



UNION UNIVERSITY

2014-2015

Graduate Academic Catalogue

Announcements For the One Hundred and Ninety-first 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.

2014

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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.

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 the 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 in Murfreesboro, near the geographical center of the state. Union University came upon hard times when in 1859 its highly respected president, Joseph H. 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, at which time 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 Tennessee Baptist-related institution opened in Jackson, 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 institution. He was a former professor at the Murfreesboro campus, where his father, Dr. Joseph H. Eaton, had been president. In 1907 the name of Southwestern Baptist University was changed to Union University to honor the Eatons and others from the Murfreesboro campus 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 for the University in conjunction with the adoption of the Cooperative Program and clarity regarding 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 campus fire in 1912, several new buildings were constructed, including Barton Hall, the centerpiece of the Jackson campus for the next 60 years. In 1948, during the administration of President Warren F. Jones (1945-62), the Southern Association of Colleges and Schools granted Union University its original accreditation. In 1962, at the request of area healthcare leaders, 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 (1986-1996), enrollment increased from less than 1,000 students to nearly 2,000; the multipurpose 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.

Union Since 1995

Dr. David S. Dockery served as the 15th president of Union University from December 1995 to 2014. 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. Considerable progress has been made during this time.

Dr. Samuel W. "Dub" Oliver was elected President on February 10, 2014 by the Board of Trustees.

Growth

Union's annual non-duplicating headcount has increased from 2,183 in 1996 to more than 5,300 in 2012. Union has recorded 16 consecutive years of enrollment increases.

The campus master plan established early in the Dockery administration has progressed with the construction or rebuilding of more than 20 residence halls. In addition, major campus building projects have been completed, including Miller Tower, Jennings Hall, Hammons Hall, the Fesmire athletic facilities, White Hall, the Carl Grant Events Center, the Bowld Student Commons and Providence Hall.

Beyond Jackson, Union has expanded with extension campuses in suburban Memphis (Germantown) and suburban Nashville (Hendersonville).

Academic Advances

Union's efforts to develop faculty resources serve as a model for many other institutions. There is a strong commitment to faith and learning efforts, as well as to teaching, scholarship and research among Union faculty through the Center for Faculty Development.

SACS Level VI accreditation was achieved, and many discipline-specific accreditations have been added across the campus. Significant progress has been made in developing research opportunities for undergraduate students.

Undergraduate majors have been added in political science, physics, theology, digital media studies, church history, ethics, sports management, sports medicine and engineering. Graduate programs added include education (M.Ed., M.U.Ed., Ed.S., and Ed.D.), nursing (MSN and DNP with tracks in education, administration, nurse practitioner, and nurse anesthesia), intercultural studies (MAIS), Social Work (MSW), in theology and missions (MCS and D.Min.) and Pharmacy (Pharm.D.).

Union established the Charles Colson Chair for Faith and Culture, the Stephen Olford Chair of Expository Preaching, the Hammons Chair of Pre-Medical Study and the Baptist Memorial Health Care Chair of Pharmacy Practice.

The University's academic strengths have been recognized by a host of national publications, including First Things, which ranks Union among the top 12 Protestant universities in the country.

Fund Raising Advances

Giving to Union has increased significantly, including more than twenty of the largest financial commitments in the University's history.

The University launched and completed "Building a Future," a comprehensive, \$110 million dollar capital campaign. It was the largest capital campaign in University history.

The highly successful annual Scholarship Banquet was initiated in 1997 and has raised about \$5.5 million for student scholarships.

People-Focused Advances

In 2011, The Chronicle of Higher Education named Union University among its "Great Colleges to Work For." Union was one of only a few schools to score in 11 of 12 possible categories, placing it among the top 42 schools in the nation.

Union has initiated LIFE group programs, student retention programs, student mission involvement and formative programs for freshman students.

Our Statement of Faith

1. **The Scriptures.** The Scriptures of the Old and New Testament were given by inspiration of God, and are the only sufficient, certain and authoritative rule of all saving knowledge, faith, and obedience.
2. **God.** There is but one God, the Maker, Preserver and Ruler of all things, having in and of Himself, all perfections, being infinite in them all; and to Him all creatures owe the highest love, reverence and obedience. He exists eternally in three persons: Father, Son, and Holy Spirit each with distinct personal attributes, but without division of nature, essence or being. God ordains or permits all things that come to pass, and perpetually upholds, directs and governs all creatures and all events; yet so as not to destroy the free will and responsibility of intelligent creatures.
3. **Humankind.** God originally created humankind in His image, and free from sin; but through the temptation of Satan, they transgressed the command of God, and fell from their original righteousness, whereby all humans have inherited a sinful nature that is opposed to God, and are thus under condemnation. As soon as they are capable of moral action, they become actual transgressors.
4. **Jesus Christ.** The second person of the Trinity is the eternal Son of God. In his incarnation Jesus Christ was conceived by the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature, yet without sin. He honored the divine law by His personal obedience, and by His substitutionary death on the cross He made provision for our redemption from sin. He was buried and rose again the third day, and ascended to His Father, at whose right hand He lives to make intercession for His people. He is the only Mediator, the Prophet, Priest and King of the Church, and Sovereign of the universe.
5. **Holy Spirit.** The Holy Spirit is the Spirit of God, fully divine, who exalts Jesus Christ. The Spirit convicts men and women of sin, of righteousness, and judgment, enabling them to understand the truth. He calls men and women to the Savior, and brings about regeneration, which is a renewal of heart and nature.
6. **Salvation.** Salvation involves the redemption of the whole person, and is offered freely to all who believe in Jesus Christ as Lord and Savior; accepting and trusting in Him alone for justification and eternal life. Justification is God's gracious declaration of righteousness of sinners, who believe in Christ, from all sin, through the satisfaction that Christ has made. Believers are also sanctified by God's Word and Spirit dwelling in them. Sanctification is the process of progressing toward moral and spiritual maturity, enabled by the presence and power of the Holy Spirit. Those who are accepted in Christ and sanctified by the Holy Spirit will never totally nor finally fall away from the state of grace, but shall persevere to the end, and be kept by the power of God through faith unto salvation.
7. **The Church.** The Lord Jesus Christ is the Head of the Church, which is composed of all true followers of Christ, and in Him is invested supremely all power for its government. Christians are to associate themselves with local churches; and to each church is given the authority to administer order, to carry out ministry, to worship, and to practice discipline.
8. **Last Things.** The bodies of humans after death return to dust, but their spirits return immediately to God—the righteous to rest with Him; the wicked to be reserved under darkness to the judgment. God in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth. At the last day, the bodies of all the dead, both just and unjust, will be raised. God has appointed a day, when He will judge the world by Jesus Christ, when all people shall receive according to their deeds; the wicked shall go into everlasting punishment; the righteous, into everlasting life.

External Associations

Accredited By

Union University is accredited by the *Southern Association of Colleges and Schools Commission on Colleges* to award associate, baccalaureate, masters, education specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Union University.

Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission's office. The University also has the following discipline-specific accreditation:

- Association to Advance Collegiate Schools of Business*
- Accreditation Council for Pharmacy Education*
- Accrediting Board for Engineering and Technology,*
Engineering Accreditation Commission
- American Chemical Society*
- Commission on Accreditation for Athletic*
Training Education
- Council for Accreditation of Educator Preparation*
- 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*
- Teacher Education Program, Tennessee State*
Department of Education
- Tennessee Health Related Boards*

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
- 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
Admission 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.

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.

Union also has an off-campus site in Hendersonville, Tennessee. The Hendersonville campus is located at the strategic intersection of Indian Lake Blvd. and Maple Drive. The attractive 26,000 sq. ft. multi-purpose facility effectively serves the expanding program offerings in the middle Tennessee area.

An abbreviated description of Jackson campus facilities follows. A more detailed description of each building as well as the services available in each, is presented in the *Campus Life Handbook*, available at www.uu.edu/studentservices/handbook.

Penick Academic Complex

The Penick Academic Complex houses the G.M. Savage Memorial Chapel, Fred DeLay Gymnasium, E.T. "Rocky" Palmer Activities Center, Office of Career Services, W. D. Powell Theatre, Waldrop Administrative Center, Union Station, Information Technology, Emma Waters Summar Library, Hundley Center for Academic Enrichment, and the Warren Jones Academic Suite. The Complex includes the Arts & Sciences departments of Art, Computer Science, Engineering, English, History, Language, Mathematics, Physics, Political Science,

Psychology, and Sociology & Family Studies; the Education & Human Studies department of Physical Education, Wellness & Sport.

The Waldrop Administrative Center contains the offices of the Registrar, Business Services, Office of the Provost, Office of the President, and the Institute for International and Intercultural Studies.

The Emma Waters Summar Library has immediate access to a collection of over 150,000 books, 19,000 e-journals, and 40,000 e-books. Through membership in regional and national cooperatives it has access to the collections of over 41,000 libraries worldwide. It also maintains a safe comfortable environment for both individual and group study.

The Johnnie Tribble Shepard Archives and Genealogical Research Center and R. G. Lee Library are located in the library.

Fesmire Fields and Fieldhouse

The Fesmire Fields provide lighted playing fields for varsity baseball and softball. The Fesmire Field House provides indoor practice and dressing rooms for men and women's soccer, softball and baseball as well as athletic training rooms for sports injuries.

Smith Memorial Soccer Complex

The Smith Memorial Soccer Complex provides two competition fields, bleachers to accommodate 1,000 spectators, a press box, concession stand and rest room facilities.

Blasingame Academic Complex

The McAfee School of Business Administration and the College of Education and Human Studies are located in the Blasingame Academic Complex.

Hammons Hall

Hammons Hall contains the Offices of University Relations, Alumni Relations, Church Relations, University Communications, and University Press, as well as the LifeWay Bookstore.

Jennings Hall

Jennings contains the departments of Communication Arts and Music, and the School of Theology and Missions as well as the R. C. Ryan Center for Biblical Studies and Hartley Recital Hall.

White Hall

White Hall houses the departments of Biology and Chemistry as well as the School of Nursing.

The Edward P. Hammons Center for Scientific Studies is located in White Hall.

Providence Hall

Providence Hall houses the administrative and faculty offices and state of the art classrooms for the School of Pharmacy as well as the simulation labs for the School of Nursing and the Center for Excellence in Health Care Practice.

Luther Hall

Luther Hall provides the conference spaces for Church Relations and Seminary Extension, as well as the Community Music Program.

Center for Continuing and Professional Studies

Located at Emporium Drive, the Center contains the Testing Center for the university in addition to the offices and classrooms for Department of Continuing and Professional Studies.

Residence Halls

Single student housing is arranged in two residence complexes. Student apartments include four private bedrooms and a kitchen. The Heritage Residence Complex and the Ayers Quad primarily house new students/ freshmen. The McAfee Commons building in the Heritage Complex houses the Residence Director and Assistant Residence Director and provides facilities for lounge areas, laundry and recreation. The Grace, Hope, Hurt and Watters Quads house upperclassmen and a limited number of freshmen. The Bowld Student Commons Building houses male and female residence directors for The Quads. The Commons provides additional lounge, recreation, and classroom space.

Graduate and family housing is located in the Warmath Apartments. The complex consists of 20 two-bedroom apartments.

Hyran E. Barefoot Student Union Building

The Barefoot Student Union Building houses the Student Dining Hall, Executive Dining Room, Lexington Inn, Eldon Byrd Faculty Lounge, Barefoots Joe coffeehouse, Harvey Auditorium, University Services and Mail Services, offices for Student Services (Dean of Students, Assistant Dean of Students, Student Government Association, Student Activities Council, Counseling, Student Leadership Development, Residence Life, Health Services, Coordinator of University Activities, and Campus Security), offices of Undergraduate Admissions, Financial Planning, Enrollment Services, Campus Ministries (Missionary-In-Residence), and Prayer Chapel.

Carl Grant Events Center

The Carl Grant Events Center is named in honor of Carl J. Grant to recognize his generosity to and support for Union University. The beautiful state-of-the-art events center was designed to host significant conferences, dinners, banquets, and special events. This magnificent facility also contains the university's Heritage Center, a splendid pictorial presentation of the university, portraying many of the highlights in the university's history from 1823-2007.

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

Fourteen graduate programs currently exist at Union University: the M.B.A., the M.Acc., administered by the McAfee School of Business Administration; the M.A.Ed., the M.U.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; 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 Theology and Missions; and the Pharm.D. administered by the School of Pharmacy.

The Master of Business Administration and the Master of Accountancy degree programs are administered by the M.B.A. Director and the Accountancy Coordinator respectively, and by the Dean, McAfee School of Business Administration. The Master of Arts in Education, the Master of Urban 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 Theology and Missions. The D.Min. is administered by the Dean of the School of Theology and Missions. 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 Theology and Missions 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* at www.uu.edu/student-services/handbook.

Student Conduct

At Union University all members of the University community have a responsibility to the values of the University and to one another. The commitment to these values is expected at any time a student is enrolled, whether or not school is in session. When students are accepted for admission to Union University, the University believes they are capable of conducting themselves in a manner which involves restraint and self-control when such are necessary. Written rules and regulations cannot be provided for every act or condition that may occur in the lives of several thousand students. However, the general policy of conduct at Union University is that students conduct themselves as persons of faith who strive to exemplify the character of Jesus Christ throughout their daily lives.

Union University graduate students are bound by the policies and procedures listed in the *Campus Life Handbook* and the supplemental departmental and/or program handbooks. Where there may be conflicting policies, the policies listed in the *Campus Life Handbook* will take precedent. For more information about University community values or the judicial process at Union University, please refer to the latest version of the *Campus Life Handbook* at www.uu.edu/student-services/handbook.

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 attend as well as participate in other spiritual activities including activities sponsored by the Office of University 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 (governed also by HIPAA)
- 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 Union University campuses must register each vehicle with the Safety & Security Office at the beginning of the semester or within 24 hours of bringing a vehicle to campus. The registration fee for one permit is included in your total tuition package. There is a \$5 charge for each additional permit received within the academic year. The vehicle's license plate number is required for registration of the vehicle.

The Safety & Security Office will issue a free Temporary Permit when an individual has the use of a vehicle for two weeks or less. Handicap permits are available for students or staff who require special consideration for either a temporary or permanent condition. A physician's statement may be required.

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 file an appeal with 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 Dean of Instruction 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 Executive Vice President for Academic Administration (EVPAA) in consultation with the Executive Vice President and Provost and 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. (For pharmacy students, this component is monitored by the Academic and Progression Review Committee of the School of Pharmacy. Continued enrollment eligibility in the School of Pharmacy is deemed to be satisfactory academic progress for financial aid eligibility since the School's standards are more stringent than Federal requirements.)

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 to the EVPAA. The decision of the EVPAA in consultation with the EVP–Provost and 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 (Summer) 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 Summer ceremony, attend Commencement ceremony in August;
- After the Summer 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 a cumulative Union University GPA of ≥ 3.0 (minimum) for M.B.A., M.Ed., and M.A.Ed, M.A.I.S., M.S.N., M.S.W., M.C.S., D.Min.; 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 Summer 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 nine to sixteen week semester is as follows:

1. On or before the fifth day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
2. Days one through five . . . 100% less \$40 per course
3. Days six through ten 75%
4. Days eleven through fifteen. 50%
5. Days sixteen through twenty-five 25%
6. After the twenty-fifth day, there is no refund.

- D. Refund policy for the three week semester is as follows:

1. On or before the first day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
2. Day one 100% less \$40 per course
3. Day two 75%
4. Day three 50%
5. Day four 25%
6. After day four, there is no refund.

- E. Refund policy for the four week terms is as follows:

1. On or before the second day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
2. Day one and two 100% less \$40 per course
3. Day three 75%
4. Day four 50%
5. Days five and six 25%
6. After day six, there is no refund.

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

- F. Refund policy for the five week term is as follows:

1. On or before the second day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
2. Days one and two 100% less \$40 per course
3. Day three 75%
4. Day four 50%
5. Days five and six 25%
6. After day six, there is no refund.

- G. Refund policy for the six week term is as follows:

1. On or before the second day beginning with the official day of registration as indicated on the

University calendar (if withdrawing—100% less \$40 per course matriculation fee)

2. Days one and two 100% less \$40 per course
3. Day three through day four 75%
4. Day five through day six 50%
5. Day seven through day eight 25%
6. After the eighth day, there is no refund.

H. Refund policy for the eight week terms is as follows:

1. On or before the fourth day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
2. Days one through four . . . 100% less \$40 per course
3. Days five through ten 75%
4. Days eleven through fifteen 50%
5. Days sixteen through eighteen 25%
6. After the eighteenth day, there is no refund.

I. Regulations for refunds for all terms are as follows:

1. Students refusing to conform to the community values of the University forfeit all claims for refunds.
2. All refund regulations put the responsibility on the student. He/she saves money and avoids misunderstanding by immediately seeing the Vice President (or Assistant Vice President) for Business and Financial Services.

J. Proration of financial assistance upon withdrawal
Information regarding proration of financial assistance upon withdrawal from all classes or dropping of class(es) may be found below in the Scholarship and Financial Aid section.

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 GradPLUS 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/graduate/howtoapply.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.

Effect 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.

2014–2015 ACADEMIC CALENDAR FOR NON-COHORT PROGRAMS

Fall Semester 2014 (16-week semester, 2014FFA)

August

19, Tuesday Registration—Day Classes and 16-Week Evening Classes Begin
 20–27, Wednesday–Wednesday *Late Registration
 22, Friday Convocation
 27, Wednesday *Last Day to Add a Class

September

1, Monday Labor Day Holiday
 2, Tuesday *Deadline to Drop (Course Does Not Appear on Transcript)

October

6, Monday *Academic Progress Reports Due
 9–10, Thursday–Friday Fall Holiday
 21, Tuesday *Deadline to Drop (Course Appears on Transcript with “DR”)

November

4, Tuesday Campus and Community: A Day of Remembrance and Service
 6, Thursday Priority Registration Begins for Winter and Spring 2015
 21, Friday *Last Day to Withdraw from All Fall Classes
 22–30, Saturday–Sunday Thanksgiving Holidays

December

5, Friday Reading/Review Day
 8–11, Monday–Thursday *Final Examinations
 13, Saturday Graduation

Winter Term 2015 (4-week accelerated semester, 2015FWI)

January

5, Monday Day Registration—Classes Begin
 6, Tuesday Registration Closes for Monday/Thursday Accelerated—Classes Begin
 6, Tuesday Late Registration for Day Classes, Last Day to Add a Class
 9, Friday Deadline to Drop (Course Does Not Appear on Transcript)
 20, Tuesday Deadline to Drop (Course Appears on Transcript with “DR”)
 26, Monday Last Day to Withdraw from All Winter Classes in Progress
 30, Friday Final Examinations

Spring Semester 2015 (16-week semester, 2015FSP)

February

3, Tuesday Residence Complexes Open for New/Returning Students
 4, Wednesday Registration—Day Classes and 16-Week Evening Classes Begin
 5–11, Thursday–Wednesday *Late Registration
 11, Wednesday *Last Day to Add a Class
 18, Wednesday *Deadline to Drop (Course Does Not Appear on Transcript)

March

28, Saturday–Sunday, April 5 Spring Holidays

April

7, Tuesday *Academic Progress Reports Due
 8, Wednesday *Deadline to Drop (Course Appears on Transcript with “DR”)
 16, Thursday *Priority Registration Begins for Summer and Fall 2015
 28, Tuesday Union University Scholarship Symposium

May

1, Friday.....	Last Day to Withdraw from All Spring Classes
11–14, Monday–Thursday	*Final Examinations
16, Saturday	Graduation

Summer Terms, 2015**First Term/June (4-week accelerated semester, 20151S)****June**

1, Monday	Registration—Day and Evening Classes Begin
2, Tuesday.....	Late Registration; Last Day to Add a Class
4, Thursday	Deadline to Drop (Course Does Not Appear on Transcript)
9, Tuesday.....	Deadline to Drop (Course Appears on Transcript with “DR”)
15, Monday	Class Holiday for June Term & New Student Registration
23, Tuesday.....	Last Day to Withdraw from All Term I Classes
26, Friday.....	Final Examinations

Second Term/July (4-week accelerated semester, 20152S)**June**

29, Monday	Registration—Day and Evening Classes Begin
30, Tuesday.....	Late Registration; Last Day to Add a Class

July

2, Thursday	Deadline to Drop (Course Does Not Appear on Transcript)
3, Friday.....	Independence Day Holiday
13, Monday	Deadline to Drop (Course Appears on Transcript with “DR”)
21, Tuesday.....	Last Day to Withdraw from all Term II Classes
24, Friday.....	Final Examinations
25, Saturday	Adult Studies and Graduate Studies Summer Graduation

Third Term/August (3-week accelerated semester, 20153S)**July**

27, Monday	Registration, Classes Begin and Last Day to Add
29, Wednesday	Deadline to Drop (Course Does Not Appear on Transcript)

August

6, Thursday	Deadline to Drop (Course Appears on Transcript with “DR”)
12, Wednesday	Last Day to Withdraw from Term III Classes
14, Friday.....	Final Examinations

Extended Term/June – July (8-week accelerated semester, 2015XS)

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 Residence Life.

