby, *Lawrenceville, Georgia*
Henry Blackaby, *Atlanta, Georgia*
Stuart Briscoe, *Atlanta, Georgia*
Mark Dever, *Washington, DC*
Jimmy Draper, *Nashville, Tennessee*
Jimmy Ervin, *Cordova, Tennessee*
Kevin Ezell, *Louisville, Kentucky*
Steve Gaines, *Memphis, Tennessee*
Gene Getz, *Dallas, Texas*
Jack Graham, *Plano, Texas*
Buddy Gray, *Birmingham, Alabama*
Jim Henry, *Orlando, Florida*
Lawrence Hudson, *Memphis, Tennessee*
T. W. Hunt, *Spring, Texas*
Al Jackson, *Auburn, Alabama*
Wendell Lang, *Jackson, Tennessee*
Craig Loscalzo, *Lexington, Kentucky*
Ben Mandrell, *Jackson, Tennessee*
Thom Rainer, *Nashville, Tennessee*
Robert Smith, *Cincinnati, Ohio*
Hayes Wicker, *Naples, Florida*
Sandy Willson, *Memphis, Tennessee*

() Date of Employment

President

David S. Dockery (1996) President and Professor of Christian Studies. B.S., University of Alabama at Birmingham; M.Div., Grace Theological Seminary; M.Div., Southwest Baptist Theological Seminary; M.A., Texas Christian University; Ph.D., University of Texas-Arlington; Additional study, Drew University.

Office of the Provost

Carla D. Sanderson (1982) Provost 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.

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.

Barbara McMillin (1992) Associate Provost, Dean of Instruction and Professor of English. A.A., Northeast Mississippi Community College; B.A., Union University; M.A. and D.A., University of Mississippi. Additional study, Harvard University.

Randall W. Phillips (2004) Director of Research and Associate Professor of Family Studies. B.S., Union University; M.A., Phillips Graduate Institute; Ph.D., Southern Illinois University-Carbondale.

Jane Barber Betts (1974) Registrar. B.A., Union University, M.Ed., University of Memphis.

Teresa Hataway (2005) Assistant Registrar, Germantown. B.B.A., University of Memphis.

Deans

R. Keith Absher (2004) Dean of the McAfee School of Business Administration and Professor of Marketing. B.A. and M.B.A., Jacksonville State University; M.A.S., University of Alabama-Huntsville; Ph.D., University of Arkansas.

George DeMaagd (2008) Associate Dean of Academic Administration and Professor of Pharmacy. B.S., Western Michigan University; Pharm.D., University of Michigan.

Gene Fant (2002) Dean of Arts and Sciences, Professor of English. 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.

Janet Furness (2008) Associate Dean of Social Work, Associate Professor, and Director, Master of Social Work Program. B.S., Philadelphia Biblical University; M.S.W., Rutgers, the State University; Ed.D. Candidate, University of Rochester.

Kathy O'Connor (2006). Associate Dean and Assistant Professor of Nursing. B.S.N., M.B.A., Union University; M.S.N., University of Memphis.

Sheila Mitchell (2007) Dean of the School of Pharmacy. B.S. and Pharm.D., University of Tennessee Health Science Center.

James Patterson (1999) Associate Dean of the School of Christian Studies and University Professor of Christian Studies. B.A., Rutgers University; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Princeton Theological Seminary.

Tom R. Rosebrough (1996) Dean of the College of Education and Human Studies and University Professor of Education. B.A., M.A., and Ph.D., The Ohio State University.

Ann Singleton (1985) Associate Dean of Education and Professor of Special Education. B.S., Union University; M.Ed., and Ed.D., University of Memphis.

Timothy Smith (2005) Dean, Director of Nurse Anesthesia, 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.

Vice Presidents

Gary L. Carter (1991) Senior Vice President for Business and Financial Services. B.S., Union University; C.P.A., State of Tennessee.

Jimmy H. Davis (1978) Vice President for the Germantown Campus and Director of Institutional Effectiveness 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.

Charles A. Fowler (1995) Senior Vice President for University Relations and Professor of Christian Ministries and Education. B.M., Union University; M.C.M., New Orleans Baptist Theological Seminary; Ph.D., Mississippi State University.

Jerry N. Tidwell (2007) Senior Vice President for Church Relations, Assistant Professor of Pastoral Ministry, and Director of the R.G.Lee Center. B.S., University of North Alabama; M. Div. and D. Min., Southwestern Baptist Theological Seminary.

Rich Grimm (2005) Vice President for Enrollment Services. B.A., Palm Beach Atlantic College; M.Div., Southwestern Baptist Theological Seminary.

Kimberly C. Thornbury (1999) Vice President for Student Services and Dean of Students. B.A., Messiah College; M.A., University of Louisville; Ph.D., Regent University.

Program Administration

C. Steven Arendall (1990) MBA Director, Germantown, and Professor of Management. B.B.A. and M.B.A., Memphis State University; Ph.D., University of Tennessee.

Pamela Binns-Turner (2005) Director, MSN–Nurse Anesthesia Program and Assistant Professor of Nursing. B.S.N., M.N.A., and Ph.D., University of Alabama, Birmingham.

Nancy Cherry (2005) Director of M.A.Ed–Jackson and Associate Professor of Education. B.S., Union University; M.Ed., University of Memphis; Ed.S. and Ed.D. Union University.

Melinda Clarke (2000) Director of Ed.D., (Higher Education), Director, Center for Educational Practice and Associate Professor of Education. B.A., Lambuth University; M.Ed. and Ed.D., Vanderbilt University.

Ken Easley (2006) Professor of Christian Studies and Director, M.C.S. Program. B.A., John Brown University; M.Div., Trinity Evangelical Divinity School; Ph.D., Southwestern Baptist Theological Seminary.

Jennifer F. Grove (1999) Assistant Dean, Director of the M.A.Ed., Ed.S. and Ed.D.–Germantown, and Professor of Education. B.S., M.Ed., Mississippi State University; Ed.D., University of Memphis.

Kelly Harden (2007) Director of NP Track of M.S.N. and Associate Professor of Nursing. A.S.N., Mississippi County Community College; B.S.N., Regents University; M.S.N., University of Missouri; D.N.Sc., University of Tennessee Center for Health Science.

Charles Lea (2008) Executive Director for the Hendersonville Campus and Professor of Educational Leadership. B.S. and M.A., Middle Tennessee State University; Ed.D., Vanderbilt University.

Ralph Leverett (1997) Director of M.Ed., Jackson and University Professor of Special Education. B.S. Middle Tennessee State University; M.A., M.S., Ph.D., Vanderbilt University.

Stephen Marvin (2007) Director of M.Ed.–Germantown. Assistant Professor of Education. B.A., Fresno Pacific University; M.Ed., Harding University; Ed.D., University of Arkansas.

J. Kenneth Newman (2001) Director of the Ed.S. and Ed.D., Jackson and Associate Professor of Educational Leadership. B.A., Union University; M.Ed., M.A., D.E., University of Memphis.

Luanne Powell (1984-87; 1999) MBA Director, Jackson. B.A. and M.B.A., Union University.

Helen Fowler (1992) Assistant to the Dean, College of Education and Human Studies. B.S., M.A.Ed., Union University.

Elsie Cressman (1998) Coordinator, Graduate Nursing Program.

Sue Taylor (1999) Coordinator of Graduate Business Programs–Germantown.

Beverly Vos (1995) Coordinator, M.A.I.S. B.S.O.L., Union University.

Lyn Wildmon (2007) Coordinator of M.A.Ed. Program–Germantown.

Christy Wyatt (1998) Coordinator of M.A.Ed. and M.Ed. Programs, Jackson.

Graduate Faculty

Beverly Absher (2004) Department Chair of Continuing Studies, Director of LAUNCH Program, and Associate Professor of Business. B.S. and M.B.A., University of North Alabama; Ed.D., Union University.

Bob R. Agee (1975-1982; 2005) Professor of Educational Leadership and Small Church Focus. B.A., Union University; B.D., M.Div., Southern Baptist Theological Seminary; Ph.D. (Higher Education), Vanderbilt University.

Michele Atkins (1998-2005; 2006) Professor of Education. B.S., Union University; M.Ed. and Ph.D., University of Memphis.

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.

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).

Patrick Bamwine (2006) Associate Professor of Sociology. B.S., Houghton College; M.C.J., Tiffin University; M.A. and Ph.D., Ohio State University.

Justin Barnard (2007) Associate Professor Philosophy and Director, the Carl F. H. Henry Institute for Intellectual Discipleship. B.A., Palm Beach Atlantic College; M.A. and Ph.D., Florida State University.

D. Keith Bates (2004) Assistant Professor of History. B.A., Union University; M.A. Southwestern Baptist Theological Seminary; Ph.D., Kansas State University.

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.

Jay Bernheisel (2006) Assistant Professor of Engineering. B.S.M.E. and M.S.M.E., Rose-Hulman Institute of Technology; Ph.D., Northwestern University.

Carolyn Bishop (2006) Associate Professor of Intercultural Studies and Education. B.A., Furman University; M.Ed., Clemson University; Ph.D., Emory University.

Wendy Bishop (2009) Assistant Professor of Nursing. B.S.N., University of Tennessee; M.S., Middle Tennessee School of Anesthesia.

Chris Blair (1997) Associate Professor of Communication Arts. 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.

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.

Janna Chance (2007) Instructor of English. B.A., Texas A&M University; M.A. and Ph.D., Rice University.

Don Christensen (2002) Associate Professor of Finance. B.B.A. and M.B.A., University of Memphis; Ph.D., University of South Carolina.

Kathie Chute (2003-5; 2007) Associate Professor of Communication Arts. B.A., William Carey College; B.A., University of Southern Mississippi; M.A., Missouri State University; Ph.D., University of Southern Mississippi.

Michael Chute (2003-5; 2007) Professor of Communication Arts. B.A., Oklahoma Baptist University; M.A., Southwest Missouri State University; Ph.D., University of Southern Mississippi.

Kevin J. Cooney (2004) Associate Professor of Political Science. B.A., Oral Roberts University; M.A., Lancaster University, England; Ph.D., Arizona State University.

Murphysteen Counts (2009) Associate Professor and Graduate Faculty Liaison to MTR. B.S., M.Ed., and Ed.D., University of Memphis.

Patsy Crihfield (2007) Associate Professor of Nursing. B.A., Stephens College; B.S.N., University of Memphis; M.S.N., University of Tennessee Center for Health Science; F.N.P., University of Missouri-St. Louis; D.N.P., University of Tennessee Center for Health Science.

Bryan Dawson (1998) Associate Professor of Mathematics and Department Chair. B.S. and M.S., Pittsburg State University; Ph.D., University of North Texas.

Nancy Dayton (1979) Professor of Nursing. B.S.N., Duke University; M.S.N., University of Tennessee Center for Health Sciences; M.S., Ed.D., University of Memphis.