% Excludes accelerated and cohort classes already completed.

Accelerated 8-Week Calendars

Full Semester Courses will follow the same academic calendar as regular day courses shown above.
Graduate and non-traditional faculty, staff, and students may follow program specific calendars.

Fall Semester 2014 Accelerated Courses**August 8-Week Accelerated Semester, 2014 (2014AFA)****August**

18, Monday.....	Registration Closes for Monday Accelerated/Classes Begin
19, Tuesday.....	Registration Closes for Tuesday Accelerated/Classes Begin

21, Thursday.....Registration Closes for Thursday Accelerated/Classes Begin
 22, Friday.....Registration Closes for Saturday Accelerated
 23, Saturday Saturday Accelerated Classes Begin
 25, Monday Deadline to Drop (Course Does Not Appear on Transcript)

September

1, Monday Labor Day Holiday
 3, Wednesday Additional Monday Evening August Accelerated
 10, Wednesday Additional Thursday Evening August Accelerated
 11, Thursday Deadline to Drop (Course Appears on Transcript with “DR”)
 25, Thursday Last Day to Withdraw from August Accelerated Class with Academic Record

October

2–7, Thursday–Tuesday..... Final Exams for August Accelerated Classes

October 8-Week Accelerated Semester, 2014 (2014OFA)

October

13, Monday Registration Closes for Monday Accelerated/Classes Begin
 14, Tuesday.....Registration Closes for Tuesday Accelerated/Classes Begin
 16, ThursdayRegistration Closes for Thursday Accelerated /Classes Begin
 17, Friday.....Registration Closes for Saturday Accelerated Classes
 18, Saturday Saturday Accelerated Classes Begin
 20, Monday Deadline to Drop (Course Does Not Appear on Transcript)

November

6, Thursday.....Priority Registration Begins for Winter and Spring 2014
 10, Monday Deadline to Drop (Course Appears on Transcript with “DR”)
 21, Friday..... Last Day to Withdraw from October Accelerated Classes
 22–30, Saturday–Sunday Thanksgiving Holidays

December

8–11, Monday–Thursday Final Exams for October Accelerated Classes
 13, Saturday Graduation

Winter Term, 2015 (4-week Accelerated Semester, 2015FWI)

January

2, Friday.....Registration for Saturday Classes Closes
 3, Saturday Saturday Classes Begin
 5, Monday Evening Classes Begin/Registration Closes with the 1st Meeting of Each Class
 9, Friday..... Deadline to Drop (Course Does Not Appear on Transcript)
 20, Tuesday..... Deadline to Drop (Course Appears on Transcript with “DR”)
 24–29, Saturday–Thursday Final Exams for Winter Accelerated Classes
 26, Monday Last Day to Withdraw from Winter Accelerated Classes

Special Projects Winter Term, 2015 (11-week Semester for approved projects, 2015CWI)

November 6 Registration Closes and Winter Special Projects Classes May Begin
 Between December 26 and January 31 When applicable, Class Tour or Study Abroad occurs as announced
 January 30 Deadline for Project completion

Spring Semester, 2015 Accelerated Courses

February Accelerated 8-Week Semester, 2015 (2015BSP)

January

30, Friday.....Registration Closes for Saturday Accelerated Classes
 31, Saturday Saturday Accelerated Classes Begin

February

2, Monday Registration Closes for Monday Accelerated/Classes Begin
 3, Tuesday.....Registration Closes for Tuesday Accelerated/Classes Begin
 5, ThursdayRegistration Closes for Thursday Accelerated/Classes Begin

9, Monday Deadline to Drop (Course Does Not Appear on Transcript)
 18, Wednesday Additional Class for Monday Accelerated Classes
 23, Monday Deadline to Drop (Course Appears on Transcript with “DR”)
 25, Wednesday Additional Class for Tuesday Accelerated Classes

March

4, Wednesday Additional Class for Thursday Accelerated Classes
 6, Friday..... Last Day to Withdraw from February Accelerated Classes
 14–19, Saturday–Thursday Final Exams for February Accelerated Session

April 8-Week Accelerated Semester, 2015 (2015ASP)

March

21, Saturday Saturday Accelerated Classes Begin
 23, Monday Registration Closes for Monday Accelerated/Classes Begin
 24, Tuesday..... Registration Closes for Tuesday Accelerated/ Classes Begin
 25, Wednesday Additional Class for Monday Accelerated Classes
 26, Thursday Registration Closes for Thursday Accelerated/Classes Begin
 27, Friday..... Last Day to Register for a Saturday Class

April

6, Monday Deadline to Drop (Course Does Not Appear on Transcript)
 8, Wednesday Additional Class for Tuesday Accelerated Classes
 9, Thursday Priority Registration Begins for Summer and Fall, 2015
 15, Wednesday Additional Class for Thursday Accelerated Classes
 20, Monday Deadline to Drop (Course Appears on Transcript with “DR”)

May

1, Friday..... Last Day to Withdraw from April Accelerated Classes
 9–14, Saturday–Thursday Final Exams
 16, Saturday Graduation

Extended Summer 8-Week Accelerated Semester, 2015 (2015XS)

(see above for 4-Week Summer Terms, June Term and July Term)

June

1, Monday Registration Closes for Monday Accelerated/Classes Begin
 2, Tuesday..... Registration Closes for Tuesday Accelerated/Classes Begin
 4, Thursday Registration Closes for Thursday Accelerated/Classes Begin
 5, Friday..... Registration Closes for Saturday Accelerated Classes
 6, Saturday Saturday Accelerated Classes Begin
 8, Monday Deadline to Drop (Course Does Not Appear on Transcript)
 24, Wednesday Deadline to Drop (Course Appears on Transcript with “DR”)

July

3, Friday..... Independence Day Holiday
 13, Monday Last Day to Withdraw from Summer Extended Classes
 18–23, Saturday–Thursday Final Examinations
 25, Saturday Summer Graduation (Graduate and non-traditional adult programs only)

Special Projects Summer Term, 2015 (11-week Semester for approved projects, 2015CS)

April 16..... Registration Closes and Special Projects Classes May Begin
 Between May 18 and July 8. When applicable, Class Tour or Study Abroad occurs as announced
 July 9 Deadline for Project completion

MASTER OF BUSINESS ADMINISTRATION

MCAFEE SCHOOL OF BUSINESS ADMINISTRATION

Available on the Jackson and Germantown Campuses and Online

The MBA Academic Program

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

Program Emphasis

There are twelve courses in the Union MBA curriculum. These courses are 3 semester hours of graduate credit each. 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. Courses are 8 weeks in duration. The entire 36-semester hour MBA program is completed in 24 months.

Two options are available for completion of the MBA, 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 MBA 635. If accepted, the student would take MBA 690, Thesis, at least 3 times in lieu of either MBA 630 or the 3-hour elective. The specific course substitution is at the discretion of the MBA Director. Students accepted into MBA 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 MBA 690 continuously until the project is successfully completed.

The strength of the Union MBA 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 MBA 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.

Delivery Options

Cohort Model – This model emphasizes teamwork, cooperation, and the collaboration between students. Only one course is taken at a time, and each cohort progresses through the program together. The MBA is completed over a period of 24 months.

13/14 Model – This model is an accelerated design that allows students to complete the MBA in 13 months on the Jackson Campus and 14 months on the Germantown Campus. Students enrolled in this model have their own unique calendar which requires them to be enrolled in two courses at a time in order to complete the MBA within the 13/14 month time period. Students will be in classes with students in the cohort model.

Online Model – This model allows students to complete the MBA in a fully-online setting. The online model consists of the same courses and coverage as the ground-based models.

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 MBA Program. Students will follow the curriculum as outlined below under Graduation Requirements to include the 24-hour MBA core. The remaining 12 hours of MBA 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.

Dual Degrees may be obtained within the McAfee School of Business Administration between the MBA and the Master of Accountancy. Twelve (12) hours earned in the MBA program may be counted for the required MBA classes in the Master of Accountancy. Students would additionally be required to complete the 18 hour accounting component in order to earn the Master of Accountancy. Students must be admitted and enrolled concurrently in both the MBA and Master of Accountancy programs.

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 MBA 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) or the Graduate Record Examination (GRE). The GMAT or GRE may be waived for a student who holds a graduate degree earned from a regionally accredited college or university at the discretion of the MBA 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 MBA program. These courses are PMBA 500, 502, 503, and 504. The prerequisite courses may be waived with the completion of equivalent undergraduate or graduate course work.
5. Immunization Record

Conditional Admission Requirements

Applicants who do not meet the regular admission requirements to the MBA program may be admitted conditionally at the discretion of the MBA Director and the Graduate Business Admissions Committee. Students seeking conditional admission must apply in writing to the MBA Director for consideration. Students who are conditionally admitted must attain regular admission within 6 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 MBA degree is nine.

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/admissions/financialinfo/facts/

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

Academic Suspension

A student enrolled in the MBA program will be suspended from the program upon earning three grades of “C” or below. While suspended from the MBA program, the study may, in an effort to remove these grades, repeat those courses in which a “C” or below has been received.

Graduation Requirements

1. Completion of thirty-six hours to include MBA 648, 610, 653, 613, 625, 620, 628, 642 and one of the following tracks:
 - A. MBA non-thesis Track—12 hours
 1. MBA 601
 2. MBA 621
 3. MBA 630
 4. MBA 635
 5. Choose one of: MBA 615, 622, 640, 643
 - B. MBA Thesis Track—12 hours
 1. MBA 601
 2. MBA 690 (3 hours) in lieu of either MBA 630 or the 3-hour elective with Program Director approval
 3. Balance of MBA non-Thesis track
 - C. DNP/MBA Dual Track-12 hours
 1. NUR 710
 2. NUR 715
 3. NUR 725
 4. NUR 730
 - D. Pharm.D./MBA Dual Track—12 hours
 1. PHRM 700
 2. PHRM 743
 3. PHRM 744
 4. PHRM 765
 5. PHRM 772
 6. PHRM Elective/Public Health
2. A minimum grade point average of 3.0 for the required course of study.
3. PMBA courses do not apply to the MBA.
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 \$530 per semester credit hour.

The following are non-refundable fees:

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

Financial Assistance

Students enrolled in the MBA 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.

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.

504. Fundamentals of Microeconomics (3)

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

Course Descriptions: Master in Business Administration (MBA)

601. MBA Orientation (0)

An orientation to the activities and experiences of graduate study in business at Union University, including adjustment to academic development and spiritual growth.

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.

613. Analytical Managerial Accounting (3)

The use of accounting information by an organization's investors, creditors and managers from a financial and managerial perspective. The course develops financial analysis skills useful in business decision-making, the ability to analyze accounting information useful for monitoring efficiency, quality, and timeliness, determine appropriate prices and costing of products and services, and the development of operation budgets.

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.

622. Social Issues in Management (3)

An examination of how business impacts societal stakeholders and vice versa. Both the normative (ethical) and strategic implications for business will be explored.

625. Managerial Finance (3)

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

628. Strategic Marketing (3)

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

630. Management Information Systems (3)

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

635. Business Research Methods (3)

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

640. International Business (3)

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

642. 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.

643. Strategic Negotiation and Conflict Resolution (3)

An analysis of negotiation strategies and tactics in a variety of business environments to include selling situations, intra-organizational conflict, channel partnerships, and union negotiations. Emphasis on collaborative and bargaining styles of negotiating. Seminar-style course with bargaining simulations throughout the course. Marketing and management strategy explored through simulations and exercises and recent literature.

648. Organizational Behavior (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.

684. Internship (1-4)

MASTER OF ACCOUNTANCY

MCAFFEE SCHOOL OF BUSINESS ADMINISTRATION

Available on the Jackson Campus

The MAcc Academic Program

The Master of Accountancy (MAcc) degree provides advanced study in accounting for individuals interested in careers in the accounting field.

Program Emphasis

There are ten courses in the Union MAcc curriculum. These courses are 3 semester hours of graduate credit each. Six of these courses are accounting courses. The remaining four courses are MBA courses. The accounting courses are scheduled during the day according to the traditional schedule. The MBA courses can be completed at night or online. The entire 30-semester hour MAcc program can be completed in one year.

The strength of the Union MAcc program is the qualified faculty that serve our student body. Union's business faculty combine practical work experience with strong academic backgrounds. This dual emphasis on practicum and education provides a rich and relevant classroom experience for our MAcc students. Faculty pursue innovative teaching concepts while continuing to conduct and publishes accounting and business-related research.

Expected Outcomes

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

1. Advanced knowledge in the functional areas of accounting.
2. Ability to utilize research skills in accounting.
3. Effective communication skills both written and oral.
4. Critical thinking and decision-making skills, as supported by the appropriate analysis of advanced accounting problems.
5. Ability to demonstrate and make personal and business decisions based on values informed by the Christian worldview.

Dual-Degree Program

A dual degree program is offered between the MBA and the Master of Accountancy. The Master of Accountancy requires twelve hours from the MBA program. Students in either the MBA or the Master of Accountancy programs may elect to be dually enrolled in both programs. Dual enrollment will allow students to earn both degrees while counting 12 hours of MBA coursework toward both degrees.

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 MAcc 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) or the Graduate Record Examination (GRE). The GMAT or GRE may be waived for a student who holds a graduate degree earned from a regionally accredited college or university at the discretion of the MAcc 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 MAcc program. These courses are ACC 311, 313, 314, 315, 350, and 413. The prerequisite courses may be waived with the completion of equivalent undergraduate or graduate course work.
5. Immunization Record

Five-Year Program

Undergraduate Accounting majors may apply to the MAcc program during the latter half of their junior year. All regular admission requirements must be met except the requirement to possess a bachelor's degree. After admission to the program, undergraduate students may take 500-level courses that are required in the MAcc while completing the B.S.B.A. The 500-level courses are treated as regular undergraduate courses for both tuition and financial aid purposes. 500-level courses taken after graduation from the bachelor's degree are charged at the normal MBA graduate rate. Students will not be required to complete the MAcc before receiving the B.S.B.A.

Conditional Admission Requirements

Applicants who do not meet the regular admission requirements to the MAcc program may be admitted conditionally at the discretion of the MAcc Director and the Graduate Business Admissions Committee. Students seeking conditional admission must apply in writing to the MAcc Director for consideration. Students who are conditionally admitted must attain regular admission within 6 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 MAcc degree is nine.

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

Academic Suspension

A student enrolled in the MAcc program will be suspended from the program upon earning three grades of "C" or below. While suspended from the MAcc program, the student may, in an effort to remove these grades, repeat those courses in which a "C" or below has been received.

Graduation Requirements

A. Completion of 30 hours to include:

1. ACC 515, 516, 570, 619, 624
2. One of the following: ACC 612, 625, 650, 675, 684
3. Four of the following: MBA 610, 620, 628, 630, 635, 640, 642, 643, 648 (see MBA program for course descriptions)

B. A minimum grade point average of 3.0 for the required course of study.

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/admissions/financialinfo/facts/
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 \$530 per semester credit hour.

The following are non-refundable fees:

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

Financial Assistance

Students enrolled in the MAcc 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 of 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 Accountancy (PMACC)

311. Cost Accounting (3)

Prerequisite: ACC 212.

A study of methods of accounting for materials, labor, and factory overhead in job order and process cost systems.

313. Intermediate Accounting I (3)

Prerequisite: ACC 212.

Intensive review of the accounting process and financial statements with emphasis on the asset section of the balance sheet.

314. Intermediate Accounting II (3)

Prerequisite: ACC 313.

Corporation formation and changes in the equity structure after formation. Topics include long-term investments, bonds, earnings per share, and income recognition.

315. Taxation of Individuals (3)

Prerequisite: ACC 212.

The Internal Revenue Code as it affects individual income tax returns.

350. Accounting Information Systems (3)

Prerequisite: ACC 212 and CSC 105.

Principles and problems of accounting system design and implementation. Organization for accounting control, internal control procedures, and internal reports. Attention given to computerized accounting systems and to traditional information flows.

423. Auditing and Assurance Services (3) F

Prerequisites: ACC 314 and 350.

An examination of ethics in accounting practice, general standards and procedures for a contemporary audit, audit programs, and work papers.

Course Descriptions: Master of Accountancy (MACC)

515. Advanced Accounting Theory (3) F

Prerequisite: ACC 314

This course is a study of the Financial Accounting Standards Board pronouncements for general accounting use. Emphasis is given to the interpretation of pronouncements and applications in problem-solving settings as applied to advanced topics in financial accounting.

516. Advanced Information Systems (3) F

Prerequisite: ACC 350

This course explores systems planning, acquisition, delivery, and monitoring from a risk and control perspective while analyzing systems as processors of data for financial reporting and control of economic organizations.

570. Advanced Financial Accounting (3) S

Prerequisite: ACC 314

Accounting practices and theories for business combinations and partnerships.

612. Advanced Managerial Accounting (3) W

Prerequisite: ACC 311

This course focuses on effective managerial accounting tools to be used for decision making in business analysis including strategic position analysis and value chain analysis.

619. Taxation of Corporation and Pass-Through Entities (3) S

Prerequisite: ACC 315

This course focuses on the taxation of corporations and pass-through entities including partnerships, S corporations, and estates and trusts.

624. Internal Auditing (3) F

Prerequisite: ACC 423

This seminar examines internal auditing concepts and proper internal controls for financial reporting and business operations along with compliance with applicable laws, regulations, and policies.

625. Fraud Examination (3) W

An in-depth look at fraud detection, prevention, investigation, management and resolution.

650. Governmental and Not-For-Profit Accounting (3) W

Prerequisite: ACC 314

Operation of the accounting structure and financial reporting for governmental and not-for-profit entities to include colleges and universities, medical care facilities, and social service agencies.

675. Accounting Research (3) As Needed

Prerequisite: ACC 314

This course is designed to introduce students to empirical thinking, empirical methods, and empirical writing in accounting.

684. Accounting Internship (3) F, W, S, Su

Selected students are assigned to obtain supervised practical work experience in many area accounting firms, banks, corporations, and various non-profit organizations.

SCHOOL OF EDUCATION

COLLEGE OF EDUCATION AND HUMAN STUDIES

Degrees Offered

Available on the Jackson, Germantown, and Hendersonville

Campuses

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

Available at the Germantown Campus/MTR

- Master of Urban Education

Available fully online

- Master of Education (Teaching & Learning only)
- Education Specialist (Leadership in School Reform only)
- Doctor of Education (Leadership in School Reform only)

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 Educator Preparation Program: *A teacher-student dynamic of sensitivity, reflection, and faith.*

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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 master's level (M.Ed.), the specialist level (Ed.S.), or at the doctoral level (Ed.D.).

MASTER OF ARTS IN EDUCATION

SCHOOL OF EDUCATION

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. Director interview.

5. 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.
6. Writing sample scheduled by the Office of Graduate Studies in Education.
7. 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 be fully admitted 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.
3. Any student seeking initial teacher licensure must submit a Praxis II score in their intended endorsement area before beginning coursework. A Praxis Tutorial will be offered to those students who have not already passed the test.

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. 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 be fully admitted to the Master of Arts in Education Degree Program.

Conditional admission is not available for applicants to the M.A.Ed. Intensive Option.

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

Three options are available for completion of the M.A.Ed. Degree, a thesis option requiring a minimum of 33 semester hours of graduate credit, a non-thesis option requiring a minimum of 39 semester hours of graduate credit, and an intensive one-year option for teacher licensure requiring 33 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, Germantown, and Hendersonville campuses. The M.A.Ed. with teacher licensure is available on the Jackson Campus in all endorsement areas offered by Union University (see The Educator Preparation Program). The M.A.Ed. with teacher licensure on the Germantown and Hendersonville campuses is restricted to applicants seeking secondary school licensure.

Option One: M.A.Ed. Thesis Program

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 671
 - 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

Option Two: M.A.Ed. Non-Thesis Program

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 671
 - 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 a transitional 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

* 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 (thesis and non-thesis options only) 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 (Thesis and Non-Thesis Options Only)

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.

Option Three: M.A.Ed. Intensive Licensure Program

Program Purpose

The contemporary design of this program is future-directed as it reflects new ideas in teacher preparation, which include the Mentorship model, Student Teaching, and other clinical experiences, an emphasis on diversity, and balanced pedagogical responses to standards-based schooling. It encourages academic excellence in teaching and learning at the graduate initial licensure level as well as an emphasis and integration in Christ-centered values in all courses.

Program Goals

- To provide a quality, effective one-year track for initial teacher licensure at the master's level
- To develop effective teachers who synergize the roles of scholar, practitioner, and relater
- To connect pedagogical theory and practice
- To prepare teachers as leaders of learning and change
- To facilitate and model teaching guided and informed by Union University's core values

Program Description

This new track allows a third option for candidates who want an intensive one-year program for licensure. A minimum of 33 semester hours of approved graduate work is required for completion of the Intensive option of the M.A.Ed. degree. This option is designed along two possible tracks:

1. Serve as a licensure practitioner or student teaching degree for 4+1 candidates at Union: Candidates complete an academic content major and a Human Studies minor consisting of psychology and pedagogy courses. If admitted, students are eligible to complete the M.A.Ed. after they graduate with the baccalaureate degree.

2. Serve as a licensure practitioner or student teaching degree for post-baccalaureate candidates from other regionally accredited institutions: Candidates who come to Union with a bachelor's degree in an academic content major from another regionally accredited institution may apply for admission to the Intensive M.A.Ed. The Practitioner Candidate is a person employed by a school district as a teacher of record and who is serving on a Tennessee practitioner's license. No transfer hours are accepted in this 33-semester hour program.

Schedule and Admission

The M.A.Ed. Intensive Licensure Program is offered as another track in the Master of Arts in Education degree, serving as a one-year, intensive practitioner or student teaching program of teacher preparation beginning in August and ending the following July. The option will be available in January for new candidates to begin a similar sequence of the courses in this program, in order to accommodate the needs of fledgling teachers and school systems. These candidates that begin in January can graduate the following December.

All candidates to be admitted to this M.A.Ed. program must pass a content knowledge Praxis exam and successfully complete a writing sample. All candidates are interviewed by the program director, who brings her/his recommendation to the Graduate Admissions Committee. Given the intensive nature of the program, "conditional admission" status is not available; students must have a cumulative undergraduate GPA of 3.0.

Students will be placed either on the practitioner track or student teaching path. Evenings and Saturdays are used for courses concurrent with the teaching role or student teaching. Practitioner candidates are paired with selected mentors for the school year beginning in August (or in January). Each practitioner candidate will

be assigned, in cooperation with a local school system, a mentor teacher in August (or in January). Each student teacher candidate will be assigned a cooperating teacher in the spring semester (or in the fall semester). Additionally, the university will assign a coach or university supervisor for each candidate.

Curriculum for M.A.Ed. Intensive Program (33 semester hours)

Courses are offered in a combination of weeknights and Saturdays during each semester, with no more than two courses overlapping. Note: The latest in instructional technology is integrated into the curriculum. Also, students are required to attend and participate in a series of school technology special seminars as scheduled during the year.

Secondary Education: Grades 6-12
 Fall Semester
 EDU 505 Classroom Leadership (3)

EDU 626 Teaching Reading in the Content Areas (3)
 EDU 543 Intensive Studies in Secondary Content Areas (2)
 EDU 535 Portfolio Submission (0)
 EDU 531 Practitioner's Mentorship I (4)

Winter Term

EDU 671 Standards, Strategies, and Students (3)

Spring Semester

EDU 614 Learning Theories and Styles (3)
 EDU 530 Secondary School Methods (3)
 EDU 532 Practitioner's Mentorship II (4)
 or EDU 578 Student Teaching Secondary (8)

Summer Term

EDU 676 Capstone Seminar (2)
 EDU 502 Transformational Teaching (3)
 EDU 503 Learning in Diverse Classrooms (3)

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.....	\$470/semester hour
Non-degree-seeking post-baccalaureate students.....	\$470/semester hour
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	
Portfolio Fee (when applicable)	\$150
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 for post-baccalaureate students admitted to state-approved Educator Preparation Programs at a Tennessee institution of higher education who pledge to teach at the public preschool, elementary, or secondary level in Tennessee one year for each year the award is received. Contact the 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 compete 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. 2014-2015

Dates may vary slightly. Separate course schedules for each program are available. Please see also the 2014-2015 Academic Calendar for non-cohort Programs. See <http://www.uu.edu/academics/graduate/maed/> for additional information.

Fall Semester 2014

Session I*

August 1M.A.Ed. Registration Deadline for Fall 2014
August 18.....M.A.Ed. Classes Begin

Session II

October 14.....M.A.Ed. Classes Begin
December 5.....
M.A.Ed. Registration Deadline for Winter/Spring 2015
December 13..... Fall Commencement

Winter Semester 2015*

January 5.....M.A.Ed. Classes Begin

Spring Semester 2015

Session I*

February 2.....M.A.Ed. Classes Begin

Session II

March 23.....M.A.Ed. Classes Begin
May 1.....
.....M.A.Ed. Registration Deadline for Summer 2015
May 16.....Spring Commencement

Summer Semester 2015

April 23.....Deadline for Returning Application for
..... Summer Graduation
July 25.....Summer Commencement

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

Course Descriptions

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)

502. Transformational Teaching (3) Su

This course focuses on the conception of what teaching is and can be, on meeting the challenge of engaging all students. Educational psychology, philosophy, and pedagogy as foundational concepts in the discipline of education are explored, including their interrelationship. The synergistic roles of scholar, practitioner, and relater are studied in the context of school culture and transformational teaching; and, the synergism of academic, social, and spiritual goals in education are explored with emphasis on improved student learning.

503. Learning in Diverse Classrooms (3) Su

A study of how learning occurs in classrooms with diverse differences and exceptionalities. Theoretical models and experimental results will be examined in applied contexts.

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.

505. Classroom Leadership (3) F

This course focuses on teachers as classroom leaders with research-based applications for structuring classroom environments where high levels of engagement and learning occur. Topics include interpersonal relationships and management, classroom organization, effective instruction, leadership principles and practice, and problem-solving techniques.

506. Teaching Mathematics (3) F

This course provides an exploration of the content, materials, and methods of K-8 mathematics. Students will reflect on their own personal experiences in mathematics classrooms as they are challenged to explore a teaching methodology that emphasizes the importance of using models and clarifying language to teach mathematics. Additionally, students will be encouraged to reflect upon best practices of teaching mathematics while maintaining a sensitivity to individual differences found in a classroom environment.

507. Teaching Language Arts (2) S

This course includes the design and implementation of the language arts (listening, speaking, reading, writing) for effective instruction in K-8 classroom settings with emphasis on research-based practice.

508. Teaching Reading (3) F

A study of the design and implementation of instruction of reading with clinically-based emphasis. Current research and practice are used to investigate common reading problems, assessment methods, and remediation techniques.

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.

515. Comprehending Text (1) S

A literacy course designed to assist teachers in using textbooks effectively in the learning process. Topics include free reading, reading, and post-reading strategies.

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.

531. Practitioner's Mentorship I (4+4) F, S

The Practitioner teacher hired by the school system fulfills the role of the lead teacher in collaboration with an assigned Mentor teacher in the school, supervised by a university Coach for the full school year in a K-8 or 7-12 placement. Coaches observe Practitioners in a variety of settings and with Mentors form a triarchic assessment/collaborative model. Mentors are assigned in partnership with local schools. Enrollment is for two semesters for 4 hours each. Graded Pass/Fail.

532. Practitioner's Mentorship I (4+4) F, S

The Practitioner teacher hired by the school system fulfills the role of the lead teacher in collaboration with an assigned Mentor teacher in the school, supervised by a university Coach for the full school year in a K-8 or 7-12 placement. Coaches observe Practitioners in a variety of settings and with Mentors form a triarchic assessment/collaborative model. Mentors are assigned in partnership with local schools. Enrollment is for two semesters for 4 hours each. Graded Pass/Fail.

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.

543. Intensive Studies in Secondary Content Areas (2) S

Designed to complement EDU 530, this course will enhance and deepen the respective content areas of secondary school teachers by combining best practices in teaching in teaching students with an emphasis on standards-based subject matter. Education professors will collaborate with Mentor teachers from the schools to ensure a more intensive study of the student's content area. The most recent technology advancements utilized to enhance student achievement in each content area with emphasis on the many facets of the computer as a teaching tool will also be explored.

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.

577. Student Teaching Elementary (8) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A 15-week semester of supervised student teaching at levels prescribed by the Tennessee Department of Education in Grades K-8. Students will teach full-days and participate in regular, clinically-based seminars.

578. Student Teaching Secondary (8) F, S

Prerequisite: Admission to Student Teaching. Pass/Fail.

A 15-week semester of supervised student teaching at levels prescribed by the Tennessee Department of Education in Grades 7-8 and 9-12. Students will teach full-days and participate in regular, clinically-based seminars.

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.

6231. Mentoring Seminar II (2)

As a continuation from Seminar I university mentors meet with transitional 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.

671. Standards, Strategies and Students (3)

Standards-based instruction is a process for planning, delivering, monitoring, and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. This course is designed to help teachers optimize students' learning through using standards as a basis for lesson and assessment design in order to foster maximum student engagement and achievement.

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. Graded Pass/Fail.

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 (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.

MASTER OF URBAN EDUCATION

SCHOOL OF EDUCATION

Available at the Germantown Campus, Memphis Residency Center

Program Purpose

The purpose of the Master of Urban Education (M.U.Ed.) is to provide relevant preparation for urban educators seeking a diversity of knowledge, skills, and dispositions for post-baccalaureate student and initial Tennessee teacher licensure. Specifically, the M.U.Ed. curriculum is designed to prepare and support outstanding teachers called to transform the lives of urban students. The university's Core Values of Christ-Centered, Excellence-Driven, People-Focused, and Future Directed are integrated through rigorous coursework, clinical experience, service-learning, modeling from mentor teachers, and committed university coaches to educate the whole urban student. Through this comprehensive residency program, the university will explore and implement a curriculum with the latest urban research, pedagogy, and technology to prepare outstanding teachers for the urban schools.

Objectives of the Program

Students in the Master of Urban Education will:

1. Enhance their knowledge, skills, and dispositions relating to the major issues facing today's practitioners in urban education.
2. Apply research skills to current urban education problems.
3. Experience a residency-immersion teacher preparation experience
4. Be prepared as individuals in knowledge and pedagogy to become licensed teachers.
5. Be encouraged in their Christian Commitment and service to society.
6. Have developed the knowledge and competence to meet the goals of Union University's CAEP accredited Educator Preparation Program (see Teacher Licensure section of the Catalogue).

Such goals include learning theory applications, diversity of learning needs, academic competence in the licensure area as well as a broad-based liberal arts education, technology and pedagogical skills, assessment skills, and social-motivational skills.

Assessment of Outcomes

The M.U.Ed. utilizes the following means of assessment for the seven outcomes listed above. The number of each outcome is listed in parentheses beside each means of assessment:

- Coursework and teacher-devised assessments (1-6)
- Course evaluations (1,2,5,6)
- Synthesis work in Capstone Seminar and Internship Seminar (1-6)
- Clinical experience including internship (1-6)
- Teacher Education Portfolio that includes key assessments of lesson and unit planning as well as teacher work samples that address Tennessee Professional Education Standards (1,2,3,4,6)
- Satisfactory score on Praxis II Specialty Area (1,4,6)
- Program questionnaire which is designed to relate to program outcomes as completed by graduates (1-6)

The Cohort Approach and Calendar

The M.U.Ed. is a selective, cohort-delivered program that integrates graduate work with an internship as preparation for teaching in an urban setting as part of an intensive one-year residency program. The curriculum for the degree consists of courses totaling 30 semester hours, with no transfer credit or electives permitted. The cohort begins the year of study in the Summer and culminates with Summer graduation the following year. Residents graduate with the M.U.Ed., initial teaching licensure, and one year of teaching experience credit in Tennessee.

Admission Information

The M.U.Ed. is a highly selective program that attempts to utilize academic criteria to enable admission of the best candidates as Residents. Applicants desiring to enter this program should submit the following to the Office of Graduate Studies in Education:

1. Completed Graduate Studies in Education Application.
2. Official transcript(s) showing all coursework, completion of the baccalaureate degree(s), all graduate credit previously attempted from regionally accredited institutions, and cumulative GPA of at least 2.75. Those falling below this minimum can opt for Conditional Admission status by successfully completing a Writing Sample.
3. Completed “Certificate of Immunization.”
4. Proof of having acquired at least the Tennessee minimum score on the Praxis II content knowledge or specialty area test for the intended endorsement.
5. Application to the Educator Preparation Program.

The Master of Urban Education degree program shares a commitment to the Union University Core Values of “Christ-Centered, Excellence-Driven, People-Focused, and Future-Directed,” to the Conceptual Framework of Union’s Educator Preparation Program: “a teacher-student dynamic of sensitivity, reflection, and faith,” and to candidate dispositions with the Memphis Teacher Residency program. To be selected and admitted, candidates are screened and interviewed on “Selection Weekends” through a series of case studies, role playing, discussion, and reflective activities conducted by the university and school practitioners.

In this competitively selective program, candidates must display a commitment to:

- Personal Responsibility and Ownership
- Service
- High Expectations
- Effective Communication
- Life-long Learning
- Cultural Competence (including Informed Empathy)
- Integrity and Humility
- Relationships, Collaboration, and Motivation
- Strategic Thinking
- Diligence

Graduation Requirements

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

1. Successfully complete the thirty semester hours required of the program as defined for either the Secondary Concentration or the Elementary Concentration.

2. Demonstrate a minimum GPA of 3.0 cumulative for the program.
3. Successfully complete the Resident Internships as well as the Capstone Seminar.

Curriculum Calendar for M.U.Ed./ Secondary Concentration (Licensure Grades 7-12)

Summer (June –July)

EDU 618 Cultural Foundations of Education (3)
EDU 566 Twenty-First Century Classroom Leadership (4)
EDU 535 Portfolio Submission (non-credit/Pass-Fail)
EDU 570 Summer School Clinicals (non-credit/Pass-Fail)
SE 625 Learning & Behavioral Characteristics of Persons with Exceptionalities (3)

Fall (August –December)

EDU 626 Reading in the Content Area (3)
EDU 530 Secondary School Methods (3)
EDU 6421 Intensive Studies in the Content Area (3)
EDU 667 Resident Internship in the Secondary School (3)
EDU 614 Learning Theories and Styles (3)

Spring (January – May)

EDU 676 Capstone Seminar: Curriculum Issues in Urban Settings (2)
EDU 667 Resident Internship in the Secondary School (3)

Curriculum Calendar for M.U.Ed./ Elementary Concentration (Licensure Grades K-6)

Summer (June –July)

EDU 618 Cultural Foundations of Education (3)
EDU 566 Twenty-First Century Classroom Leadership (4)
EDU 535 Portfolio Submission (non-credit/Pass-Fail)
EDU 570 Summer School Clinicals (non-credit/Pass-Fail)
SE 625 Learning & Behavioral Characteristics of Persons with Exceptionalities (3)

Fall (August–December)

EDU 6311 Teaching Reading and Language Arts in Elementary School (5)
EDU 632 Teaching Social Studies and Science in Elementary School (3)
EDU 6351 Teaching Mathematics in Elementary School (4)
EDU 668 Resident Internship in the Elementary School (3)

Spring (January–May)

EDU 676 Capstone Seminar: Curriculum Issues in Urban Settings (2)
EDU 668 Resident Internship in the Elementary School (3)

Course Descriptions: Education (EDU)

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.

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.

566. Twenty-first Century Classroom Leadership (4)

Teachers as leaders of learning and change based on the premise that the best management program is a strong instructional program. Topics include research-based applications to set up classroom conditions where high level engagement and learning can occur. The importance of interpersonal relationships, classroom organization, instruction, teachers as leaders, and problem solving will be emphasized as students are guided into developing a model for managing classrooms informed by Christian values and ethics. Teachers will also learn the role action research can play in the classroom setting.

570. Summer School Clinicals (0)

Residents are placed with Mentors in an urban classroom for two weeks to observe various aspects of the learning environment and to assist in daily routines and duties of teachers. The clinical allow the Resident to begin to apply theories and concepts learned in coursework to the classroom setting. Graded Pass/Fail.

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.

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.

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.

6311. Teaching Reading and Language Arts in Elementary School (5)

This course is concerned with contemporary issues and trends in the teaching of reading and language arts using children's literature, including the areas of reading, writing, speaking, listening, and thinking as well as the relationship of language arts skills to the whole school curriculum. Significant time will be spent examining best practices for meeting the needs of students who lack grade level/age appropriate literacy skills. This course will also investigate current research related to young children and educational programs for children, birth through grade four, and allow students to reflect on the impact of this research on literacy instruction. Topics include becoming aware of the diversity of teaching styles, learning expectations, and reading styles of students for the P-12 setting, as well as how to effectively utilize technology to support literacy instruction.

632. Teaching Social Studies and Science in Elementary School (3)

Design and implementation of instruction in the elementary school (K-8) science and social studies with attention to integration of technology and other current issues, problems, and practices in the field. The latter will include inquiry, group dynamics, communication, collaboration with parents and other professionals, inclusion, national standards, diversity, and faith and ethics.

6351. Teaching Mathematics in Elementary School (4)

The large ideas of mathematics are emphasized as students develop a better understanding of the important connections among mathematic concepts. An emphasis on the discovery of mathematics and a laboratory approach will be maintained throughout the course. Significant time will be spent examining best practices for meeting the needs of students who lack grade level/age appropriate mathematics skills. This course will also investigate current research related to young children and educational programs for children, birth through grade four, and allow students to reflect on the impact of this research on mathematics instruction. Topics include becoming aware of the diversity of teaching styles, learning expectations, and reading styles of students for the P-12 setting, as well as how to effectively utilize technology to support mathematics instruction.

6421. Intensive Studies in the Content Area (3)

Designed to complement EDU 530, this course will enhance and deepen the respective content areas of secondary school teachers by combining best practices in teaching urban students with an emphasis on standards-based subject matter. Education professors will collaborate with Mentor teachers from the schools to ensure a more intensive study of the Resident's content area. The most recent technology advancements utilized to enhance student achievement in each content area with emphasis on the many facets of the computer as a teaching tool will be explored.

667. Resident Internship in the Secondary School (3+3)
Resident fulfills role of lead teacher in collaboration with their Mentor for a full school year in a secondary school setting, 4 days a week, with weekly internship seminar on Fridays. Coaches from faculty observe Residents in a variety of settings and with Mentors form triarchic assessment/collaborative model. Enrollment 2 semesters for 3 hours each. Graded Pass/Fail.

668. Resident Internship in the Elementary School (3 + 3)
Resident fulfills role of lead teacher in collaboration with their Mentor for a full school year in a secondary school setting, 4 days a week, with weekly internship seminar on Fridays. Coaches from faculty observe Residents in a variety of settings and with Mentors form triarchic assessment/collaborative model. Enrollment 2 semesters for 3 hours each. Graded Pass/Fail.

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

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.

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 Educator Preparation 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).

Candidate Outcomes

1. Content Knowledge: Candidates demonstrate academic competence in a broad base of general education and in a major appropriate for the licensure being sought.
2. Knowledge of Learners: Candidates understand the growth and development of children and adolescents with sensitivity to their diverse learning needs.
3. Pedagogy & Instruction: Candidates demonstrate 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. Assessment, Reflection, Response: Candidates use appropriate assessment strategies to evaluate learning in the classroom and reflect on instruction, assessment, and evaluation to improve teaching and learning.
5. Management of the Learning Environment: Candidates create a learning environment of self-motivation and engagement while modeling Christian character dispositions among students, colleagues, parents and community.
6. Personal Professional Growth & Development: Candidates demonstrate awareness that teachers need further study and continuing professional growth to remain effective.

CAEP Accreditation

The Educator Preparation Program is accredited by the Council for Accreditation of Educator Preparation (CAEP) under the NCATE legacy standards, 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 Educator Preparation 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, PreK–12

Biology, 7–12

Business Education, 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, PreK–12

Government, 7–12

History, 7–12

Library Information Specialist, PreK–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, PreK–12

Special Education:

Modified, K–12

Comprehensive, K–12

Speech Comm., 7–12

Theatre, K–12

Visual Art, K–12

Fully-licensed teachers who hold an endorsement that includes grade 7 may add a secondary endorsement by submitting minimum scores on the Praxis II specialty area tests for the intended endorsement and the add-on application directly to the Office of Teacher Licensing, Tennessee Department of Education.

Post-Baccalaureate Requirements

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

Application Process. Students who seek post-baccalaureate teacher licensure must submit the Graduate Studies in Education Application; \$25 non-refundable application fee; official transcripts sent directly to Union from every college/university attended; Application for Admission to the Post-baccalaureate Educator Preparation Program; Consent to Fingerprinting, Background Check, and Release of Information form and background check received directly from TBI (<http://www.uu.edu/programs/epp/resources/applications.cfm>); and score report showing minimum Praxis II content knowledge test for the intended endorsement.

Transcript evaluations. After the candidate has submitted the aforementioned items, the candidate should call the Assistant Dean for Teacher Education and Accreditation for an appointment for a licensure evaluation. Post-baccalaureate candidates must have a licensure 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, EPP status, additional Praxis II requirements, any proposed changes in licensure requirements, and alternative licensure options.

Application to the EPP. The application to the EPP is submitted with the Graduate Studies in Education Application. Candidates must be fully admitted to the EPP prior to student teaching.

Admission to the EPP. Post-baccalaureate candidates for initial licensure must meet the following requirements for admission to the Educator Preparation Program.

1. Satisfactory score on the Praxis II Speciality Area Content Knowledge Test for the intended endorsement.
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 dispositional evaluations completed by the student and the professors of the student's first two classes.
5. Successful completion of first submission of portfolio.
6. Submission of criminal background check and fingerprinting from TBI.

Continuation in the EPP. In order to remain in the EPP 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. A GPA of 3.0 must be maintained if student is in the M.A.Ed. Program.