David Dennis (1994) Professor of Music. B.A., Western Carolina University; M.C.M. and D.M.A., Southern Baptist Theological Seminary.

Paul Deschenes (2000) Associate Professor of Psychology and Director of Counseling Services. B.A., University of Florida; Psy.D., Rosemead School of Psychology.

Webster Drake (2008) Associate Professor of Communication Arts and Department Chair. B.A., Mississippi College; M.A., University of North Texas; Ph.D., Louisiana State University.

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.

Nancy M. Easley (1998) Associate Professor of Education. B.A., Trinity University; M.Ed., Texas A & M University; Ed.D., University of Memphis.

Melinda Eckley (2009) Assistant Professor of Art, B.A., Union University; M.F.A., Memphis College of Art.

Sean Evans (2000) Assistant Professor of Political Science. B.A., David Lipscomb University; M.A., University of Alabama; Ph.D., University of Colorado.

Sharon Edwards Evans (2007) Associate Professor of Nursing. B.S.N., Oral Roberts University; M.S.N. and Ph.D., St. Louis University; PMC Peds, Union University.

Julie Glosson (1995) Associate Professor of Spanish. B.A., Union University; M.A. and Ed.D., University of Memphis.

Bradley Green (1998) Assistant Professor of Christian Studies. B.A., Northeast Louisiana University; M.Div., Southern Baptist Theological Seminary; Th.M., Southwestern Baptist Theological Seminary; Ph.D., Baylor University.

Jennifer Gruenke (2009) Associate Professor of Biology. B.S., Bryan College; Ph.D., University of Virginia.

Ildefonso Guilaran (2008) Assistant Professor of Physics. B.S., Western Kentucky University; M.S. and Ph.D., Florida State University.

George Guthrie (1990) Benjamin W. Perry Professor of Bible, Director of the Center for Biblical Studies. B.A., Union University; Th.M., Trinity Evangelical Divinity School; M.Div. and Ph.D., Southwestern Baptist Theological Seminary.

Chris Hail (1995) Associate Professor of Mathematics. B.S., Campbellsville College; M.A., Morehead State University; Ed.D., University of Kentucky.

Steve Halla (2009) Assistant Professor of Art and Assistant to the Dean. B.A., Moody Bible Institute; Th.M., Dallas Theological Seminary; Ph.D., University of Texas.

Patricia Hamilton (2001) Assistant Professor of English. B.A., Biola University; M.A., California State University, Fullerton; Ph.D., University of Georgia.

Bradley Harrell (2009) Assistant Professor of Nursing. B.S.N. and M.S.N., University of Memphis; D.N.P., University of Health Science Center College of Nursing.

Shirley Sykes Harris (2005) Librarian, Germantown Campus and Associate Professor of Library Services. B.S., University of Memphis; M.L.S., Texas Women's University.

Sally A. Henrie (1998) Associate Professor of Chemistry. B.S., University of Arizona; Ph.D., South Dakota State University.

Sherry Hickey (1989) Professor of Nursing. B.S.N., and M.S.N., University of Arkansas; Ed.D., University of Memphis.

Kristie Holmes (2007) Assistant Professor of Social Work. B.S., California Polytechnic State University; M.S.W., University of Southern California; Ph.D., Capella University.

Todd Hooper (2009). Assistant Professor of Pharmacy. Pharm.D., University of Tennessee, Health Science Center.

Rhonda Hudson (2006) Associate Professor of Social Work. B.S., Florida A&M University; M.S.W. and Ph.D., Barry University.

Scott Huelin (2009) Associate Professor of English and Director of the Honors Community. B.A. and M.A., University of North Carolina; Ph.D., University of Chicago.

James Huggins (1987) University Professor of Biology and Director of the Center for Scientific Studies. B.S.A. and M.S., Arkansas State University; Ph.D., Memphis State University; Additional study, University of Tennessee, Memphis.

Paul Jackson (1993) Professor of Christian Studies. B.A., Hardin-Simmons University; M.Div., and Ph.D., Southwestern Baptist Theological Seminary.

Gary Johnson (1994) Associate Professor of Physical Education. B.S., Union University; M.S., University of Memphis; D.A., Middle Tennessee State University.

Randy F. Johnston (1994) Professor of Chemistry and Department Chair. B.S., University of Missouri, St. Louis; Ph.D., Texas Tech University.

Kim Madewell Jones (2007) Assistant Professor of Pharmacy. B.S., Middle Tennessee State University; Pharm.D., University of Tennessee College of Pharmacy.

Pat Keene (2004). Professor of Nursing. A.S.N., University of Memphis; B.S.N., M.S.N., D.N.P., The University of Tennessee Health Service Center.

James Kerfoot (2009) Instructor of Biology. B.S. and M.S., Southern Illinois University; Ph.D. Candidate, Florida Institute of Technology.

James Kirk (2003) Associate Professor of Computer Science. B.M., Union University; M.M. and M.A., Indiana University; Ph.D., University of Louisville.

Sean King (2009) Assistant Professor of Pharmacy. B.S., M.S., and Ph.D., University of Mississippi.

David Kuhl (2008) Chair, Pharmacy Practice and Professor of Pharmacy. B.S., Kearney State College; Pharm.D., University of Nebraska Medical Center.

Wilburn Lane (2009) Professor of Business. B.S., Union University; M.Ed., M.B.A., and D.B.A., University of Memphis.

Judy C. Leforge (1999) Assistant Professor of History. B.A. and M.A., Western Kentucky University; Ph.D., University of Memphis.

Jodi Leke (2009) Assistant Professor of Pharmacy. B.S., Middle Tennessee State University; Pharm.D., University of Tennessee, Health Science Center.

Haifei Li (2004) Associate Professor of Computer Science. B.E., Xi'an Jiaotong University; M.S. and Ph.D., University of Florida.

W. Terry Lindley (1986) Professor of History. B.A., Texas A & M University; M.A., University of New Orleans; Ph.D., Texas Christian University; Additional study, Southwestern Baptist Theological Seminary.

Kimberly Lindsey (2008) Assistant Professor of Pharmacy. B.S. and Pharm.D., University of Tennessee.

Ann Livingstone (1975) Associate Professor of Political Science. B.A., Anderson College; M.A., Vanderbilt University; Ph.D., University of Keele, UK.

James Marcus Lockett (2004). Assistant Professor of Biology. B.S. and M.S., Murray State University; Ph.D., University of Tennessee.

Jenny Lowry (2003) Assistant Professor of Library Sciences. B.B.A., The University of Kentucky; M.L.S., Indiana University of Purdue University; M.Div. and Ph.D., The Southern Baptist Theological Seminary.

Matt Lunsford (1993) Professor of Mathematics. B.G.S., Louisiana Tech University; M.S., University of Nebraska; Ph.D., Tulane University.

Andy Madison (2002) Assistant Professor of Biology. B.S., University of Tennessee; M.S., University of Kentucky; Ph.D., Kansas State University.

David Malone (1999) Associate Professor of English. B.A., Wheaton College; M.A., State University of New York at Binghamton; Ph.D., Northern Illinois University.

Chris Manner (2009) Associate Professor of Business. B.A., University of Tennessee, Martin; Ph.D., Vanderbilt University.

Andrew Martin (2008) Assistant Professor of Pharmacy. B.S., Bob Jones University; B.S. and Pharm.D., Ferris State University.

Karen Martin (2003) Associate Professor of Languages. B.A., Samford University; B.A., Union University; M.A., The University of Alabama; D.M.L., Middlebury College.

Chris Mathews (2008) Associate Professor and Chair, Department of Music. B.M., Union University; M.M., Southwest Missouri State University; D.M.A., University of Kentucky.

Rosetta Mayfield (2004) Assistant Professor of Education. B.S. and M.S.Ed., University of Tennessee, Martin; Ed.D., University of Mississippi.

C. David McClune (1981) Professor of Music. B.M., Westminster College; M.M., Bowling Green State; D.M., Florida State University.

Michael L. McMahan (1980) University Professor of Biology. B.S. and M.S., University of Mississippi; Ph.D., Louisiana State University.

Terry McRoberts (1992) Professor of Music. B.S., Manchester College; M.M., Youngstown State University; D.A., Ball State University.

Nita Mehr (2009) Associate Professor of Social Work. B.S.W. and M.S.S.W., Freed Hardeman University.

Karen C. Miller (1997) Associate Professor of Accounting. B.S.B.A., Freed-Hardeman University; M.Ac., University of Tennessee at Martin; Ph.D., University of Mississippi; C.P.A.

C. Ben Mitchell (2009) Graves Professor of Moral Philosophy. B.A., Mississippi State University; M.Div., Southwestern Baptist Theological Seminary; Ph.D., University of Tennessee.

Angela Monahan (2009) Assistant Professor of Pharmacy. B.A., University of Chicago; M.S., Toxicology, Tulane University; Ph.D. candidate, Rush University.

R. Kelvin Moore (1991) Professor of Christian Studies. B.A., Samford University; M.Div and Th.D., New Orleans Baptist Theological Seminary; Additional study, Jerusalem University and Southern Baptist Theological Seminary.

Melissa Moore (1992) Reference Librarian and Professor of Library Services. B.A., Wake Forest University; M.L.S., University of Kentucky; Additional study, Union University.

Anna Beth Morgan (2009) Associate Professor of Library Services, Associate Vice President for Academic Resources, and Director of the Library. B.A., Oklahoma Baptist University; M.L.S., Texas Women's University; M.S., Southwest Baptist University.

Dianne Morgan (2009) Associate Professor of Education. Ph.D., University of Illinois Urbana-Champaign.

Dottie Myatt (1994) Assistant Dean for Teacher Education and Accreditation and Associate Professor of Education. B.S., Lambuth University; M.Ed., Union University; Ed.D., University of Memphis.

Sam Myatt (1987) Professor of Education, Assistant Registrar, and Director of Academic Services for the Department of Continuing Studies. B.S., Lambuth College; M.S., and Ed.D., Memphis State University.

Christopher M. Nadaskay (1993) Professor of Art. B.A., Southern Arkansas University; M.F.A., East Texas State University.

Bill Nance (2000) Assistant Professor of Management and Department Chair. B.S.B.A., Regis University; M.B.A., Union University; D.B.A., Nova Southeastern University.

John Netland (2008) Professor of English and Department Chair. B.A., Biola University; M.A., California State Polytechnic University; Ph.D., University of California, Los Angeles.

William Nettles (2006) Professor of Physics and Department Chair. B.S., Mississippi College; M.S. and Ph.D., Vanderbilt University.

Howard Newell (1982) Professor of Business Administration. B.S. and M.S., Southern Illinois University; Ph.D., Indiana University.

Marlyn Newhouse (1992) Associate Professor of Chemistry. M.A. and B.S.Ed., Northern Arizona University; D.A., Middle Tennessee State University.

Shawn Okpebholo (2008) Assistant Professor of Music, B.A., Asbury College; M.A. and D.M., University of Cincinnati College – Conservatory of Music.