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 at www.uu.edu/programs/epp. Other requirements for student teaching are as follows:

1. Minimum scores on all applicable portions of the Praxis II must be received by Union before the student is admitted to student teaching
2. Satisfactory completion of a field experience at an appropriate level
3. Completion of the professional education core
4. Lack no more than one course for completion of the endorsement requirements
5. Completion of one term of full-time professional education
6. Recommendation from the School of Education faculty.
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 all day on designated Fridays, 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/licensing/praxis.shtml>). Candidates for K-6, Pre-K-3, 4-8, and Special Education must be fully admitted to the Educator Preparation Program, which requires, among other criteria, acquiring a minimum score on the Praxis II 018 EE:CK or 146 MG:CK test and successfully completing at least 2 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 EPP, if the GPA drops below the minimum, the student is removed from the EPP and may only repeat courses to raise the GPA. When the GPA is at or above the minimum, the student will be submitted for readmission to the EPP.

Early field experiences. As required by national standards and by the Tennessee State Department of Education guidelines, early field experiences are a vital part of the EPP 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 beginning coursework. Information available at www.uu.edu/programs/tep.

Portfolio. The candidate must view the LiveText screencast while enrolled in EDU 535 Portfolio Submission in the first semester of enrollment. The portfolio fee is the candidate's responsibility. 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 Educator Preparation 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 EPP. The Teacher Education Committee, which includes representatives of the faculty from across the university and students, is the EPP 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 EPP. All appeals for variance from established policy and practice should be presented in writing to the Executive Dean of the College of Education and Human Studies. The Executive 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 parts of the portfolio throughout the program for formative assessment. 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*.

The portfolio fee will be added to the student's account upon registering for EDU 535 in the first semester.

MASTER OF EDUCATION

SCHOOL OF EDUCATION

Available on the Jackson, Germantown, and Hendersonville Campuses

Program Purpose

The purpose of the Master of Education degree program is to provide relevant educational opportunities for educators to develop as practitioners and educational leaders.

Program Description

The M.Ed. is structured into two concentrations for maximum depth, relevance, and flexibility:

1. Teaching and Learning (T&L)
2. Instructional Leadership (IL)

The M.Ed. with a concentration in Teaching and Learning provides opportunities for continuing professional development for the experienced classroom teacher in the areas of curriculum, instruction, and leadership. The M.Ed. with a concentration in Instructional Leadership provides opportunity for students to develop their knowledge and skills toward becoming leaders in schools and school districts. Students completing the Instructional Leadership track must successfully pass the state licensure exam to obtain both the M.Ed. degree and state licensure.

The Cohort Approach. The M.Ed. program accepts cohorts of students who progress through the program together. It emphasizes teamwork, cooperation, professional support, and sharing of knowledge among students.

Program Delivery and Calendar. The curriculum for both concentrations (T&L and IL) consists of 30 semester hours. It includes a core of 9 semester hours and a concentration of 21 semester hours, with no transfer credits or electives permitted. Students are expected to commit to the rigor and attendance expectations for the intensively scheduled program. Each cohort is presented its unique calendar for the complete program. Current M.Ed. calendars are available at www.uu.edu/academics/graduate/med

The M.Ed. with a concentration in Teaching and Learning is delivered through one of two ways: Face-to-Face on campus or Online.

- The Face-to-Face option in the Teaching and Learning concentration begins in June and finishes 14 months later in July. Except for summer course work when weekdays as well as Saturdays are utilized, courses during the school year are offered on Saturdays in an intensive format where one course at a time is completed by the cohort. Courses are offered in traditional and blended-online formats.
- The Online option in the Teaching and Learning concentration begins in August and January. An intensive 21-month format in which students complete one online course at a time is offered to students in the fully online program.

The M.Ed. with a concentration in Instructional Leadership is delivered in a traditional face-to-face format on campus and in a blended-online format. The IL concentration in the M.Ed. begins annually in June and finishes 14 months later in July.

Expected Program Outcomes

Teaching and Learning Concentration

This concentration is designed to provide a relevant professional development curriculum for classroom teachers who have completed at least one year of teaching. M.Ed. students will confront the triad of roles played by the transformational teacher to be enjoined to the education of the whole learner: Scholars have reason to be superbly confident in their subject; Practitioners specialize in methodology that engages learners; and Relaters develop an abidingly deep understanding of and concern for their students as persons. Students with the M.Ed. in Teaching and Learning will:

1. Enhance their knowledge (as Scholars), skills (as Practitioners) and values (as Relaters) in relation to the major issues facing today's transformational teachers.
2. Engage the Christian intellectual tradition and demonstrate service to society.
3. Apply research skills to current educational problems.
4. Prepare for leadership roles in their educational settings.

The objectives are met within the context of a set of standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

Instructional Leadership Concentration

This concentration is designed to be a licensure curriculum for school principals and curriculum supervisors. Teachers must have completed a minimum of 3 years of teaching before beginning this degree program. M.Ed. students will confront the triad of roles played by the transformational teacher to be enjoined to the education of the whole learner: Scholars have reason to be superbly confident in their subject; Practitioners specialize in methodology that engages learners; and Relaters develop an abidingly deep understanding of and concern for their students as persons. Students with the M.Ed. in Instructional Leadership will:

1. Enhance their knowledge (as Scholars), skills (as Practitioners) and values (as Relaters) in relation to the major issues facing today's practitioners.
2. Engage the Christian intellectual tradition and demonstrate service to society.
3. Apply research skills to current educational problems.
4. Prepare for school leadership roles as principal or curriculum supervisor.

The objectives are met within the context of a set of standards developed by the Educational Leadership Constituent Council of the Council for Accreditation of Educator Preparation (CAEP) and the Instructional Leadership licensure standards set by the State of Tennessee.

Assessment of Outcomes

The Master of Education degree utilizes the following means of assessing the objectives listed above. The emphasis in this assessment is upon a variety of measures and comprehensiveness.

Assessment Strategy

1. School Leaders Licensure Assessment (IL only)
2. Culminating Performance Exhibition (Scholar and Practitioner)
3. Electronic Dispositions Evaluation (Relater)
4. Artifacts compiled in the electronic portfolio
5. Clinical experience, an integral part of most courses.
6. Course work and teacher-devised assessments.
7. Course evaluations by students
8. End of program questionnaire

Curriculum for the Master of Education Degree

M.Ed. Core (9 hours)

- EDU 639 Teacher Effectiveness (3)
- EDU 643 Methods and Design for Classroom Research (2)
- EDU 647 Faith and Ethics in Education (3) or EDU 621 Faith and Ethics in Educational Leadership (3)
- EDU 652 Performance Exhibition (1)

Curriculum for Teaching and Learning Concentration (21 hours)

- EDU 6001 Community Involvement to Improve Schools (2)
- EDU 602 Technology-Rich Learning (2)
- EDU 606 Accountability for Greater Student Learning (3)

- EDU 608 Learning Theories into Practice (3)
- EDU 611 Differentiated Instruction (3)
- EDU 612 Literacy Across the Curriculum (3)
- EDU 6171 Positive Discipline (3)
- EDU 648 Engaging Diversity in School Cultures (2)

Curriculum for Instructional Leadership Concentration (21 hours)

- EDU 659 Supervision (3)
- EDU 664 Organizational Decision-Making (3)
- EDU 654 Legal Issues in School Governance (3)
- EDU 624 Curriculum and School Improvement (3)
- EDU 653 Leadership Issue I – Theories and Strategies (3)
- EDU 669 Leadership Issues II – Planning and Finance (3)
- EDU 661, 662, 663 Leadership Practicum I, II, III (3)

Total Program Semester Hours
.....30

Admission Information

Candidates for admission to the M.Ed. program must have a minimum of a Bachelor's degree and teaching experience (one year for the Teaching & Learning concentration and three years for the Instructional Leadership concentration), as more specifically stated in the following admission criteria:

1. Teacher Licensure;
2. A minimum G.P.A. of 3.00 based on a 4.00 scale (undergraduate and post-baccalaureate credits combined);
3. Writing Sample. All candidates, regardless of GPA, must successfully complete the M.Ed. writing sample, demonstrating adequate graduate level writing skills;
4. An interview with the Director of the M.Ed. program;
5. Application to Graduate Studies in Education along with the non-refundable application fee;
6. Official transcripts to be sent directly to the Office of Graduate Studies in Education from all previously attended colleges or universities;

7. Recommendation forms (provided) from 4 persons: One must be completed by the applicant's current principal or supervisor; two must be completed by fellow teachers/colleagues; and one by a character/personal reference (non-family member);
8. Certificate of Immunization.

In addition to the criteria above, candidates for admission to the Instructional Leadership concentration must submit the following:

1. Professional Resume;
2. Personal Summary including 4 well-written and proofread documents: (a) professional development plan, (b) an explanation of how Union University's M.Ed. program will help you reach your goals, (c) a concise explanation of how you have improved student achievement as a classroom teacher, and (d) actual data (TVASS/TCAP data, Gateway scores, etc.) to support your explanation in section (c);
3. Copy of most recent performance appraisal (in TN, the Framework for Evaluation and Professional Growth);

4. Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience;
5. Recommendation form completed by the Director of the school system where the applicant is employed;
6. Interview with Instructional Leadership Screening Committee. The 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 qualifying for Admission may be granted Conditional Admission after successfully completing a Writing Sample and upon the recommendation of the Graduate Education Admissions Committee and the Dean of the College of Education and Human Studies. Conditionally 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 Performance Exhibition
- In addition to the above criteria, students completing the Instructional Leadership Licensure concentration must:
4. Successfully complete the required Practicum.

5. Take and PASS the Praxis II SLLA exam in order to complete the M.Ed. Instructional Leadership program. Students completing the Instructional Leadership concentration must successfully pass the state licensure exam to obtain both the M.Ed. degree and state licensure.

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 \$460 per semester hour effective June 2014.

The following are Non-Refundable Fees:

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

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.

Course Descriptions: Education (EDU)

6001. Community Involvement to Improve Schools (2)

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. Technology-Rich Learning (2)

Focus of the course is the integration and utilization of current instructional technology with emphasis on student learning, including the integration of technology as a learning tool for elementary/secondary classrooms: mobile technology, Web-based teacher productivity tools, specific-use software, mobile apps, adaptive technology, presentation software, Internet, and future trends.

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.

608. Learning Theories into Practice (3)

This course will include an analysis of contemporary cognitive research and theories and the evaluation of how each applies to the elementary and secondary classrooms. Course topics include learning theories, brain research, constructivism, inquiry learning and educational psychology.

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.

6171. Positive Discipline (3)

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.

621. Faith and Ethics in Educational Leadership (3)

A critical analysis of faith issues, ethical decision-making, worldview 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.

624. 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.

639. Teacher Effectiveness (3)

An in-class, clinically focused course incorporating intentional and reflective pedagogical techniques. In addition to analyzing online excerpts of real teaching scenarios, students will record samples of their own teaching using iPad and video technology. Upon self-evaluation and peer feedback, students will use the current framework for teacher evaluation as a starting point for identifying best practices and areas for improvement in their own craft. These lessons will be useful as students begin the process of compiling their electronic Performance Exhibition product.

643. Methods and Designs for Classroom Research (2)

Designed to develop an understanding of problems and key issues in educational research. Emphasis on current research in primary sources, data collection and analysis, and the accurate reporting and discussion of findings will provide students with an overview of protocol and professionalism in educational research, equipping the student with a foundational knowledge readily applicable to problems in the student's own professional setting.

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.

648. Engaging Diversity in School Cultures (2)

An examination of the cultures and historical backgrounds of the major cultural (minority) groups in the United States, including but not limited to African American, Asian American, Hispanic, and Native American. Social and cultural issues will be investigated to enhance the educator's knowledge and understanding of the similarities and differences among the groups. The course will also address, in light of educational history, the concepts of immigration, racism, discrimination, and assimilation in the United States. The course challenges students to appropriately contextualize equality and decipher the corners of education where equity still doesn't exist. From both a holistic and a critical posture, students will explore ways that racial, ethnic, socioeconomic, and subcultural differences can be celebrated and engaged as a school's greatest asset.

652. Performance Exhibition (1)

Through this ongoing process and culminating event, students will compile evidence of their developing skills and knowledge, ultimately showcasing their overall growth as professional educators. Before a panel of university faculty and community leaders, students will present a concise synthesis of artifacts and video footage to demonstrate their mastery of core program standards and their significant growth as Scholars, Practitioners, and Relaters.

653. Leadership Issues I: Theories and Strategies (3)

A thorough introduction to the essential issues of educational leadership including strategic planning, the decision-making process, effective communication, managing conflict, systems perspectives and more. The course includes an overview of classic theories of leadership and how those theories have impacted schools and school systems today.

654. Legal Issues in School Governance (3)

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

659. Supervisions (3)

This course provides an analysis of supervisory models and techniques, management techniques and group processes, staffing patterns and organizational structures to support teaching and learning.

661, 662, 663. Leadership Practicum I, II, III (3) (divided into three 1-hour sections such as current Ed.S./Ed.D. practicum)

Prerequisite: Approval from the Office of Graduate Studies in Education

The practicum for the Instructional Leadership concentration is a thirteen-month, part-time mentored experience. It is the application in a workplace environment of the strategic, instructional, organizational, and contextual leadership program standards.

664. 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. Models of decision making, strategic planning for educational change, risk taking, the role of data, and the use of technology are studied.

669. Leadership Issues II – Planning and Finance (3)

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, uses of media and more.

EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

SCHOOL OF EDUCATION

Available on the Jackson, Germantown and Hendersonville Campuses; Leadership in School Reform available online

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 Council for Accreditation of Educator Preparation (CAEP).

Program Description

The Education Specialist (Ed.S.) in Educational Leadership is offered along three concentrations: (1) Instructional Leadership (IL), a licensure track designed to prepare school principals and supervisors of instruction; (2) Teacher Leadership, a non-licensure track designed for teacher leaders who desire knowledge of concepts and strategies for school and classroom leadership; and (3) Leadership in School Reform, a non-licensure track for educators with a degree, license, or experience in school 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. The Summer term involves an intensive two months. Time is provided during the summer for library research, group projects, independent reading, and Practicum hours. In the fall, instruction occurs on Saturdays for a course in September and October, followed by other courses offered on Saturdays in November-December. 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 second semester. The Practicum runs through May of the second spring of the program. 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 May. In May students complete their Practicum and, with Teacher Leadership students, present their Leadership Growth Papers.

In the final spring semester, IL students take the Praxis II School Leader's Licensure Assessment (SLLA) for licensure. The program enables the candidates to advance through Tennessee's licensure system. Passing this test is also a requirement for graduation.

The Leadership in School Reform cohort completes courses online in a predetermined sequence with most activities being asynchronous. Occasionally, School Reform students will be expected to participate in synchronous webinars, which are planned in advance.

Each cohort is presented its unique calendar for the complete program. Current Ed.S. calendars are available at www.uu.edu/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 I, II, III or EDU 734—Leadership Internship
 EDU 786—Seminar: Multicultural and Diversity Issues in Education
 Total: 39 hours
Exit Assessment:
 Completion of Practicum
 Completion of SLLA Exam
 Leadership Growth Paper
 Graduation

Curriculum: Ed.S. in Educational Leadership: Teacher Leadership

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—May

Curriculum: Ed.S. in Educational Leadership: Leadership in School Reform

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

EDU 600 – Community Involvement for School Improvement
 EDU 606 – Accountability for Greater Student Learning
 EDR 700 – Research Issues in Educational Leadership
 EDU 702 – Engaged Learning
 EDU 711 – Politics, Policy, and Instruction
 EDU 716 – Purpose and Plan for Action Research
 EDU 717 – Entrepreneurial School Leadership
 EDU 718 – The Changing Superintendency
 EDU 722 – Teacher Leadership
 EDU 723 – Faith and Ethics in Educational Leadership
 EDU 741 – Leadership Development Research Project I
 EDU 742 – Leadership Development Research Project II
 EDU 786 – Seminar: Multicultural and Diversity Issues in Education
 Total: 39 hours

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.
5. Recommendation Forms. Rating forms from four persons. One must be completed by the applicant’s current 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.
7. An interview with the Director of the Ed.S./Ed.D. Program.

In addition to the criteria above, candidates for admission to the Instructional Leadership track must submit the following.

8. 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).
9. Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience.
10. Recommendation form completed by the Director of the school system where the applicant is employed.

11. Current professional resume.

12. 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 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.

Academic Requirements for Progression, Probation, and Suspension

Students in the Education Specialist Program must maintain an overall Grade Point Average of at least 3.0 in the Ed.S. Program to remain in Good Academic Standing.

After completion of nine graduate hours in the program, an Ed.S. student whose cumulative program GPA is below 3.0 will be placed on academic probation. A student placed on academic probation has one semester to increase his/her program GPA to 3.0 or higher.

If the student fails to attain the required minimum 3.0 GPA during the probationary semester, the student will be suspended from the Ed.S. Program. While suspended from the program, the student may repeat courses in which a grade of B, C, or F has been earned in an effort to improve the GPA. The student may apply for readmission to the Ed.S. Program after the cumulative program GPA has been raised to 3.0 or higher.

A student suspended from a graduate program is not eligible for Veterans Administration Benefits.

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 in the program.
2. Successful presentation of the Leadership Growth Paper (Teacher Leadership concentration).

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 the second year of the program; results should be received prior to graduation 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 Teacher Leadership (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 \$490 per semester hour effective for cohorts beginning in February 2015.

IL Portfolio Fee (when applicable):.....	\$160
Application Fee:	\$ 25
EDU 737, 738, 739—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.

716. Purpose and Plan for Action Research (3)

Purpose and Plan for Action Research exposes students to the basic principles of action research. Emphasis is given to what constitutes action research and how it differs from other types of research. Topics include the process of scientific inquiry and data-driven decision making in an era of school reform. Students will learn how to generate research questions, collect and analyze data, and evaluate programs. Students will develop their own research projects, using relevant ideas based on the evaluation of initiatives in their own schools or school districts.

717. Entrepreneurial School Leadership (3)

In this course, students will learn the entrepreneurial side of school leadership. Emphasis will be placed on the school structure of charter schools and independent schools, especially the organizational differences between these types of schools and traditional public schools. Topics will include financing, student enrollment, and legal issues related to non-traditional and for-profit schools. Students will investigate the attributes of an entrepreneur (such as vision casting, risk taking, and innovating) and determine how these could be applied in the age of school reform.

718. The Changing Superintendency (3)

This course examines leadership at the superintendent/director of schools level, and includes study of the impact of school reform on public and private education. Topics include leadership theory and behavior, organizational development, and change. Students study the diagnosis of organizational needs and identification of challenges and solutions at both the interpersonal and institutional levels.

722. Teacher Leadership (3)

This course examines practical perspectives on school administrators' leadership of teachers. Topics include the study of professional learning communities, mentoring, and coaching. Various strategies for selection and development of leaders are examined. Concepts include stewardship, servant leadership, transformational leadership, gender, and ethnicity.

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

741. Leadership Development Research Project I (3)

Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

742. Leadership Development Research Project II (3)

Prerequisite: EDU 741

Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

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 IN EDUCATIONAL LEADERSHIP

SCHOOL OF EDUCATION

Available on the Jackson, Germantown, and Hendersonville Campuses; Leadership in School Reform available online.

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 Educator Preparation 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 has two areas of concentration offered on the Jackson, Germantown, and Hendersonville campuses: Instructional Leadership (P-12) and Teacher Leadership (P-12). A third area of concentration, Leadership in School Reform, is offered fully online.

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 on the Jackson, Germantown, and Hendersonville campuses as well as online for the Leadership in School Reform concentration. 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 (Verification of Experience form).
 - 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 with the program director.
 - 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 Instructional Leadership license concentration must provide the following additional items:
 1. Proof of teacher licensure
 2. 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).
 3. Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience.
 4. Recommendation form completed by the Director of the school system where the applicant is employed.
 5. Current professional resumé.
6. 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

OR

Union University Hendersonville
205 Indian Lake Blvd.
Hendersonville, TN 37075
 - 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 15 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.

Academic Requirements for Progression, Probation, and Suspension

Students in the Doctor of Education program must maintain an overall Grade Point Average of at least 3.2 to remain in Good Academic Standing.

After completion of nine graduate hours at Union University, an Ed.D. student whose cumulative program GPA from courses taken at Union is below 3.2 will be placed on academic probation. A student placed on academic probation has one semester to increase his/her Ed.D. program GPA to 3.2 or higher.

If the student fails to attain the required minimum 3.2 GPA during the probationary semester, the student will be suspended from the Ed.D. program. While suspended from the program, the student may repeat courses in which a grade of B, C, or F has been earned in an effort to improve the GPA. The student may apply for readmission to the program after the cumulative Ed.D. program GPA has been raised to 3.2 or higher.

A student suspended from a graduate program is not eligible for Veterans Administration Benefits.

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 Ed.D. program for the 2014-2015 year is \$560.

The following are non-refundable fees:

Application Fee:	\$ 50
Practicum/IL:	\$200
Graduation Fee:	\$25
Lab Fees, EDR 710, 720, 725:.....	\$15
IL Portfolio Fee (when applicable).....	\$150

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 forms 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 9-month period (Sept.–May) in the student's first year and a half of enrollment. This seminar 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 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 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 Council for Accreditation of Educator Preparation (CAEP).