David Olford (2007) Stephen Olford Professor of Expository Preaching and Assistant to the President. B.A. and M.A., Wheaton College; Ph.D., University of Sheffield.

Joel Owen (2008) Associate Professor of Pharmacy. B.S. Pharmacy and Ph.D. Pharmaceutics, Auburn University

Walton Padelford (1980) University Professor of Economics. B.S., Mississippi College; M.S. and Ph.D., Louisiana State University; Additional Study, San Francisco Xavier de Chuquisaca.

Michael Penny (1988) Professor of Music. B.A. and M.M., Louisiana State University; D.M.A., Southwestern Baptist Theological Seminary; Additional study, Westminster Choir College.

Mary Platt (1992) Cataloging/Authority Librarian and Associate Professor of Library Services. B.A., Stillman College; M.L.S., University of Alabama.

Harry L. Poe (1996) Charles Colson Professor of Faith and Culture and Special Assistant to the President. B.A., University of South Carolina; M.Div., and Ph.D., Southern Baptist Theological Seminary. Additional study, Oxford University, England.

Mary Anne Poe (1996) Professor of Social Work, Department Chair and Program Director. B.A., Vanderbilt University; M.S.S.W., University of Louisville; M.Div., Southern Baptist Theological Seminary, A.C.S.W.

Roland Porter (2004) Associate Professor of Business. B.S., Lane College; J.D., University of California-Berkeley.

Cynthia Powers (2008) Professor of Nursing. A.S.N., University of Memphis; B.S., University of St. Francis; M.E., and M.S.N., University of St. Joseph.

Tom Proctor (1996) Professor of Accounting and Coordinator of Accounting. B.S., University of Tennessee at Martin; M.B.A., M.S., and Ph.D., University of Memphis; CMA.

Kyria Ramsey (2009). Visiting Instructor of Social Work and Director of Field Experience, MSW Program. B.S., Oakwood College; M.S.W., Andrews University

Gavin Richardson (1998) Associate Professor of English. B.A., Vanderbilt University; M.A. and Ph.D., University of Illinois at Urbana-Champaign.

Troy Riggs (1993, 2001) Associate Professor of Mathematics. B.S., University of South Dakota; M.A., and Ph.D., University of Nebraska-Lincoln.

Bobby Rogers (1989) Professor of English. B.A., University of Tennessee at Knoxville; M.F.A., University of Virginia.

Jeannette Russ (2002) Associate Professor of Engineering. B.S., Mississippi State University; M.B.A., Colorado State University; Ph.D., Vanderbilt University, P.E.

Philip Ryan (1997) Associate Professor of Language and Coordinator of the ESL Program. B.A., Union University; M.A., University of Memphis; Ph.D., Indiana University of Pennsylvania.

Donna Sachse (2003) Professor of Nursing. Diploma, Baptist Memorial Hospital School of Nursing; B.S.N., University of Memphis; M.S.N. and Ph.D., The University of Tennessee Health Science Center.

Michael Salazar (2001) Assistant Professor of Chemistry. B.S., New Mexico State University; Ph.D., University of Utah; Additional study, Los Alamos National Laboratory.

Ziola Sanchez (2009) Associate Professor of Nursing. A.A., Miami Dade Community College; B.A. and B.S.N., and Adult Nurse Practitioner Certificate, Florida International University; M.S.N., Union University; Ph.D., University of Tennessee Health Science Center.

Randal Schwindt (2004) Assistant Professor of Engineering. B.S., Hardin Simmons University; M.S., Texas A&M University; Ph.D., University of Illinois-Champaign.

Virginia Schwindt (2009) Instructor of Social Work. B.B.S., Hardin-Simmons University; M.S.S.W., University of Texas at Arlington.

Camille Searcy (1993) Associate Professor of Education. B.S., Lane College; M.Ed., Memphis State University; Ph.D., Southern Illinois University.

Gary V. Smith (2004) Professor of Christian Studies. B.A., Wheaton College; M.A., Trinity Evangelical Divinity School; Ph.D., Dropsie College.

Todd Stanfield (2007) Associate Professor of Social Work. B.S.W. and M.S.W., University of Alabama; Ph.D., University of Tennessee.

Stephanie Steele (2009) Assistant Professor of Education (Research), Hendersonville. B.S., Union University; M.Ed., and Ph.D., Vanderbilt University.

Mark Stephens (2007) Director of Experiential Education and Associate Professor of Pharmacy. B.S. and Pharm.D., University of Tennessee College of Pharmacy.

Joanne Stephenson (1988) Professor of Psychology and Sociology. B.S. and M.S., University of Tennessee at Martin; Ed.D., Memphis State University.

Linn M. Stranak (1980) University Professor of Physical Education and Chair of Department of Physical Education, Wellness and Sport. B.S., Union University; M.S., University of Kentucky; D.A., Middle Tennessee State University; Additional study, United States Sports Academy.

Pam Sutton (1998) Professor of English and Acting Department Chair. B.A., Southern Arkansas University; M.A. and Ed.S., Arkansas State University; Ed.D., Texas A&M University-Commerce.

Lois Tate (2008) Professor of Nursing. A.S., B.S.N., M.S.N., and Ed.D., University of Memphis.

David Thomas (1994) Associate Professor of History. B.S., Ohio State University; M.S., University of Michigan; Ph.D., Ohio State University.

Denise Thornton (2008) Assistant Professor of Nursing and Chair Undergraduate Nursing - Germantown. A.A., Itawamba Junior College; B.S.N., Mississippi University for Women; M.S.N. and D.N.Sc., University of Tennessee Health Science Center.

Lauren Tucker (2008) Assistant Professor of Pharmacy. Pharm.D., University of Tennessee Health Science Center.

Don Van (2001) Associate Professor of Engineering and Department Chair. B.S. and M.S., University of Illinois; M.Sc. and Ph.D., New Jersey Institute of Technology; P.E., CEM.

Ray F. Van Neste (1997-98, 2001) Assistant Professor of Christian Studies and Director of the R.C. Ryan Center for Biblical Studies. B.A., Union University; M.A., Trinity Evangelical Divinity School; Ph.D., University of Aberdeen (Scotland).

Joshua Veltman (2004) Assistant Professor of Music. B.A., Calvin College; M.A. and Ph.D., Ohio State University.

David Vickery (1981) Professor of Psychology. B.A., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Georgia.

Jean Marie Walls (1987) Professor of Language and Department Chair. B.A. and M.A., Mississippi State University; Ph.D., Louisiana State University; Additional study, NEH Institute, Northwestern University.

David H. Ward (1992, 1999) Professor of Physics. B.S. and M.A., University of South Florida; Ph.D., North Carolina State University.

Stanley Warren (2004) Associate Professor of Music. B.M. and M.M., Eastman School of Music; D.M.A., Southern Baptist Theological Seminary.

Blake Watkins (2008) Professor of Pharmacy. B.S., Union University; Ph.D., University of Georgia

Micah Watson (2007) Associate Professor of Political Science. B.A., University of California at Davis; M.A., Baylor University; Ph.D., Princeton University.

Valerie Watters-Burke (2005). Associate Professor of Nursing. B.S.N., St. Louis University; M.S.N., Vanderbilt University; D.N.Sc., University of Tennessee, Health Science Center.

Carol Weaver (1998) Associate Professor of Biology. B.S., Union University; M.S., University of Missouri-St. Louis; Ph.D., St. Louis University.

Terry Weaver (1992) Associate Professor of Education and Special Education. A.A., Miami Dade Junior College; B.S. and M.Ed., Florida Atlantic University; Ph.D., George Peabody College for Teachers of Vanderbilt University.

Jill Webb (1987) Professor of Nursing. B.S.N., Murray State University; M.S.N., University of Evansville; Ph.D., University of Tennessee, Health Science Center.

Georgia Wellborn (1989) Professor of Music. B.M., Carson-Newman College; M.M., Florida State University; M.L.S., University of Tennessee; D.A., University of Mississippi; Additional study, Southwestern Baptist Theological Seminary, the University of North Texas, and Westminster Choir College.

Richard Wells (2008). Professor of Christian Studies and Dean of the Chapel. B.A., Florida Southern College; M.Min, Criswell College; M.A., Stetson University; Ph.D., Baylor University; Ph.D., University of North Texas.

Teresa West (1983) Professor of Psychology and Department Chair. B.A., Union University; M.A. and Ed.S., Memphis State University; Ed.D., Memphis State University.

Kevin Westbrook (2008) Associate Professor of Marketing. B.S., M.B.A., and Ph.D., University of Memphis.

Carrie L. Whaley (1997) Professor of Education. B.A., Union University; M.C.M. and M.R.E., Southwestern Baptist Theological Seminary; Ed.D., Texas Woman's University.

Amy Williams (2007) Assistant Professor of Pharmacy. B.S., University of Tennessee, Martin; Pharm.D., University of Tennessee, Memphis.

G. Jan Wilms (1992) Professor of Computer Science and Department Chair. B.A., Katholieke Universiteit Leuven, Belgium; M.A. (English) and M.S. (Computer Science), University of Mississippi; Ph.D., (Computer Science), Mississippi State University.

Beth Wilson (2009). Associate Professor of Social Work. B.S.W., Philadelphia Biblical University; M.S. W., University of Wisconsin-Milwaukee; Ph.D., University of Tennessee.

Roslyn Wilson (1995) Associate Professor of Social Work and Social Work Field Director. B.S., Tennessee State University; M.S.S.W., University of Tennessee.

Wayne Wofford (1987) Professor of Biology. B.S., Union University; M.S. and Ph.D., Texas A&M University.

A

- Academic Calendars, 14–17
 - See also each cohort program
- Academic Grievance, 10
- Academic Integrity, 9
- Academic Probation and Suspension, 10
- Accreditation and Memberships, 6
- Admissions and Governance, 7, 10
 - DMin, 26–27
 - DNP, 82
 - EdD, 56
 - EdS, 53
 - MAEd, 31
 - MAIS, 90
 - MBA, 18
 - MCS, 23
 - MEd, 49
 - MSN, 72
 - MSW, 66–67
 - PharmD, 86–87
 - Special Categories, 10
- Advisory Boards and Board of Trustees, 92–93
- Appeal Procedures, 10

C

- Course Descriptions
 - DMin, 28
 - EdD, 62
 - EdS, 54
 - MAEd, 35
 - MAIS, 91
 - MBA, 20
 - MCS, 24
 - MEd, 50
 - MSN, 76
 - MSW, 69
 - PHRM, 88
- Curriculum & Instruction (MAEd), 32, 33
- Curriculum & Supervision
 - EdD, 60
 - EdS, 52

D

- Designed Studies (MAEd), 32
- Directory of Administration, Staff and Faculty, 94