Areas of Concentration

The Union University doctoral degree in Educational Leadership with a specialization in P-12 School Administration is offered on the Jackson, Germantown, and Hendersonville campuses as well as online for the Leadership in School Reform concentration. 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 three 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. **Teacher Leadership.** The Teacher Leadership concentration is identical to the IL concentration; however, the Teacher Leadership concentration does not require the practicum/internship course necessary for Tennessee Instructional Leadership License (Teacher Leadership 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.
3. **Leadership in School Reform.** The purpose of the Leadership in School Reform concentration is to

create and actualize a vision for leadership in 21st century schools, embodying the best of research and practice in policy, child development, learning, teaching, and leadership within the context of school reform. In keeping with the trend of modern students and technology in learning, this degree is delivered fully online.

Course of Study

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 15 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 15 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 CAEP, 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: Teacher Leadership

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

Transfer Credit by Petition: Maximum of 9 semester hours of master's credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

Teacher Leadership: The coursework for this concentration prepares teacher leaders and is based on the same CAEP 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

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration

Concentration: Leadership in School Reform

Prerequisites: Candidates must have one of three qualifications to be admitted to the program: (1) leadership experience, (2) a school leadership license, or (3) a school leadership degree.

Transfer Credit by Petition: Maximum of 9 semester hours of master's credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

EDU 600 – Community Involvement for School Improvement
EDU 606 – Accountability for Greater Student Learning
EDU 702 – Engaged Learning
EDU 711 – Politics, Policy, and Instruction
EDU 716 – Purpose and Plan for Action Research
EDU 717 – Entrepreneurial School Leadership
EDU 718 – The Changing Superintendency
EDU 722 – Teacher Leadership

EDU 723 – Faith and Ethics in Educational Leadership
EDU 741 – Leadership Development Research Project I
EDU 742 – Leadership Development Research Project II
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—Research in Higher Education
EDR 751—Dissertation Research
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.

712. Pre-Candidacy Resources (0)

Non-credit, non-graded course for graduate students to allow access to university resources while they are not actively completing coursework. Upon receiving special permission from the Dean's office, doctoral students have access to the library, applicable tools and software.

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.

716. Purpose and Plan for Action Research (3)

Purpose and Plan for Action Research exposes students to the basic principles of action research. Emphasis is given to what constitutes action research and how it differs from other types of research. Topics include the process of scientific inquiry and data-driven decision making in an era of school reform. Students will learn how to generate research questions, collect and analyze data, and evaluate programs. Students will develop their own research projects, using relevant ideas based on the evaluation of initiatives in their own schools or school districts.

717. Entrepreneurial School Leadership (3)

In this course, students will learn the entrepreneurial side of school leadership. Emphasis will be placed on the school structure of charter schools and independent schools, especially the organizational differences between these types of schools and traditional public schools. Topics will include financing, student enrollment, and legal issues related to non-traditional and for-profit schools. Students will investigate the attributes of an entrepreneur (such as vision casting, risk taking, and innovating) and determine how these could be applied in the age of school reform.

718. The Changing Superintendency (3)

This course examines leadership at the superintendent/director of schools level, and includes study of the impact of school reform on public and private education. Topics include leadership theory and behavior, organizational development, and change. Students study the diagnosis of organizational needs and identification of challenges and solutions at both the interpersonal and institutional levels.

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.

722. Teacher Leadership (3)

This course examines practical perspectives on school administrators' leadership of teachers. Topics include the study of professional learning communities, mentoring, and coaching. Various strategies for selection and development of leaders are examined. Concepts include stewardship, servant leadership, transformational leadership, gender, and ethnicity.

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.

741. Leadership Development Research Project I (3)

Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

742. Leadership Development Research Project II (3)

Prerequisite: EDU 741

Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

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.

751. Dissertation Proposal Development (3)

Prereq: successful completion of all EdD coursework and Comprehensive Exams.

Doctoral-level course offers an opportunity, within one semester, to extend the time needed by EdD students to develop the dissertation proposal. Special permission for this course should be requested through the Dean’s office. Pass/Fail.

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. Research 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 and approval of the Dissertation Proposal.

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 minimum of 9–12 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

COLLEGE OF EDUCATION AND HUMAN STUDIES

Degrees Offered

Available on the Jackson and Germantown Campuses

- Master of Social Work

Master of Social Work Mission Statement

In solidarity with the mission of Union University, the School of Social Work educates and equips competent, compassionate, and effective social workers to be transformational leaders who enhance human well-being and promote social justice.

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.
5. To prepare students to pursue advanced scholarship in post-M.S.W. education.

Program Delivery

The MSW Program accepts students as full-time or part-time students beginning in fall semester. Students entering with a degree other than the BSW must complete 60 credit hours in two or three years to complete the program. Qualified applicants with the BSW may be eligible for the Advanced Standing program, which requires 33 hours to complete the MSW in one year full-time or two years part-time. Qualifications include graduation with the BSW from a CSWE-accredited program, a GPA of at least 3.0, completed application, and references that meet the standards of the MSW Admissions Committee. (More information appears below.) This degree is not offered in a totally online format; however, depending on the content, both classroom and online options appear throughout the academic year.

www.uu.edu/msw/

Accreditation

The M.S.W. program is accredited 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 essay 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.

Program Options:

Full-time Program (Two years):

Students will complete 30 credit hours per year, 15 credit hours each fall and spring semester. In addition each student will complete 350 clock hours of field practicum in the first year and 550 clock hours of field practicum in the second year.

Part-time Program (Three years):

The part-time program requires year-round attendance. Fall and spring terms of 14 weeks each and summer terms of 8 weeks meet for three years. Each student will complete 21 credit hours both in the first and second years and 18 credit hours in the third year.

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. At least a grade of "B" in the Advanced Standing Bridge Course (SW 599) offered in the summer term prior to taking required classes.
3. All other regular requirements for admission to the M.S.W. program.

Progression in the program:

1. After being approved for admission to the MSW program, the student will enroll in the courses 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 required to pass all courses. Students may repeat once a course in which they earn lower than a B. Elective courses with a grade lower than a B need not be repeated, but no credit will be given toward graduation. Students earning less than a B in required courses or in field practicum may be placed on probation status or terminated from the program. The MSW Director will meet with the student to discuss these options.

3. Continuation in the MSW program is contingent upon compliance with ethical and professional standards of conduct stipulated by the Code of Ethics of the National Association of Social Workers. Reasons for dismissal can include inadequate interpersonal skills and an inability to conform to the Core Performance Standards of the School of Social Work.
4. Successful completion of the required coursework, 900 clock hours in an approved social service agency, and attendance in field seminar class concurrent with each social work field practicum are required for graduation, along with a GPA of 3.0 or better. All classes and field practices must be passed with a grade of B or better.
5. Graduation requirements follow the guidelines of Union University.

Provisional Admission

Applicants who do not meet the regular admission requirements for the MSW program may be admitted provisionally at the discretion of the MSW Admissions Committee. Provisional admission will require contractual agreement between the applicant and the Admissions Committee to specify the conditions that must be met to matriculate into the MSW program without the designation of provisional status.

Financial Information

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

Tuition: \$480/semester hour for the 2014-2015 MSW program.

Non-degree seeking post-baccalaureate students:

.....\$480/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:

.....\$ 100 per Field Seminar enrollment

Cap and Gown Purchase: approx. \$40-50

Advanced Standing Student Fee (SW 599) \$25

There are two methods for the payment of expenses.

1. Full payment for a term (winter, fall, spring, summer, or other non-regular term) is due 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.

Transfer of Credit

Graduate credit for courses earned at a regionally accredited university and in a CSWE-accredited MSW program may be transferred to Union University if the courses are essentially the same as those required in the MSW program. Evidence of similarity may be requested by presenting course descriptions or a syllabus from the institution where the course was taken. 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 MSW degree is nine hours, unless extenuating circumstances are presented such as to require special faculty approval otherwise.

No course with a grade less than B may be transferred. Courses taken more than five years before beginning the MSW program will be considered on an individual basis.

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

If a 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

1. Students are responsible for providing information to the university regarding their employer’s policies for tuition reimbursement.
2. If an employer reimburses a student directly, the student must pay the university in full at the time of registration.
3. If an 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 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..... \$7200 (\$480 per credit hour)
 Textbooks..... \$600 approximately
 Field Practicum fee: \$100
 Insurance Fee: \$25

Semester 2—Spring

Tuition..... \$7200
 Textbooks..... \$600
 Field Practicum fee: \$100

Semester 3—Fall

Tuition.....\$7200 (estimated \$480 per credit hour)
 Textbooks..... \$600
 Field Practicum fee: \$100
 Insurance fee: \$25

Semester 4—Spring

Tuition..... \$7200
 Textbooks..... \$600
 Field Practicum fee: \$100

These are approximate costs only and are subject to change.

Acceptance Deposits

A non-refundable tuition deposit of \$100 is required to reserve a place in the MSW program after an applicant is accepted.

Graduation Requirements

1. Completion of all course work.
2. A minimum grade point average of 3.0 for the required course of study.
3. An application for graduation to be submitted to the Graduate Social Work Office. Application deadlines are March 1 for May graduation, October 1 for December graduation, and May 1 for August graduation.
4. Full payment of the student’s account in the Business Office
5. Discharge of all other obligations (fines, fees, etc.) to the University.

Student Organizations

M.S.W. Student Organization

A professional organization is open to all M.S.W. students to assist 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 SW 690, Field Seminar, in the curriculum.

Program Calendar

Classes meet on Monday and Thursday evenings for full-time students. Part-time students have classes only on Monday or Thursday nights. Classes may include both in-class and on-line instruction. Electives may be held any night of the week or on Saturday or be totally online.

See www.uu.edu/msw 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 focuses on leadership skills for use in advanced generalist practice. Planned change processes, program development and administration, teamwork, consensus organizing, grant writing and program management expertise are contexts for social work leadership.

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.

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 social problems in depth.

550. Grant Writing and Grant Management (3)

Prepares students with resources to successfully submit competitive proposals and state and federal applications for funding. Includes writing purpose statements, background and justification, personnel, timelines, methods, budget, evaluation process, and effective management of funds upon approval.

551. Spirituality and Religion in Social Work Practice (3)

An overview of the ways spirituality and religion participate in SW practice, with particular emphasis on their inclusion as necessary components of assessment, planning, treatment, and evaluation in culturally-competent social work practice. Students examine influences in a diverse range of religious traditions and spiritual practices.

552. Addictions Counseling (3)

Introduction to addictions counseling with intensive understanding of the etiology, progress and counseling strategies for addictive disorders. Emphasis is on acquiring a comprehensive definition of addiction behaviors and review of the impact of addiction on individual and family systems.

553. Social Work Services in Schools (3)

Knowledge and skills for effective social work practice in a school setting, as the professional provides a link between school, student, home and community, primarily using case management and advocacy skills. Requires a 590-690 hours in a school Field Placement.

554. Clinical Social Work in Health Care (3)

Exploration of professional, clinical and ethical issues within a complex and rapidly changing system. Utilizing a biopsychosocial model and systems perspective, students are introduced to various practice settings across continuum of health care delivery including inpatient, outpatient, and community-based services. Skill development is focused on interdisciplinary team work, assessment, care planning, intervention and documentation.

555. Gender and Sexuality (3)

An analysis of gender and sexuality in American society and cross-culturally. Gender roles and human sexuality are examined across the life span with an emphasis on physiological, psychological, familial, and other societal factors that influence gender and sexuality. Also investigated are ways in which sexuality and gender intersect with and help shape social institutions.

556. Social Work and the Law (3)

The legal framework for social work practice including basic legal terminology, awareness of legal system, laws commonly affecting practice, understanding the role in court proceedings, and an exposure to diverse areas of law. Additionally, consideration of how law is a valuable tool for promoting social justice.

557. Faith-Based Social Services (3)

Introduction to the nature of faith-based social services, both in church and community contexts while exploring their biblical bases as well as faith-based advocacy for social justice, various models, and related government policies.

558. Play Therapy: Theory and Practice (3)

An introduction and overview of the evidence-based practice standards of play therapy for children and adolescents by explicating its theoretical basis and other essential elements including history, modalities, technique, applications, and skills.

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

Master of Science in Nursing

- RN to MSN without previously earned Bachelor's degree
 - Nursing Administration (online)
 - Nursing Education (online)
 - Nurse Practitioner (Family, Pediatric, Adult/Geriatric)
- RN to MSN with previously earned Bachelor's degree in a field other than nursing
 - Nursing Administration (online)
 - Nursing Education (online)
 - Nurse Practitioner (Family, Pediatric, Adult/Geriatric)
- MSN with previously earned Bachelor of Science in Nursing Degree
 - Nursing Administration (online)
 - Nursing Education (online)
 - Nurse Practitioner (Family, Pediatric, Adult/Geriatric)

Post-master's Certificate

- Nursing Administration (online)
- Nursing Education (online)
- Nurse Practitioner (Family, Pediatric, Adult/Geriatric)

Doctor of Nursing Practice

- RN to DNP without previously earned Bachelor's degree
 - Executive Leadership (online with scheduled on-campus intensives)
 - Nurse Practitioner (Family, Pediatric, Adult/Geriatric)
- RN to DNP with previously earned Bachelor's degree in a field other than nursing
 - Executive Leadership (online with scheduled on-campus intensives)
 - Nurse Practitioner (Family, Pediatric, Adult/Geriatric)
 - Nurse Anesthesia
- RN to DNP with previously earned Bachelor of Science in Nursing Degree
 - Executive Leadership (online with scheduled on-campus intensives)
 - Nurse Practitioner (Family, Pediatric, Adult/Geriatric)
 - Nurse Anesthesia
- Post-Master's DNP (intended for Nurse Leaders and post-certification NPs and CRNAs; offered online with scheduled on-campus intensives)
 - Executive Leadership
 - Nurse Practitioner (Family, Pediatric, Adult/Geriatric)
 - Nurse Anesthesia

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

SCHOOL OF NURSING

Available on the Jackson, Hendersonville, and Germantown Campuses

Mission Statement

To prepare graduates for advanced professional nursing practice with specific functional and clinical abilities.

Program Goals

- To provide masters nursing education that builds on one's previous nursing foundation.
- To prepare the graduate for advanced professional nursing practice with specific functional and clinical abilities.
- To prepare advanced professional 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 nursing practice.

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 health care 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 MSN Program accepts students in the Nurse Education, Nurse Administration, and Nurse Practitioner tracks. 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.

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

Program Admission Requirements for All Tracks

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

1. Official transcript(s) from all undergraduate and graduate coursework attempted
2. Proof of current unencumbered RN licensure.
3. Interview with the Nursing Graduate Admissions Selection Committee
4. International students must complete TOEFL with WES evaluations of transcripts
5. Three letters of professional/academic reference specifying the applicants capabilities for graduate study. One letter of reference must be from the applicant's immediate supervisor.
6. Completed application with application fee of \$50
7. Last 60 hours cumulative GPA of 3.0 on a 4.0 scale
8. Completion of undergraduate statistics course
9. Cleared criminal background check
10. Clean drug screen

Additional requirements for the Nurse Practitioner and Nurse Educator tracks include a Science GPA of 3.0 on 4.0 scale, defined as Anatomy and Physiology 1 and 2, and Statistics is preferred.

Applicants are required to submit the following:

1. Statement of professional goals to include:
 - Why you wish to become a Nurse Practitioner, Nurse Educator, or Nurse Administrator/Leader
 - What you plan to do with this degree, including long term goals
 - How you have prepared for success in this program
2. A Curriculum Vitae

RN to MSN Without Previously Earned Bachelor's Degree; All Tracks

1. Applicants must complete the following undergraduate courses.
 - Anatomy and Physiology 1 and 2 – 8 hrs.
 - Microbiology – 3 or 4 hrs.
 - Pathophysiology – 3 hrs.
 - Christian Studies – 6 hrs.
 - English Composition 1 and 2 – 6 hrs.
 - Social Science – 9 hrs.
 - Humanities – 9 hrs.
2. When these courses are completed, the applicant will notify the track coordinator no later than December 31 prior to the year they wish to start.

- The following undergraduate nursing courses must be completed with a grade of “B” or above by May 31st of the year the applicant plans to be considered for the MSN cohort. The nursing courses may be in progress when the applicant notifies the coordinator of their readiness to be considered for the MSN applicant pool.

- NUR 306 Scientific Writing
- NUR 330 Research

The RN to MSN does not award a BSN.

Acceptance to the RN to MSN program does not guarantee acceptance to any MSN track. Applicants who are not selected to progress to the MSN cohort will be given the opportunity to enter the RN to BSN program.

RN to MSN With Previously Earned Bachelor’s Degree In Field Other Than Nursing; All Tracks

- Applicants must complete or show evidence of completion of the following undergraduate courses:
 - Anatomy and Physiology 1 and 2 – 8 hrs.
 - Microbiology – 3 or 4 hrs.
 - Pathophysiology – 3 hrs.
 - Any undergraduate statistics course – 3 hrs.
- The above courses must be completed with by December 31st of the year prior to the year the applicant plans to be considered for the MSN cohort. At that point, the applicant will notify the track coordinator they wish to be considered for the applicant pool in the next cohort for that track.
- The following undergraduate nursing courses must be completed with a grade of “B” or above by May 31st of the year the applicant plans to be considered the MSN cohort. The nursing courses may be in progress when the applicant notifies the coordinator of their readiness to be considered for the MSN applicant pool.
 - NUR 306 Scientific Writing
 - NUR 330 Research

The RN to MSN does not award a BSN.

Acceptance to the RN to MSN program does not guarantee acceptance to any MSN track. Applicants who are not selected to progress to the MSN cohort will be given the opportunity to enter the RN to BSN program.

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

1. Current CPR certification for NP and Education students only
2. Evidence of Hepatitis B, MMR, polio and tetanus vaccination
3. Rubella and varicella titers or proof of immunization
4. Freedom from tuberculosis as evidenced by a negative PPD or health provider examination
5. Health insurance

Conditional Admission

Applicants who do not meet the regular admission requirements to the MSN program may be admitted conditionally at the discretion of the MSN Graduate

Admissions Committee. Conditional admission will require contractual agreement between the applicant and the Graduate Admissions Committee. The contract will specify the conditions and deadlines that must be met to matriculate to the regular MSN program.

Transfer of Credit

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

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

No grade less than “B” may be transferred. Courses completed more than five years before beginning the MSN 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 completed 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 MSN 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 appropriate Program Chair 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 MSN, students are required to have a minimum GPA of 3.0 for all courses taken for graduate credit at Union University.

Financial Information

Tuition Rates (per credit hour)

RN to MSN Administration and Education	
Undergraduate courses	\$420
Graduate courses	545
RN to MSN Nurse Practitioner:	
Undergraduate courses	420
Graduate courses	545
MSN Administration and Education.....	545
MSN Nurse Practitioner	545
Post-master's Certificate	
Administration and Education tracks.....	545
NP tracks	545

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.....	25
Binding of Thesis or Scholarly Project.....	45
Course Tracking System	75
Case Tracking System (NAT)	150
Sitting fee for composite picture of class.....	35
Cap and Gown Rental.....	approx. 150
Initial Background Check/Drug Screen.....	145
Urine Drug Screen (Random).....	25
Simulation Fee/Nurse Anesthesia	3000
NUR 600 Lab Fee.....	100
Course Evaluation Annual Fee	50
One-time fee for digital patient (all NP and Education students).....	89

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.

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 his/her 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 MSN 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 by the published deadline.
4. Pay in full the student's account in the Business Office
5. Discharge all other obligations (fines, credentials, fees, etc.) at the University.

MSN, Education, Administration, Nurse Practitioner Tracks (Nurse Administration and Nurse Education Tracks available online; Nurse Practitioner Track available on Jackson, Germantown, and Hendersonville Campuses)

- I. MSN Core Requirements—17 hours
 - A. NUR 515, 516, 523, 526, 533, 545, 559
- II. Education Track—41 hours
 - A. Complete the MSN Core (above)
 - B. BIO 500; NUR 507, 517, 537, 544, 607, 622, 538, 642
- III. Administration Track—39 hours
 - A. Complete the MSN Core (above)
 - B. Specialty: 525, 528, 535, 548, 572, 593, 615, 693A, 695B

- IV. Nurse Practitioner—46 hours
 - A. Complete the MSN Core (above)
 - B. Advanced Practice Core: BIO 500; NUR 544, 558, 600, 622, 650
 - C. Specialty
 - Pediatric
 1. NUR 557C, 627C, 638C
 2. Select one: NUR 507, 525, 529, 535, 615, 696/697
 - Adult
 1. NUR 557A, 627A, 638A
 2. Select one: NUR 507, 525, 529, 535, 615, 696/697
 - Family
 1. NUR 547, 617, 639
 2. Select one: NUR 517, 525, 529, 535, 615, 696/697

Post-Master's 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 MSN graduate with a major in nursing administration desired to acquire a certificate in nursing education, that individual could enroll in this program. Another example might be that of an individual with a nurse practitioner degree desiring advanced study in nursing administration.

A Post-Master's 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.

Curricular needs of full-time MSN cohort students will be given priority.