E

- Early Childhood Education (MAEd), 32
- Elementary Education (MAEd), 33

F

- Financial Assistance, 13
- Financial Information, 12

G

- Graduation Requirements, 11
 - DMin, 28
 - DNP, 83
 - EdD, 57
 - EdS, 54
 - MAEd, 32–33
 - MAIS, 90
 - MBA, 19
 - MCS, 24
 - MEd, 49
 - MSN, 74
 - MSW, 68
 - PharmD, 87

H

- Higher Education, EdD, 61
- History of the University, 3
- Human Growth and Development (MAEd), 32, 33

I

- Instructional Leadership
 - EdD, 60
 - EdS, 52
- Intercultural Studies (MAIS), 91

L

- Library Information Specialist (MAEd), 33

M

- Mission Statement of the University, 3

N

- Nurse Anesthetist (MSN), 74
- Nurse Practitioner (MSN), 74

P

- Post (MSN) Master Certificate, 75–76
- Purpose of the University, 3

R

- Reading Specialist (MAEd), 33
- Refunds, 12

S

- Secondary Education (MAEd), 33
- Special Education (MAEd), 33

T

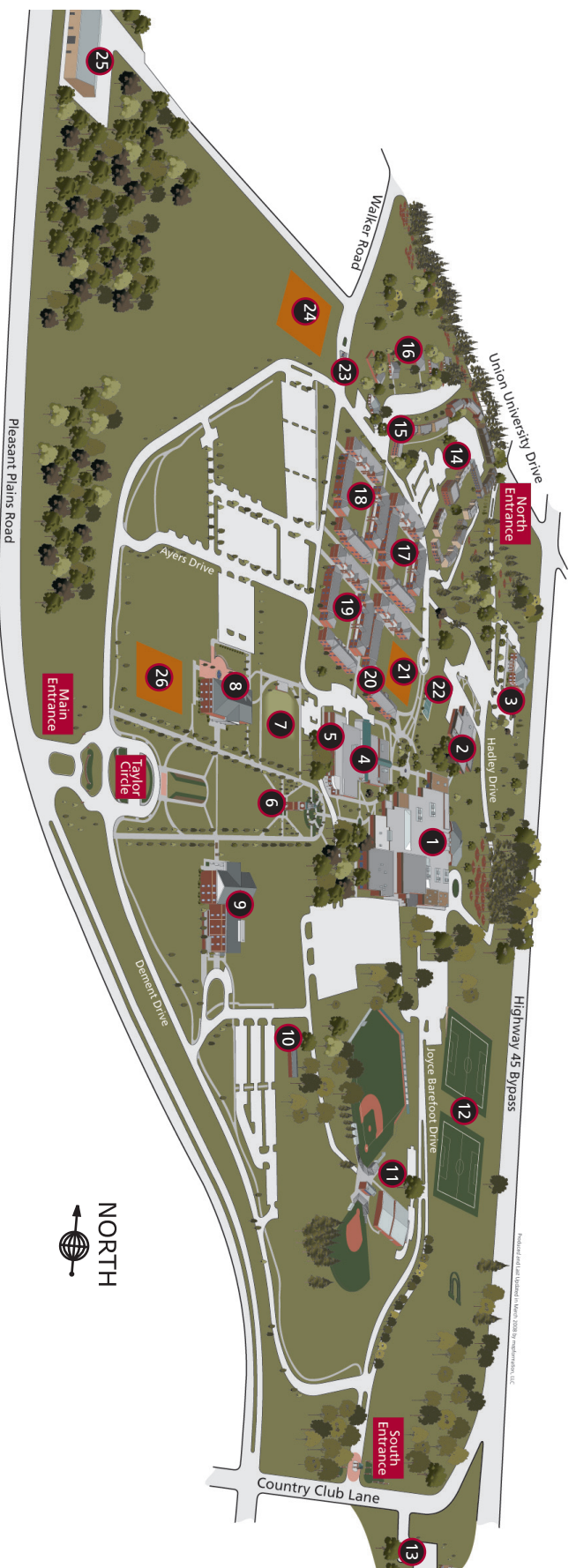
- Teacher Licensure, 46, 52, 53, 60
- Trustees, 92