Admission Requirements:

1. Completion of a master's degree in nursing from an accredited program
2. Official transcript(s) from all undergraduate and graduate coursework attempted
3. Proof of current unencumbered RN licensure.
4. Interview with the Nursing Graduate Admissions Selection Committee
5. Three letters of professional/academic reference specifying the applicants capabilities for graduate study. One letter of reference must be from the applicant's immediate supervisor.
6. Completed application with application fee of \$50
7. Last 60 hours cumulative GPA of 3.0 on a 4.0 scale
8. Completion of undergraduate statistics course
9. Cleared criminal background check
10. Clean drug screen

Additional requirements for the Nurse Practitioner and Nurse Educator tracks include:

11. Science GPA of 3.0 on 4.0 scale, defined as Anatomy and Physiology 1 and 2, and Statistics is preferred
12. Statement of professional goals to include:
 - Why you wish to become a Nurse Practitioner, Nurse Educator, or Nurse Administrator
 - What you plan to do with this degree, including long term goals
 - How you have prepared for success in this program

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

1. Current CPR certification for NP and Education students only
2. Evidence of Hepatitis B, MMR, polio and tetanus vaccination

3. Rubella and varicella titers or proof of immunization
4. Freedom from tuberculosis as evidenced by a negative PPD or health provider examination
5. Health insurance

Financial Information

Tuition is \$525 per semester hour for Education and Administration Post-Master's Certificate programs and \$510 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.

Employer Tuition Reimbursement Policies

1. The student is responsible for providing information to the university regarding his/her employer's policies for reimbursement.
2. If the employer reimburses the student directly, the student must pay the university in full at the time of registration for classes.
3. If the employer provides partial reimbursement directly to the university, the student must pay his/her portion of the tuition at the time of registration.
4. The university will provide any required information to an employer when requested by the student.

Certificate Program Completion Requirements

1. Must demonstrate evidence of completion of MSN core through an accredited MSN Program.
2. Completion of the specialty curriculum for Post-Master's Certificate.
3. A minimum grade point average of 3.0 in the certificate course work.
4. File an application for graduation with the Graduate Nursing Office by the published deadline.
5. Pay in full the student's account in the Business Office
6. Discharge all other obligations (fines, credentials, fees, etc.) at the University.

Curriculum

- I. Post Master's Certificate in Nursing Administration—22 hours
 - A. NUR 525, 528, 535, 548, 572, 593
 - B. NUR 615, 693A, 695B
 - C. Minimum Residency (22 semester hours) includes 525, 528, 535, 548, 593, 615, 693A, 695B, 572, and 400 clinical hours.
- II. Post Master's Certificate in Nursing Education—24 hours
 - A. BIO 500; NUR 507, 517, 537, 538, 544
 - B. NUR 607, 622, 642
 - C. Minimum Residency (14 semester hours) includes NUR 507, 517, 537, 538, 607, 642 and 380 clinical hours
- III. Post Master's Certificate in Family Nurse Practitioner (FNP)—29 hours
 - A. BIO 500; NUR 544, 547
 - B. NUR approved 558, 600, 617, 622, 639, 650
 - C. Select one: NUR 507, 525, 696/697
 - D. Minimum Residency (18 semester hours) includes BIO 500; NUR 544, 547, 558, 600, 617, 639, 650 and 560 clinical hours
- IV. Post Master's Certificate in Nurse Practitioner (See degree for peds and adult)—29 hours
 - A. BIO 500; NUR 544, 555
 - B. NUR 558, 600, 622, 650
 - C. Select one: NUR 627A or 627C
 - D. Select one: NUR 557A or 557C
 - E. Select one: NUR 638A or 638C
 - F. Select one: NUR 507, 525, 529, 696/697
 - G. Minimum Residency (18 semester hours) includes BIO 500; NUR 544, 600, 622, 650, 627A or C, 557A or C, 638A or C, and 560 clinical hours.

DOCTOR OF NURSING PRACTICE

SCHOOL OF NURSING

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 health care systems and delivery models from a Christian worldview.

The DNP Program is designed as a full-time cohort-based program that begins the fall of each year.

Mission Statement

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

Program Goals

1. To provide doctoral nursing education that builds on the foundational education of the registered nurse.
2. To prepare the graduate for enhanced knowledge and skills in a specialized area of practice.

3. To develop the graduate as a leader of one's specialty area of practice implementing the Christian worldview.

Program Outcomes

The graduate of the DNP will be able to:

- demonstrate expertise in an area of specialized advanced nursing practice
- integrate biosciences, education, research, business, and technology into advanced nursing practice within the Christian worldview
- formulate organizational and systems components for leadership and quality improvement toward enhancing patient outcomes
- promote transformation of health care through interprofessional collaboration, policy development and technology utilization within an area of specialized advanced nursing practice
- 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 for All Tracks

1. Completed application with application fee of \$50
2. Cumulative Graduate GPA of at least 3.0 on a 4.0 scale.
3. Official transcript(s) from all undergraduate and graduate course work attempted
4. Current unencumbered RN and APN licensure (if applicable) in state of residence
5. Eligible for licensure as registered nurse and APN (if applicable) in Tennessee
6. Interview with the Nursing Graduate Admissions Selection Committee
7. International students must complete TOEFL with WES evaluations of transcripts
8. Three letters of professional/academic reference specifying the applicant's capabilities for graduate study to include one letter of reference from the current supervisor
9. Statement of professional goals to include:
 - Your reasons for seeking a clinical doctorate
 - Your plans to use this degree to transform your practice and the profession of nursing
 - A problem statement reflective of an issue in your practice you have identified as an opportunity for a practice inquiry project
 - How you have prepared for success in this program
10. Submission of Curriculum Vitae

Additional requirement for the BSN to DNP Nurse Practitioner track includes a Science GPA of 3.0 on 4.0 scale, defined as Anatomy and Physiology 1 and 2, and Statistics is preferred.

Additional requirements for the RN to BSN or BSN to DNP Nurse Anesthesia tracks include:

1. At least one year of critical care experience as an RN, preferably within the last year
2. Eligible for RN licensure in TN, KY, and MS
3. Science GPA of 3.0 on 4.0 scale; defined as Anatomy and Physiology 1 and 2, and statistics
4. CCRN preferred
5. Experience as a preceptor and/or charge nurse preferred
6. Leadership within the ICU or place of employment with professional or clinical development projects preferred, such as:
 - Policy development
 - Practice change initiatives
 - Evidence-based practice initiatives
 - Instructor in BLS/ACLS/PALS
7. If applicant has been dismissed from or withdrawn from a nurse anesthesia program, he or she must provide a letter from the previous program director addressing this dismissal/withdrawal

RN to DNP Without Previously Earned Bachelor's Degree; Nurse Practitioner and Executive Leadership Tracks Only

1. Applicants must complete the following undergraduate courses.
 - Anatomy and Physiology 1 and 2 – 8 hrs.
 - Microbiology – 3 or 4 hrs.
 - Pathophysiology – 3 hrs.
 - Christian Studies – 6 hrs.
 - English Composition 1 and 2 – 6 hrs.
 - Social Science – 9 hrs.
 - Humanities – 9 hrs.
2. When these courses are completed, the applicant will notify the track coordinator no later than December 31 prior to the year they wish to start.
3. The following undergraduate nursing courses must be completed with a grade of “B” or above by May 31st of the year the applicant plans to be considered for the DNP cohort. The nursing courses may be in progress when the applicant notifies the coordinator of their readiness to be considered for the DNP applicant pool.
 - NUR 306 Scientific Writing
 - NUR 330 Research

The RN to DNP does not award a BSN or MSN Acceptance to the RN to DNP program does not guarantee acceptance to any DNP track. Applicants who are not selected to progress to the DNP cohort will be given the opportunity to enter the RN to BSN program.

RN to DNP With Previously Earned Bachelor's Degree in a Field Other than Nursing; Nurse Practitioner, Executive Leadership, and Nurse Anesthesia

1. Applicants must complete or show evidence of completion of the following undergraduate courses:
 - Anatomy and Physiology 1 and 2 – 8 hrs.
 - Microbiology – 3 or 4 hrs.
 - Pathophysiology – 3 hrs.
 - Any undergraduate statistics course – 3 hrs.
2. The above courses must be completed with by December 31st of the year prior to the year the applicant plans to be considered for the DNP cohort. When these are complete, the applicant will notify the track coordinator they wish to be considered for the applicant pool in the next cohort for that track.
3. The following undergraduate nursing courses must be completed with a grade of “B” or above by May 31st of the year the applicant plans to be considered the DNP cohort. The nursing courses may be in progress when the applicant notifies the coordinator of their readiness to be considered for the DNP applicant pool.
 - NUR 306 Scientific Writing
 - NUR 330 Research

The RN to DNP does not award a MSN Acceptance to the RN to DNP program does not guarantee acceptance to any DNP track. Applicants who are not selected to progress to the DNP cohort will be given the opportunity to enter the RN to BSN program.

Students entering the BSN to DNP program with a previously earned MSN may be awarded credit for the following courses upon evaluation of transcript: NUR 515, NUR 533, NUR 559, NUR 544, BIO 500, NUR 622

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

1. Current CPR certification for nurse anesthesia and nurse practitioner students only
2. Evidence of Hepatitis B, MMR, polio and tetanus vaccination
3. Rubella and varicella titers or proof of immunization
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

An MSN is preferred for application to the Post-Master's DNP. Additional coursework may be required upon evaluation of transcripts for students with a master's degree in a field other than nursing. The Post-master's DNP is designed for licensed, certified Advanced Practice Nurses and Nurse Leaders. The Post-master's DNP program does not prepare students to sit for licensure exams as advanced practice nurses.

Conditional Admission

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

Applicants may take a maximum of 2 DNP core courses prior to being enrolled in their respective DNP 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 DNP 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 DNP 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 DNP, students are required to have a minimum GPA of 3.0 for all courses taken for graduate credit at Union University.

Financial Information

Tuition Rates

RN to DNP tuition

Nurse Practitioner

Undergraduate..... \$420/credit hour

BSN to DNP.....\$14,300/year

Executive Leadership

Undergraduate..... \$420/credit hour

BSN to DNP.....\$12,750/year

Nurse Anesthesia

Undergraduate..... \$420/credit hour

BSN to DNP.....\$26,500/year

BSN to DNP tuition

Nurse Practitioner\$14,300/year (F, S, Su)

Executive Leadership.....\$12,750/year (F, S, Su)

Nurse Anesthesia.....\$26,500/year (F, S, Su)

Post-master’s DNP-all tracks..... \$825/credit hour

Application Fee \$ 50

Graduation Fee..... 25

Insurance fee (per year) 25

Binding of Thesis or Scholarly Project..... 45

Course Tracking System 75

Sitting fee for composite picture of class..... 35

Cap and Gown Rental..... approx. 150

Criminal Background check..... 70

Urine Drug Screen..... 50

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.

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 his/her 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. **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 by the published deadline.
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

BSN to DNP Core for all tracks (49 hours)

1. NUR 515, 533, 559
2. NUR 710, 705, 715, 720, 725, 730, 745, 728
3. NUR 793, 791, 794, 735,738,739

BSN to DNP Advanced Practice Core for NPs and CRNAs (8 hours)

1. BIO 500
2. NUR 544, 622

BSN to DNP Executive Leadership (68 hours)

1. Complete the BSN to DNP core for all tracks (above)
2. Specialty: NUR 525, 593, 528, 693A, 695B, 535, 572, 615

BSN to DNP Nurse Practitioner (73 hours)

1. Complete the BSN to DNP core for all tracks (above)
2. Complete the Advanced Practice Core (above)
3. Specialty for FNPs: NUR 617, 600, 547, 639, 650
4. Specialty for PNs: NUR 627C, 600, 557C, 638C, 650
5. Specialty for Adult/Geriatric NPs: NUR 627A, 600, 557A, 638A, 650

BSN to DNP for Nurse Anesthesia (99 hours)

1. Complete the BSN to DNP core for all tracks (above)
2. Complete the Advanced Practice Core for NPs and CRNAs (above)
3. Specialty: BIO 505/507, BIO 509; NUR 519, 609, 532, 534, 524, 611, 612, 554, 613, 614, 574, 691

Post-Master's DNP (38 hours)

1. NUR 710, 705, 715, 720, 725, 730, 745
2. NUR 793, 791, 794, 735,738,739

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 healthcare organizations or academic institutions, this track offers the nurse the opportunity to serve along side leaders of health care or academic institutions in gaining the knowledge, skills, and wisdom needed to lead health care 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. A 36-month BSN to DNP option is available, as well as a five semester Post-Master's option.

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 Post-Master's 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. A 36-month BSN to DNP option for students who are not CRNAs is also available, with an application deadline of October 15.

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 health care system. To address the increasing complexity of patient care and evolving practice issues, a 5-semester Post-Master's DNP Program is available to enhance your effectiveness as a health care 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. A 36-month BSN to DNP option for students who are not nurse practitioners is also available, with an application deadline of January 15.

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 (3)

Prerequisites: BIO 505 & 507, or BIO 221 & 222.

This course will incorporate the dissection of cadavers and viewing of anatomical models in understanding the nervous, endocrine, cardiovascular, respiratory, digestive, and urinary systems of the human body. Additional emphasis is placed on the needs of professional health care personnel.

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.

515. Advanced Statistics for the Health Sciences (3)

Prerequisite: undergraduate statistics

This course serves to build upon basic statistical knowledge. Topics include a review of descriptive statistics, probability, and probability distributions; confidence intervals and classical hypothesis tests for one and two samples; analysis of variance; hypothesis tests for categorical variables; regressions and correlation; and nonparametric methods, all with an emphasis on applications in the health sciences. Appropriate statistical software will be utilized throughout the semester. This course will use online (MoodleRooms) method of delivery.

516. Informatics and Healthcare (3)

This course is designed to provide the student with the knowledge and skills regarding the uses of information technology to support nursing practice, education, and leadership through a Christian worldview. The course will provide an overview of informatics topics including: computer systems and system development; standardized clinical terminology; informatics standards; electronic health records; retrieval and critical analysis of digital data, information, and knowledge; simulation strategies; and technology-aided instruction.

517. Educational Strategies in Advanced Nursing Practice (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.

523. Clinical Prevention and Population Health in Advanced Nursing Practice (2)

This course is designed to prepare the student to apply evidence-based principles of wellness, disease prevention, and health risk in individuals, families, communities, and aggregate/clinical populations. The course also focuses on the study of culturally appropriate and holistic professional nursing care of persons 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.

524. Anesthesia Techniques (3)

This course introduces the ability of the student nurse anesthetist to integrate foundational anesthesia and scientific knowledge with learned clinical skills.

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 wholistic Christian worldview.

526. Theory and Ethics for Advanced Nursing Practice (2)

This course explores central ethical and bioethical questions in nursing and health care, critiques and applies nursing theory to the advanced practice nursing role in the delivery of equitable and culturally relevant health care.

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.

529. Healthcare and Missions (3)

This course affords the graduate nursing student the opportunity to be involved in the development and implementation of a short-term healthcare mission trip by serving in a transcultural healthcare setting. The educational service provided in the transcultural healthcare setting will be based on the student's nursing expertise and guided by the presence of a faculty member.

532. Anesthesia Pharmacology (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: NUR 515

This course emphasizes analysis and interpretation of clinical research and evidence based practice, preparing the student to use translational science in clinical decision making to improve patient outcomes. Specific aspects of the research process, quantitative and qualitative research, and systematic reviews will be studied.

534. Advanced Principles in Anesthesiology (3)

This course builds on the basic sciences in examining the pathophysiology of major organ systems (e.g. cardiothoracic, hepatic, endocrine, and pulmonary) that are impacted by the administration of anesthetics.

535. Nursing Quality Management (3)

Prerequisite: NUR 525.

This course examines the quality of health care 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 on terminology and information systems specific to nursing administration and quality.

537. Nursing Education Practicum (2)

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

538. Clinical Strategies for Nurse Educators (3)

Prerequisites: NUR 507, 517, & 544, and BIO 500.

An overview of clinical management of patients throughout the lifespan. Opportunities are provided for students to integrate theory, research and evidence based practice in a specialized clinical setting under the direction of a preceptor with specialty expertise.

544. Advanced Health Assessment (3)

The course focuses on advanced health/physical assessment of the client where the client is defined as the individual and includes the individual's context within the family and/or community. Focus of the course is on comprehensive history, physical/psychological assessment, pathophysiology, and health promotion strategies incorporating the individual's cultural and developmental variations across the lifespan.

545. Health Systems and Leadership for Advanced Nursing Practice (2)

This course provides an overview of organization concepts, healthcare economic theory, health systems, communication and other leadership principles needed by the nurse in advance practice. Emphasis is on the foundational skills and competencies needed by the master's prepared nurse.

547. Primary Care of Family: Health Promotion (4)

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 2020. Clinical experiences will provide opportunities in the community for students to develop advanced practice interventions to promote health and disease throughout the lifespan.

548. Organizational Behavior and Leadership (3)

This course provides an overview of organizational concepts, theories, perspectives, and research relevant to nursing administration, patient care delivery systems, and nursing practice organization. Emphasis is on management principles and organizational processes applicable to quality work environments and the influence of the external and internal environment on these organization, and the role and relationship of nurse leaders to the nursing practice environment and to the greater organization.

554. Clinical Practicum I (1)

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.

557A. Primary Care of Adult/Geriatric Populations: Health Promotion (4)

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 adult/geriatric populations (A) and children (C) with regards to family environment, special emphasis will be placed on meeting goals and objectives of Healthy People 2020. Clinical experiences will provide opportunities in the community for students to develop advanced practice interventions to promote health and disease prevention.

558. Transitions to Advanced Practice Nursing (2)

Prerequisite: NUR 555.

Prepares the student for transition from student role to Advanced Practice role; emphasis placed on professional topics such as reimbursement, licensure, credentialing, prescriptive privileges, interviewing for and securing employment, contract negotiation, and portfolio preparation. Also encompasses legal issues pertinent to the APN role.

559. Role Development and Collaborative Strategies in Advanced Nursing Practice (2)

The purpose of this course is to enhance the student's knowledge of advanced nursing practice roles and interprofessional roles in healthcare delivery. Emphasis is on integrating philosophical inquiry, theory analysis, and translational research findings to improve healthcare outcomes for culturally diverse individuals and teams.

572. Nursing Administration Residency (2)

Prerequisites: NUR 593, 694A, 695B

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.

574. Clinical Practicum II (6)

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.

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.

593. Nursing Administration Practicum I (1)

Experiential application of the concepts examined in Introduction to Administrative Nursing Practice in a workplace setting with a preceptor in nursing management. 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 patients and families across the lifespan.

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.

609. Basic Principles of Anesthesia (4)

Basic cognitive and psychomotor concepts associated with the safe and effective practice of nurse anesthesia are presented. The implication of these learned concepts will be addressed in relation to the preoperative, intraoperative, and/or postoperative surgical periods. The acquired information will serve as the foundation for the understanding of the advanced practice of nurse anesthesia.

611. Obstetrical Anesthesia: 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: 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: 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: 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.

617. Primary Care of Family: Pediatric and Women's Health (4)

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 expand the student's knowledge and understanding of pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. The purpose of the course is to provide the student with pharmacologic knowledge and skills needed to assess, diagnose, and manage a client's health problems in a safe, high quality, and cost-effective manner across the lifespan. This course will also cover professional, legal and ethical issues pertinent to the prescription and monitoring of pharmacologic agents.

627A. Primary Care of Adult/Geriatric Populations: Acute Management (4)

627C. Primary Care of Children: Acute Management (4)
Prerequisite: NUR 544; **Pre- or Corequisite:** NUR 622 and BIO 500.

The purpose of this course is to develop advanced practice knowledge and skill in the accurate diagnosis and management of acute health care problems in adult/geriatric populations (A) and children (C) with consideration of the family environment. Management consists of identifying, monitoring and treating acute health care problems utilizing scientific research and evidence-based practice. Clinical experiences will provide opportunities in various acute and community based settings.

638A. Primary Care of Adult/Geriatric Populations: Chronic Management (4)

638C. Primary Care of Children: Chronic Management (4)

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 adult/geriatric populations (A) and children (C) with consideration to the family environment. Management consists of identifying, monitoring, treating, and maintaining chronic 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.

639. Primary Care of Family: Acute/Chronic Management (4)

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.

642. Nursing Education Residency (2)

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.

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 expose the student to specialty types of anesthetic type management in the areas of obstetrics, pediatrics, cardiology and neurology. In addition, the student will develop the understanding of complex anesthetic management through interaction with patient simulation.

693A. Nursing Administration Practicum II (2)

Prerequisite: NUR 593.

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.

695B. Nursing Administration Practicum III (2)

Prerequisites: NUR 593, 693A

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.

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 health care 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 health care 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 health care outcomes. Pass/Fail.

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 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.

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.

728. Transitions to DNP Practice (3)

The purpose of this course is to prepare the student for transition from the student role to Advanced Nursing Practice at the Doctoral level. Emphasis will be placed on content, competencies, and experiences needed for specialty practice and as delineated by national specialty organizations.