U

- Urban Education, 33

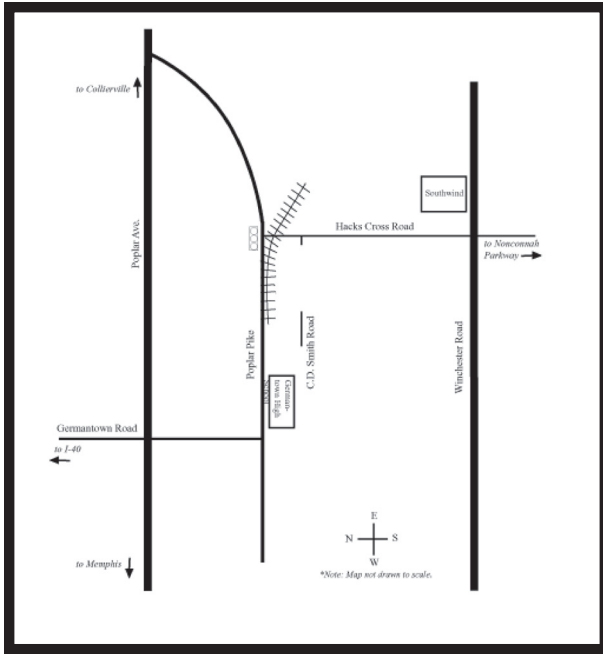
W

- Withdrawal from Classes, 11



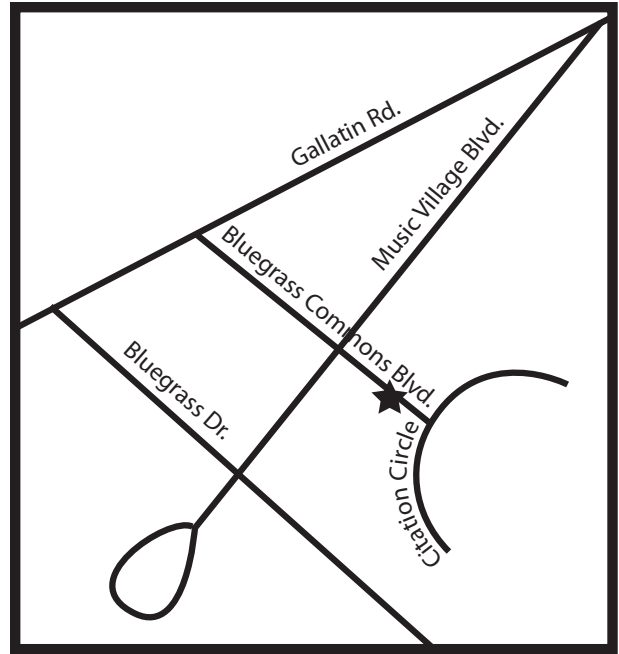
- | | | |
|---|---------------------------------------|--|
| 1. Penick Academic Complex | 9. White Hall | 18. Hurt Residence Complex |
| 2. Blasingame Academic Complex | 10. Photo House | 19. Watters Residence Complex |
| 3. Hammons Hall | 11. Fesmire Field House and Press Box | 20. Grace Residence Complex |
| 4. Barefoot Student Union Building
<i>Undergraduate Admissions and Financial Aid</i> | 12. Smith Memorial Soccer Complex | 21. Bowld Student Commons Building |
| 5. Carl Grant Events Center | 13. Luther Hall | 22. Outdoor Recreation |
| 6. Miller Tower | 14. Heritage Residence Complex | 23. The Welcome House |
| 7. Outdoor Stage | 15. Warmath Residence Complex | 24. Site for next phase of Residential Housing |
| 8. Jennings Hall | 16. Fraternity Row | 25. Facilities Management |
| | 17. Ayers Residence Complex | 26. Site for Pharmacy Building |

MAPS



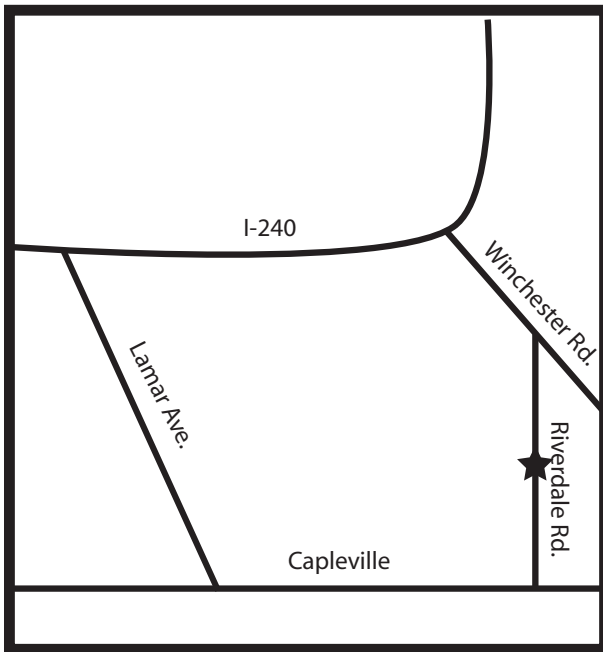
Union University
Germantown Campus

2745 Hacks Cross Rd.
Germantown, Tennessee



Union University
Hendersonville Campus

c/o First Baptist Church
106 Bluegrass Commons Blvd.
Hendersonville, TN 37075



Stephen Olford Center
at Union University

4000 Riverdale Road
Memphis, TN 38115

DIRECTORY OF CORRESPONDENCE

PHONE NUMBER (Area Code 731)

- 661.5355 **Academic Information**—Provost
- 661.5139 **Alumni Interests**—Executive Director of Alumni Services
- 661.5090 **Campus Activities and Recreation**—Dean of Students
- 661.5204 **Financial or Business Matters**—Senior Vice President for Business and Financial Services
- 668.1818 **General Information**—Union Station
- 661.5496 **Gifts, Bequests**—Senior Vice President for Institutional Advancement
- 661.5062 **Ministry Activities and Spiritual Emphases**—Minister to the University
- 661.5204 **Payment Plans**—Senior Vice President for Business and Financial Services
- 661.5000 **Prospective Student Information and Literature**—Director of Enrollment Services
- 661.5040 **Records and Transcripts**—Registrar
- 661.5433 **Residence Life**—Director of Residence Life

Admission Requirements/Application Forms—by program at www.uu.edu

Visitors to the campus are welcome. Offices of the University are open Monday through Friday from 8:00 to 4:30. Appointments for other hours may be arranged.

Visit us also at our website: www.uu.edu.

1050 Union University Drive
Jackson, Tennessee 38305-3697
731.668.1818

Germantown Campus
901.759.0029

Stephen Olford Center
901.432.7147

Hendersonville Campus
615.447.1342



UNION
UNIVERSITY

1050 Union University Drive • Jackson, TN 38305-3697
2745 Hacks Cross Road • Germantown, TN 38138
106 Bluegrass Commons Blvd. • Hendersonville, TN 37075
www.uu.edu/catalogue/graduate