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 DNP course work to improve clinical practice. Minimum 180 clinical hours. Course is graded Pass/Fail.

736., 737. Fellowship II, III (3 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 DNP 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.

793. DNP Project Development (3)

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.

794. DNP Project Completion (3)

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

SCHOOL OF PHARMACY

Available on the Jackson Campus

Union University's Doctor of Pharmacy program is accredited by 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 (312.664.4652).

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:

- Promote an excellence-driven academic culture that instills knowledge and advances understanding of biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences.
- 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.
- Develop pharmacy students as practitioners who are people-focused in providing optimum interdisciplinary 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 compassionate patient-centered care to patients from various socio-economic and cultural backgrounds
- Solve patient-care problems and develop appropriate pharmacotherapy plans via evidence-based decisions
- Successfully manage a patient-centered practice, including the management of personnel
- Provide pharmaceutical care, including the development of disease state management programs
- Provide appropriate health and wellness services to the patients for which they provide care
- Communicate appropriately with patients, their family members and other health professionals
- Function as members of interdisciplinary patient care teams
- Effectively evaluate professional literature and use these findings to improve patient care

- Utilize informatics as appropriate throughout their practices
- Practice in a legal and ethical manner

Graduate Program Admission Requirements

The pre-professional educational design for candidates applying to the School of Pharmacy is based on 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. Pre-pharmacy course work must be distributed as follows:

Course Semesters

Biology or Zoology	2
General Chemistry.....	2
Organic Chemistry.....	2
Human Anatomy and Physiology	2
Physics I	1
Microbiology	1
Calculus.....	1
Statistics	1
Written Composition	2
Communications/Speech	1
Humanities Electives	2
Social Sciences Electives	2
General Electives.....	1

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). Three references along with a writing sample must also be submitted. During the 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. All applications for transfer will be considered on a case-by-case basis.

Progression of Students

A period of academic probation includes the semester immediately following successful completion or successful remediation of the deficient course. The student will be notified by the Academic Standing and Progression Review (ASPR) subcommittee when the academic probationary period ends. 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 and Progression Review subcommittee.

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 "The Appeal Process" in the *Campus Life Handbook*.

Remediation

Didactic

For students who meet defined criteria, The ASPR subcommittee will consider allowing remediation and the opportunity to continue progression through the curriculum despite setbacks in didactic courses. The following courses cannot be remediated and therefore, must be repeated: IPPEs, APPEs, introductory and advanced didactic electives. Students will be charged for remediation or retake of any course during the didactic or experiential component of the curriculum.

Process for Remediation

The ASPR subcommittee will communicate with the Course Coordinator regarding the feasibility of remediation. Students should not discuss remediation with the Course Coordinator prior to the meeting with ASPR. The student will be notified of an academic deficiency and the need to come before the ASPR subcommittee by phone or email. This meeting will allow the student to explain and clarify the situation. The ASPR subcommittee will make a decision on the student's case. Depending on the subcommittee decision, the action will be communicated to the student during the meeting or by certified mail and/or email.

Students have the right to appeal the decision made by ASPR as outlined in the Progressions policy in the School of Pharmacy Supplement to the *Campus Life Handbook*.

Qualifications for Remediation

Remediation will be considered if the student meets the following criteria:

1. The student has a final percentage average >59.5%. Students whose average is below 59.5% may be required to repeat the course in its entirety.

2. The student's semester grade point average is >2.00 and overall academic grade point is >2.33 on a 4 point scale.
3. The student must have no academic misconduct violations.
4. The student must not have remediated more than once previously.

In addition to the above noted criteria, students must also acknowledge and agree to the following:

1. The objectives and course content will be determined by the Course Coordinator and may include all original objectives and content or may be a section or specific module of the original course or an alternative course determined by the Course Coordinator. The delivery or format methods for the remedial course will be at the discretion of the course instructor(s) and/or Course Coordinator(s) and may include a variety of options.
2. Course evaluations and assessments are likely to be different from those used in the original course and are up to the discretion of the course instructor or coordinator. Options may include:
 - Single comprehensive examination in which the student must receive a course grade of $\geq 69.5\%$. (A score of <69.5% may result in the student having to repeat the original course in its entirety.)
 - Other course instructor-designed assessments with a score of $\geq 69.5\%$.
3. Agree to keep all appointments with faculty and meet all deadlines with the understanding that failure to do so could result in failure of the course.
4. Agree to pay the appropriate tuition and fees, with no opportunity for a refund.

5. Failure in this remedial course will count as failure similar to any other course with respect to the student's official transcript, calculation of the cumulative grade point average, and academic standing.
6. Both course grades will appear on the transcript and will be used in calculation of the student's cumulative grade point average. Academic standards are in place and failure a second time in the course(s) may have serious consequences and may result in dismissal from the program.

7. Remediation is not a guaranteed right of the student and should be regarded as a privilege, which must be earned by a student through active participation in the educational program as demonstrated by regular class attendance, individual initiative, and utilization of available academic resources. Students should recognize that the need to remediate coursework may delay the timetable for their graduation from the Pharmacy program.

Financial Information

Tuition is \$31,490 per year with a \$1,800 student services fee (\$900/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
 Laptop actual cost*
 Cap & Gown Purchase approximately \$80

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.

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—152 hours

- I. Year One Courses: BIO 505, 507, and 510; CHE 507; PHRM 700, 705, 710, 716, 718, 723, 726, 728, 729, 739; IPPE 730, 731.
- II. Year Two Courses: BIO Immune Response to Infectious Disease; PHRM 704, 733, 734, 736, 738, 740, 741, 743, 744, 750, 751, 767; IPPE 746.
- III. Year Three Fall Courses: 760, 761, 765, 766, 768, 770, 772.
- IV. Electives: 10 hours from PHRM Electives or other graduate elective courses as approved by the Dean of the School of Pharmacy.

Dual-Degree Program

Union University's School of Pharmacy and the McAfee School of Business Administration offer a dual degree program. Interested students enrolled in the Doctor of Pharmacy program may dually enroll in the MBA Program. Students will follow the curriculum as outlined below under Graduation Requirements but will also include an additional 24 hours of MBA core coursework. The remaining 12 hours of MBA coursework will be from the Pharm.D. program as approved by the School of Pharmacy: PHRM700; PHRM743; PHRM744; PHRM765; PHRM772; PHRM Elective/Public Health. Please see the Master of Business Administration section of the Graduate Catalog for MBA core coursework and prerequisite coursework. MBA core coursework can be done on either Union's Jackson or Germantown campuses or a combination of the two. Please contact the MBA Director (731-661-5341) in the McAfee School of Business for any questions you may have regarding the Pharm.D. MBA Dual Degree Program.

Center for Interprofessional Education/Population Health and Rural Medicine (IPE/PHaRM)

The purpose of the Center for Interprofessional Education/Population Health and Rural Medicine (IPE/PHaRM) is to advance Union University's ability to care for the underserved population of West Tennessee while broadening the interprofessional educational experiences

of our students and other healthcare providers. Our mission includes affording students opportunities to provide more collaborative and patient-centered care in a structured, real-world setting. The Center achieves its mission through interprofessional learning experiences, community service learning experiences, clinical experiences, research, continuing education programs and simulation education.

Course Descriptions: Biology (BIO)

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 system

510. Advanced Human Gross Anatomy (3)

Prerequisites: BIO 505 & 507, or BIO 221 & 222.

This course will incorporate the dissection of cadavers and viewing of anatomical models in understanding the nervous, endocrine, cardiovascular, respiratory, digestive, and urinary systems of the human body. Additional emphasis is placed on the needs of professional health care personnel.

Course Descriptions: Chemistry (CHE)

507. Medical Biochemistry (3)

This course is a required course and will provide the student with an understanding of protein structure and function, and an understanding of the metabolic basis of disease. To accomplish this, the student will learn how large molecules are synthesized and used, and how energy is generated, stored, and retrieved. Additionally, the course will utilize patient cases for the student to see how alterations in the basic processes can lead to a disease state.

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.

702. Ambulatory Care (2)

An elective course designed to strengthen the student's understanding of diseases or illnesses common in an adult ambulatory care practice. The course utilizes group discussion of primary literature and the development of clinical practice guidelines. Student presentations and other active learning activities will extend knowledge beyond that provided in previous coursework.

703. Introduction to Population Pharmacokinetics (2)

This course provides students an introduction to the theory and methods of population pharmacokinetic and pharmacodynamics analysis with nonlinear mixed-effects models. The course includes hand-on modeling experiences and discussion of advanced topics such as Bayesian estimation, covariate analysis, and the role of computer simulation. Students will evaluate population pharmacokinetic literature and FDA guidance documents on related issues.

704. Applied Drug Information (1)

PHRM 704 provides hands-on drug information training and serves as a competency assessment of drug information skills learned in PHRM 723. In this course, the students' ability to manage drug information questions (i.e., their drug information skills) and their finished work will be guided and evaluated.

705. Pharmaceutical Calculations (2)

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

706. Advanced Cardiovascular Pharmacotherapy (2)

An elective providing the student with a more thorough study of cardiology and cardiovascular topics in application of the therapies and techniques covered.

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 covering common medical conditions eligible for patient self-treatment. Emphasizes appropriate selection of the lifestyle modifications and over-the-counter medications and devices that are most appropriate based on disease and patient factors. Also provides an opportunity for students to practice and demonstrate patient counseling techniques.

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.

710. Medical Terminology (1)

This course provides an introduction to the origin and definition of medical terms used in various healthcare settings. In addition, it provides an introduction into body structures, diseases, and treatments arranged in an organ system manner.

711. Heath Care and Missions (2)

This elective course provides students an opportunity learn about another culture and participate in a short-term health care mission trip. Students will learn to coordinate drug distribution, make pharmacotherapy recommendations within a limited formulary, and provide patient education in a setting with many communication barriers. Students, guided by faculty, will learn to provide patient care in this unique environment.

712. Oncology (2)

Elective course to provide students advanced exposure to oncology building on topics in PHRM 761. Students are introduced to different malignant disease states and their common chemotherapeutics regimens, the principles of concern prevent and screening, pharmaceutical care to manage short and long-term side effects from cancer and treatments, and appropriate management and handling of cytotoxic medications.

713. Critical Care (2)

Elective course designed to strengthen student's knowledge of common critical care topics with emphasis on applications of primary research in various disease states. The course will utilize group discussion of literature including reviews, guidelines, and primary research articles on selected topics in the area of critical care therapeutics. Students will give presentations to extend their knowledge beyond that provided in previous coursework.

714. Neuroscience (2)

An elective pharmacotherapy subspecialty course covering the drug therapy management of neurologic and psychiatric diseases and conditions. The primary purpose is to enable students to apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling top optimize patient outcomes. This course is designed to develop the student's ability to apply principles of clinical therapeutics in pharmacy practice, with particular focus given to those disorders which affect the central nervous system and the mind.

716. Principles of Pharmaceutical Sciences (2)

An introduction to the chemical and physical properties of medicinal agents. It will provide a foundational understanding of key concepts in the pharmaceutical sciences in preparation for coursework in medicinal chemistry, pharmacology and pharmaceuticals.

717. Advanced Pain Management (2)

Elective course building on PHRM 707, an in-depth overview of pain management, including pain classifications, assessment, pharmacological and non-pharmacological treatment options of a variety of nociceptive and neuropathic pain syndromes.

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 communication with patients and providers. Students will be evaluated on their ability to obtain medical histories and counseling skills.

719. Pharmacology Research (2)

An elective course designed to help students develop an understanding of the principles of toxicology through lectures, class discussion, and developing and giving oral presentations about current toxicological issues within the field of pharmacy.

721. Advanced Pharmacokinetics (2)

Building on foundational principles, students will use analysis software to perform nonlinear regression of pharmacokinetic data. They will evaluate literature and become familiar with FDA guidance documents for clinical pharmacology and biopharmaceutics topics. Discussion will include advanced topics as optimal sampling design, pharmacokinetic clinical trial design, enterophepatic recirculation models and chronopharmacokinetics.

722. Concepts in Toxicology (2)

Principles of toxicology through lectures, discussion, and developing and giving oral presentations about current toxicological issues within the field of pharmacy.

723. Drug Information and Informatics (3)

PHRM 723 covers the fundamental concepts of drug information practice, clinical trial design and analysis, and pharmacy informatics. It is designed to introduce key concepts and establish a basic knowledge and skillset. Future courses (e.g., PHRM 704, PHRM 772) will develop mastery of the interpretation of clinical data and application of the evidence in the delivery of individualized pharmaceutical care. This course also introduces a variety of topics related to the medication use system.

724. Diabetes Management (2)

An elective course designed to provide students further exposure to diabetes topics including but not limited to: guidelines, drug selection algorithms, nutrition and insulin dosing, adjustment, and titration. Topics presented by lecture, discussion, and simulation.

726. Pharmacological Basis of Drug Action I (3)

Introduction course for first year students discussing drugs for cholinergic, adrenergic, cardiovascular, pulmonary and endocrine system. Drug class, mechanism of action, drug interaction and toxicities, pharmacodynamics and pharmacokinetics are discussed.

728. Chemical Basis of Drug Action I (3)

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 activity, and mechanism of action.

729. Immunization (1)

The APhA certification course highlights the role of vaccines in the prevention of infectious diseases, the role of the pharmacist in promoting and providing vaccines to patients, and steps to implementing an immunization program into various pharmacy practice settings. Injection technique will be taught, practiced, and assessed.

730. Introduction to Community Practice (2)

A P-1 component of five IPPE 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.

731. Introduction to Institutional Practice (2)

Building on PHRM 730, this P-1 course is designed to focus on the development of professional skills required for institutional pharmacy practice. Students will spend 2 weeks (80 hours) in a hospital practice setting and gain exposure to the role and responsibilities of the pharmacist in hospital practice. Students will focus on the importance of the pharmacist in patient care.

732. Introduction to Medicinal Chemistry Research (2)

In this introductory experience, students will work with faculty to develop skills in computer-aided design of novel drug structures for specific therapeutic targets and in the laboratory to synthesize various structures for pharmacological testing and evaluation.

733. Pharmaceutics I (4)

An introduction to the scientific principles and regulatory issues of pharmaceutical dosage form and delivery system design, compounding, and use. An emphasis will be placed on solid dosage forms including powders, tablets, 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 and delivery system 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.

736. Pharmacological and Chemical Basis of Drug Action II (4)

Integrated course of chemical and pharmacological basis of drug action for second year students discussing drugs for infectious diseases, endocrine, gastrointestinal, and inflammatory disorders. Drug class, mechanism of action, drug interaction and toxicities, pharmacodynamics and pharmacokinetics are discussed.

738. Pharmacological and Chemical Basis of Drug Action III (4)

This integrated course will provide the student with an in-depth knowledge of the Chemical and Pharmacological basis of drug action for agents marketed to treat neurological disorders, psychiatric states, pain management and cancers. The Medicinal Chemistry component will include a comprehensive discussion of: the relationship between physico-chemical properties of drug molecules and their pharmacokinetic profile (drug absorption, distribution, metabolism, and excretion - ADME), chemical features of therapeutic agents required to elicit a desired therapeutic response (SAR), chemical basis of the mechanism of action of drugs, fundamental pharmacophores of drugs used to treat diseases, structural basis for drug-target interactions, and chemical pathways of drug metabolism, clinically significant drug interactions and side effects. The pharmacology component will focus on comprehensive discussion of drugs mechanism of action, pharmacological basis of drug selection, disease treatment, pharmacodynamics of drug action, absorption, distribution, metabolism, and elimination, adverse effects and side effect profile of drugs, drug-target interactions, drug-drug, drug-food, drug-disease interactions. This approach will provide a clear understanding of the available therapeutic agents and lay the foundation for the study and practice of the principles of pharmacotherapy.

739. Clinical Laboratory Medicine (1)

Basic laboratory tests used to diagnose disease and monitor disease progression and drug therapy. Students will learn to screen and evaluate patients using relevant clinical data.

740. Pharmacotherapy I (3)

This course focuses on drug therapy management of diseases and conditions associated with specific organ systems and will enable students to apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes. This course addresses medical conditions related to respiratory, gastrointestinal, and endocrinology disorders.

741. Pharmacotherapy II (3)

This course focuses on drug therapy management of diseases and conditions associated with specific organ systems and will enable students to apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes. This course addresses medical conditions related to cardiology.

742. Student Leadership Development (2)

This elective course provides an intentional focus on fostering the development of leadership (both positional and non-positional) in students and individual commitment to excellence through a series of active learning exercises.

743. Moral Reasoning in Healthcare (2)

PHRM 743 will serve as an introduction to moral reasoning regarding key issues in pharmacy practice and emphasize attentiveness to differing moral perspectives and thoughtful reflection and conversation about them. Special consideration will be given to Christian perspectives on moral issues in pharmacy practice.

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.

746. Introduction to Community Pharmacy Practice II (2)

A P-2 IPEE course designed to focus on the development of professional skills required for contemporary pharmacy practice. Two weeks/80 contact hours in a community practice setting exposing the student to the role and responsibilities of the community pharmacist and the importance of the pharmacist in patient care.

748. Introduction to Institutional Pharmacy Practice II (2)

The 4th of 4 courses designed to focus on the development of professional skills required for contemporary pharmacy practice requiring 2 weeks/80 contact hours in an institutional or specialty practice setting exposing the student to the role and responsibilities of the community pharmacist and the importance of the pharmacist in patient care.

750. Pharmacotherapy III (3)

This course focuses on drug therapy management of diseases and conditions associated with specific organ systems and will enable students to apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes. This course addresses medical conditions related to infectious diseases. pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes.

751. Pharmacotherapy IV (3)

This course focuses on drug therapy management of diseases and conditions associated with specific organ systems and will enable students to apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes. This course addresses medical conditions related to neurology, psychiatry and pain management.

752. Christian Faith and Pharmacy (2) F

This course will give students a basic understanding of the Christian Faith as seen through the Old and New Testaments and its impact on the field of pharmacy.

753. Social and Behavioral Research Design I (2)**754. Social and Behavioral Research Design II (2)**

A two-course elective sequence designed to provide students an opportunity to develop, conduct, analyze and defend a research project to students & faculty with basic concepts and techniques in social science research methodology, design and analysis and critical evaluation of quantitative and qualitative studies.

756. Pharmacy Management (2) F

This elective course covers a broad range of community pharmacy management topics, including scheduling, inventory, employment law, claims adjudication, and personnel issues. Special attention is also given to effective communication and conflict negotiation skills. In-class discussions, outside readings, special projects, and expert guest lecturers give students a well-rounded exposure to the roles and responsibilities of the community pharmacy manager.

757. Special Problems in Pharmacy (2) S

The purpose of this elective course is to introduce students to the methods by which pharmacists investigate and propose solutions to pharmacy related problems. With the assistance and approval of the instructor, students will identify a pharmacy related problem(s). Student will have the opportunity to gather information including completing a literature search and present their findings in an oral or written format.

758. The Christ-centered Pharmacist (2) S

The Christ-Centered Pharmacist focuses on examining the practice of pharmacy from a Biblical worldview. Students will have weekly lectures and discussions with Dr. Greene and classmates. Students will be assigned to a Christian pharmacist mentor. Students will examine how a Christian pharmacist looks at the profession of pharmacy through the eyes of Christ and how being a pharmacist is more than a job, it is a calling. Students will focus on how Christ-centered pharmacists practice pharmacy. Students will examine Christian virtues and how these virtues affect daily practice. Students will study and discuss scripture and will be introduced to literature such as “Medicine and Ministry”, “God at Work” and “The Christian Virtues in Clinical Practice”. Students will have an opportunity for experiential learning with visits to of campus practice sites including St. Jude Children’s Research Hospital.

759. Population Health (2) S

This elective course is designed to introduce pharmacy students to the concepts and issues of population health as they relate to the practice of pharmacy. Students learn how population health concepts and issues are important in daily pharmacy practice, with an emphasis on applying the fundamental issues of population health, health promotion, disease prevention, and epidemiology within pharmacy practice through a case study approach. Population health topics as they relate to the pharmacy discipline are emphasized and include but are not limited to: providing population-based care, providing patient-centered care, promoting the availability of effective health and disease prevention services and health policy, research design, biostatistics, economics/pharmacoeconomics, epidemiology/pharmacoepidemiology, and professional communication.

760. Pharmacotherapy V (3)

This course focuses on drug therapy management of diseases and conditions associated with specific organ systems and will enable students to apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes. This course covers critical care/nutrition topics.

761. Pharmacotherapy VI (3)

This course focuses on drug therapy management of diseases and conditions associated with specific organ systems and will enable students to apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes. This course addresses medical conditions related to oncology, men’s and women’s health, toxicology, and rheumatic diseases.

762. Infectious Disease (2) F, S

This elective course is designed strengthen the student’s knowledge of infectious disease topics with emphasis on application of primary research and current guidelines in various disease states. The course will utilize group discussion of primary literature including reviews, guidelines and primary research articles on selected topics in the area of infectious disease therapeutics. Students will also give presentations on other related topics that will extend their knowledge beyond that provided in previous coursework.

765. Pharmacoeconomics and Health Systems Management (2)

Concepts and theories of pharmacoeconomics and human resource management in all pharmacy practice settings: planning, implementation, and analysis processes as related to personnel along with fiscal management at the systems, pharmacy and patient level.

766. Patient Assessment and Interviewing (2)

Hands-on opportunity for students to apply concepts of physical assessment and interviewing in a clinical laboratory environment. Students will be able to assess response to drug therapy by combining physical assessment with patient interviewing and will also develop their skills in communicating with patients.

767. Applied Therapeutics with Simulation I (1)

768. Applied Therapeutics with Simulation II (1)

This course introduces the concepts of pharmaceutical care prior to advanced pharmacy practice experiences by placing students in the clinical environment. Students will have the opportunity to have direct patient contact, and will present patient cases during small group recitations. Students will also provide therapeutic recommendations during simulated patient cases in the simulation lab.

770. Pharmacokinetic Principles and Application (4)

This course introduces pharmacokinetic principles and therapeutic drug monitoring. Students will gain an understanding of the absorption, distribution, metabolism and elimination of drugs, focusing on quantitative aspects of these processes. Pharmacodynamic and clinical implications will be explored, including how to formulate appropriate dosing regimens based on patient specific physiological and environmental factors. Pharmacokinetic variability caused by differences in intrinsic and extrinsic factors will be discussed. Didactic course work will be further emphasized via clinical cases in a laboratory setting.

771. Critical Review of Drugs (2)

This inter-disciplinary science-based 2-credit hour elective will involve a critical analysis of drugs of interest. This active learning exercise will provide the PharmD candidate with an opportunity to review, integrate and apply basic concepts, principles and their knowledge of Medicinal Chemistry, Pharmacology and Pharmacotherapeutics to perform a thorough analysis of drug related scientific literature and experimental data. Key areas of review will include Brand and Generic drug names, Chemistry (Pharmacophores, SAR and Physicochemical properties), Pathophysiology, Mechanism(s) of action, FDA approved indications, Metabolic Outcomes, Drug Interactions, Adverse effects and Boxed warnings. The course is primarily discussion based with student led presentations on drugs assigned to them.

772. Literature Evaluation / Landmark Trials (2)

PHRM 772 builds on the principles introduced in PHRM 723. During the Course, faculty and students will discuss selected clinical trials, relevant principles of study design, and primary medical literature evaluation. The emphasis will be on training students in the interpretation and critical analysis of biomedical literature for the purpose of developing evidence-based care recommendations for a given patient or patient population.

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.

Advanced Pharmacy Practice Experience (APPE)

700. Advanced Institutional Practice (4)

A required course designed to offer the student advanced experience in an institutional pharmacy practice setting. Students will be expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to accurately and efficiently fill prescription orders; comply with state and federal laws as well as regulations from accrediting agencies; collect patient specific information for the development of an evidence-based treatment plan; respond to drug information questions; communicate effectively, orally and in writing, with patients, caregivers, and other health professionals; and conduct themselves in a professional manner.

710. Advanced Community Practice (4 each)

Two APPEs in this section are required courses, 710A and 710B. One additional course can be taken as an elective course. Each course is designed to offer the student advanced experience in various community pharmacy practice settings. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to accurately and efficiently fill prescription orders; collect patient specific information for medication therapy management (MTM); appropriately document MTM and related activities; respond to drug information questions; communicate effectively, orally and in writing, with patients, caregivers, and other health professionals; manage a pharmacy practice; and conduct themselves in a professional manner. Course are repeatable for credit.

710A. Advanced Chain Community Practice

710B. Advanced Independent Community Practice

710C. Advanced Compounding Practice

710D. Community Practice for Medically Underserved

710E. Community Institutional Outpatient Pharmacy

720. Ambulatory Care (4)

This Advanced Pharmacy Practice Experience (APPE) is a required course. The course is designed to offer the student advanced experience in an ambulatory care pharmacy practice setting. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to communicate effectively with patients and health care providers; conduct physical assessments as required; develop evidence-based treatment plans; respond to drug information questions; manage a patient-centered practice; and conduct themselves in a professional manner.

720A. Ambulatory Primary Care

720B. Ambulatory Anticoagulation Management

720C. Ambulatory Pediatric Care

730. Acute Care Pharmacy Practice (4)

Two Advanced Pharmacy Practice Experience (APPE) from this section are required. Additional courses in this section may be taken as elective courses. These courses are designed to offer the student advanced experience in acute care pharmacy practice settings. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to accurately and efficiently communicate with patients, caregivers, and health care professionals; collect and analyze patient information for the development of an evidence-based treatment plans in the acute care setting; appropriately documents interventions in the medical record; respond to drug information questions; and conduct themselves in a professional manner.

730A. Internal Medicine

730B. Infectious Disease

730C. Cardiology

730D. Women's Health

730E. Neonatology/Pediatrics

730F. Oncology

730G. Critical Care

730H. Nutrition

730J. Psychiatry

730K. Geriatrics

730L. AIDS Care

730M. Emergency Medicine

730N. Surgery

730P. Transplant

730R. Institutional MTM

730S. Neurology

730U. Geriatric Team Practice

730V. Hospice/Palliative Care

740. Practice Management (4 each)

These Advanced Pharmacy Practice Experiences (APPEs) are elective courses designed to offer the student advanced experience in the management of pharmacy practice in various settings. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to manage inventory; contracts; reimbursement; data; risk; and human resources, including scheduling, salaries, and performance evaluations.

740A. Institutional Practice Management

740B. Community Practice Management

740D. Management Clinical Practice

740E. Pharmacy Association Management

750. Specialty Pharmacy Practice (4 each)

These Advanced Pharmacy Practice Experiences (APPEs) are elective courses designed to offer the student advanced experience in various specialty pharmacy practice settings. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to accurately and efficiently communicate with patients, caregivers, and health care professionals; collect and analyze patient information for the development of an evidence-based treatment plans in the various practice settings; respond to drug information questions; and conduct themselves in a professional manner.

750A. Home Infusion

750B. Long Term Care

750C. Managed Care

750D. Sterile Products

750E. Pharmaceutical Industry/Medical Affairs

750F. Drug Information

750G. Medication Safety

750J. Pharmacy Compounding

750K. Nuclear Pharmacy Practice

750M. Specialty Pharmacy Practice

750N. Pharmacy Informatics

750P. Pharmacy Medical Missions

760. Drug Information (4 each)

This Advanced Pharmacy Practice Experience (APPE) is an elective course designed to offer the student advanced experience in the provision of drug information. Students will be expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to completely define the specific drug information question, use appropriate resources to efficiently and accurately research drug information questions, respond to drug information questions in a professional manner, communicate effectively with patients and health care providers, and conduct themselves in a professional manner.

770. Pharmacy Research (4 each)

These Advanced Pharmacy Practice Experiences (APPEs) are elective courses designed to offer the student experience in conducting scientific research in a particular discipline. Students interested in completing any of these courses should consult with the course coordinator prior to registration.

770A. Drug Design and Synthesis

770B. Pharmacology Research

770C. Pharmaceutics Research

770D. Pharmacy Administration

770E. Pedagogy

SCHOOL OF THEOLOGY AND MISSIONS

Degrees Offered

Available Online and on the Jackson, Germantown, Hendersonville Campuses

- Master of Christian Studies

Available at the Olford Center of the Germantown Campus

- Doctor of Ministry with an Emphasis in Expository Preaching

Available in partnership with the Baptist Theological Seminary, Singapore

- Doctor of Ministry with an Emphasis in Expository Preaching
- Doctor of Ministry with an Emphasis in Leadership

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

SCHOOL OF THEOLOGY AND MISSIONS

Purpose Statement

The Master of Christian Studies exists to raise the level of ministry competence among bi-vocational pastors, missionaries, church planters, foreign nationals planting ethnic churches in the U.S., church staff members, and laypersons seeking a more thorough blending of faith and life in the workplace through on-site offerings in Jackson, Hendersonville (Nashville area), and Memphis, as well as through online offerings.

Program Emphases

MCS courses are foundational, in terms of the student's ability to think biblically and theologically, and synergistic, fostering effective ministry. MCS students become biblically and theologically grounded, while developing ministry skills that integrate faith and learning.

Expected Student Learning Outcomes

- Students will acquire competence in (and deepen their analytical skills as they reflect on) the biblical text, theology, and Christian history, as well as how these apply to the ministries of churches.
- Students will acquire skill in Bible study methods, Christian ethics, and leadership principles.
- Students will integrate what they learn in classes with the ministry they complete in their church or ministry setting.
- Students will be more motivated to participate in and lead their churches in advancing the kingdom of God.
- Students will demonstrate commitment to apply Scripture to their personal lives and ministries.

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.
Introduction to Christian Ethics	3 hrs.
Christian Leadership.....	3 hrs.
Total:	33 hrs.

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. Three personal letters of recommendation.
5. An Autobiographical Essay of 3-5 pages, describing the applicant's spiritual pilgrimage.
6. 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:	\$305

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 33 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.

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.

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.

Ministry Track Courses (Optional)

Students completing all 33 hours required for the MCS and the 9 hours listed here as optional ministry track courses will also receive the "Certificate of Ministry Leadership."

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.

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.

Offered as needed

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.

Please note: The MCS curriculum was revised for students beginning with August 2012 enrollment. Students enrolled before August 2012 should consult their catalogue of record (the catalogue from the year they were enrolled) to find the curriculum requirements applicable to their MCS degree.

DOCTOR OF MINISTRY

SCHOOL OF THEOLOGY AND MISSIONS

Purpose Statement

The Doctor of Ministry with an emphasis in expository preaching, offered at the Stephen Olford Center and in Singapore, is designed to enhance the art and practice of expository preaching. The Doctor of Ministry with an emphasis in leadership, offered in Singapore only, is designed to provide advanced competency in biblical leadership.

Program Emphases

The first emphasis of the Doctor of Ministry is advanced-level professional preparation in either expository preaching or biblical leadership. The second emphasis is equipping students to research and develop appropriate new insights and expertise into their current ministry field through their doctoral dissertation. The D.Min. program seeks to advance God's kingdom in churches around the world by preparing pastors and other ministry leaders with the highest professional skill in expository preaching or biblical leadership.

Expected Student Learning Outcomes (Stephen Olford Center)

- Students will have a deeper understanding of the nature and purpose of expository preaching.
- Students will gain advanced competency in the preparation and delivery of expository sermons.
- Students will demonstrate professional growth in related ministry dimensions, such as biblically balanced ministry, church renewal and revival, and evangelism and global missions.
- Students will produce a fresh contribution to the practice of expository preaching through a doctoral dissertation or project.

Expected Student Learning Outcomes (Singapore)

- Students will have a deeper understanding of the nature and purpose of expository preaching or of biblical leadership.

- Students will gain advanced competency in the preparation and delivery of expository sermons or of biblical leadership.
- Students will demonstrate professional growth in related ministry dimensions, such as biblically balanced ministry, church renewal and revival, evangelism and global missions, and biblical leadership.
- Students will produce a fresh contribution to the practice of expository preaching or of biblical leadership through a doctoral dissertation or project.

Calendar (Olford Center)

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.

Calendar (Singapore)

The Doctor of Ministry is delivered in two semesters per year. Courses are offered in January and Summer/Fall as directed by the Baptist Theological Seminary, Singapore. Post-seminar assignments are to be completed and courses graded by the end of the semester in December and May. 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," i.e., 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 72 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 is the **minimum** number of semester hours required in that category to meet Master of Divinity Equivalency. Thus, 51 of the 72 required semester hours are specified. The

remaining 21 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 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. If a student moves from one church or ministry to another during the time he or she is enrolled in seminars, the student must submit a new ministry endorsement letter within six months of beginning the different ministry.
- 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	\$405
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.

Curriculum Requirements

Required Seminars: Expository Preaching Track (Stephen Olford Center and Singapore)

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 Elective Seminar	3 hours
DMIN 785-6-7, Doctoral Elective Seminar	3 hours
DMIN 800, Project and Dissertation.....	6-12 hours
Total Program Hours.....	33-39 hours

Required Seminars: Leadership Track (Singapore)

DMIN 612, Leadership in a Congregational Church	3 hours
DMIN 618, Leadership through Preaching	3 hours
DMIN 620, Ministry Research Seminar	3 hours
DMIN 624, Missions, Evangelism, and Ministry ...	3 hours

Transfer of Credit

Up to six hours (two seminars) may be considered for transfer of doctoral level credit from a regionally accredited institution of higher learning, provided the grades are B or higher. Applicants must request this in writing from the Program Director, who advises the student in writing at the time of the official acceptance of the program.

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.

DMIN 629, Strategic Planning	3 hours
DMIN 636, Spiritual Formation of the Minister....	3 hours
DMIN 639, Spiritual Formation of the Congregation	3 hours
DMIN 785-6-7, Doctoral Elective Seminar	3 hours
DMIN 785-6-7, Doctoral Elective Seminar	3 hours
DMIN 800, Project and Dissertation.....	6-12 hours
Total Program Hours.....	33-39 hours

*A minimum grade point average of 3.0 is required for the course of study.

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 STM 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 STM faculty member. The third person may be an STM 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 STM faculty, a committee appointed annually by the Dean of the School of Theology and Missions. 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. If a student moves from one church or ministry to another after the student has achieved candidacy status, but before graduation, the student must take at least a one-semester leave of absence from the program in order to develop a new proposal. This new proposal must be submitted to the DMin Committee for approval. In addition, the student must submit a new ministry endorsement letter within six months of beginning the different ministry.
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 Theology and Missions 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)

Graduation Requirements

- Complete required semester hours for the degree with a cumulative GPA of 3.0.
- Complete all required seminars for the track in which the student is enrolled (expository preaching or leadership).
- Complete and successfully defend the dissertation as defined in “Doctoral Processes.”
- File the Application for Graduation with the Doctor of Ministry Office. The deadline is March 1 for candidates who plan to complete requirements by the May Commencement and October 1 for candidates who plan to complete requirements by the December Commencement.
- Pay in full the student’s account in the Business Office.
- Discharge all other obligations (fines, dissertation processing fees, etc.) at the University.
- The approval of the faculty.

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.

612. Leadership in a Congregational Church (3) Fall
A seminar on leading a local church in the areas of church staff and ministerial relationships.

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.

618. Leadership Through Preaching (3) Fall

This seminar is an in-depth examination of Old Testament and New Testament genres and how understanding these genres should aid preachers to develop sermons. The course will expose students to both hermeneutics and homiletics.

620. Ministry Research Seminar (3) Winter

Prerequisite: DMIN 610.

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

624. Missions, Evangelism, and Ministry (3) Spring

An in-depth examination of the mission of the church emphasizing evangelism and ministry.

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.

629. Strategic Planning (3) Spring

A workshop on the strategic planning process in the context of ministry with a biblical and theological critique.

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.

636. Spiritual Formation of the Minister (3) Fall

An in-depth examination of the relationship between personal spiritual development and pastoral ministry.

639. Spiritual Formation of the Congregation (3)

An in-depth examination of the spiritual development of a congregation in the areas of ethics, crises, and conflicts.

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 Program Director.

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

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 Elective Seminar (3)

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

MASTER OF ARTS IN INTERCULTURAL STUDIES

INSTITUTE FOR INTERNATIONAL AND INTERCULTURAL STUDIES

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 83 (internet) 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. MAIS courses meet twice each term for a two and one-half day intensive class session. At other times throughout the course, students complete readings, online course activities and other assignments as required by the professor. Dates for the intensive course meetings are announced as part of the preregistration process each term.

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 emphasis 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: 420

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.

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 \$125 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 Offerings in 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 knowledge and skills needed to develop a professional framework for employment in other cultures.

520. Organizational Systems of Society (3)

A study of organizational systems encountered across cultures. Emphasis is on developing skills necessary for the recognition and assessment of systems and 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. All students are required to complete the appropriate security training course prior to beginning field research.

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)

Students complete and integrative interdisciplinary research project that demonstrates their understanding of the principles, themes and concepts that are foundational to the core curriculum of the MAIS and the student's professional emphasis. A formal written presentation and a formal oral presentation of the research are required.

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.

CERTIFICATE IN INTERNATIONAL HEALTH CARE

CENTER FOR EXCELLENCE IN HEALTH CARE PRACTICE with INSTITUTE FOR INTERNATIONAL AND INTERCULTURAL STUDIES

Faculty

Joy Thomason (2007). Assistant Professor of Nursing
Director of Undergraduate Nursing Education, Center
for Excellence in Health Care Practice. B.S.N., The
University of Tennessee, Health Science Center; M.S.N.,
Union University.

Jessica Suiter (2009) Instructor of Nursing. B.S.,
University of Missouri; B.S.N., St. Louis University;
M.S.N., Union University.

The Institute for International and Intercultural Studies
in partnership with the Center for Excellence in Health Care
Practice offers two certificate programs in International Health
Care. The purpose of the program is to enhance the knowledge
and clinical skills of domestic and/or international nurses
and to promote an awareness of intercultural relationships.
The two-semester program will provide curriculum that
incorporates didactic instruction, clinical laboratory and
simulation experiences, and anatomical instruction in the
cadaver lab. The program will prepare the international nurse
for additional licensure and certification for service at the
domestic and/or international level. The intercultural studies

component of the program will present foundational concepts
of intercultural communication and promote the development
of intercultural competence, especially in health care settings.

The program is available on the graduate level awarding
the Certificate in International Health Care as described
below. The program is also available as an undergraduate
Certificate in International Health Care as described in
the Undergraduate Catalogue.

Certificate in International Health Care—24 hours

A. ICS 511 and 512—4 hours

B. Select 20 hours from: CHP 500, 505, 510, 515,
520, 525, and 540.

Course Offerings in Intercultural Studies (ICS)

511. Introduction to Intercultural Communication in Health care I (2)

Introduction to the theory and practice of intercultural
communications with particular attention to health care
contexts.

512. Introduction to Intercultural Communication in Health care II (2)

Introduction to the effective managing and transferring
of knowledge in health care contexts within different
cultures.

Course Offerings in Center for Excellence in Health Care Practice (CHP)

500. Principles and Practice of Executive Nursing Leadership (4)

Principles and practices of executive nursing leadership
as it relates to the understanding of health care systems
and role of the nurse leader as a change agent. Clinical
simulation and didactic instruction will be provided in
strengthening the practice of the established nurse.

505. Principles and Practice of Maternal-Child Nursing (4)

Principles and practice of maternal-child nursing as it
relates to the wellness-illness continuum of childbearing
families toward promotive and preventative care for the
families and newborn. Clinical simulation, anatomical
experiences, and didactic instruction will be provided in
strengthening the practice of the established nurse

510. Principles and Practice of Cardiac Vascular Nursing (4)

Principles and practices of cardiac vascular nursing as
it relates to providing holistic care for the patient that
exhibits cardiac and/or vascular pathophysiological
processes. Clinical simulation, anatomical experiences,
and didactic instruction will be provided in strengthening
the practice of the established registered nurse.

515. Principles and Practice of Psychiatric Mental Health Nursing (4)

Principles and practice of psychiatric mental health nursing as it relates to therapeutic communication in addressing individual and aggregate issues in promoting a healthy individual and family social dynamics. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established nurse.

520. Principles and Practice of Pediatric Nursing (4)

Principles and practice of pediatric nursing as it relates to the wellness-illness continuum of childrearing families in promotive and preventive care for the family and child. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established nurse.

525. Principles and Practice of Medical-Surgical Nursing (6)

Principles and practice of medical-surgical nursing as related to the wellness-illness continuum addressing the pathophysiological and psychological issues associated with acute and chronic disease processes. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established nurse.

540. NCLEX-RN Prep Course for International Nurses (6)

A broad overview of all areas of nursing care as it relates to the potential content on the NCLEX-RN exam, including necessary test taking skills and practice exams based on NCLEX-RN standards. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established nurse.

BOARD OF TRUSTEES

Alphabetically with Year When Terms Expire

Norm Hill, *Germantown, Tennessee* (2015) Chairman
Chad Wilson, *Jackson, Tennessee* (2014) Vice Chairman
Lisa Rogers, *Jackson, Tennessee* (2015) Secretary

Trent Bullock, *Paris, Tennessee* (2015)
Trent Butler, *Jackson, Tennessee* (2014)
Bob Campbell, *Jackson, Tennessee* (2016)
Bill Dement, *Jackson, Tennessee* (2015)
Craig Fitzhugh, *Ripley, Tennessee* (2015)
Gil Fletcher, *Humboldt, Tennessee* (2015)
Polk Glover, *Obion, Tennessee* (2014)
Tommy Moore, *Dresden, Tennessee* (2016)
Frank Page, *Nashville, Tennessee* (2015)
Brian Palmieri, *Swansea, South Carolina* (2014)

Jeff Perkins, *Greenfield, Tennessee* (2014)
Roland Porter, *Medon, Tennessee* (2015)
Linda Shoaf, *Horn Lake, Mississippi* (2014)
Danny Sinquefield, *Bartlett, Tennessee* (2015)
Harry Smith, *Germantown, Tennessee* (2016)
Catherine Via, *Bells, Tennessee* (2014)
Patti Waggoner, *Nashville, Tennessee* (2016)
Fred Ward, *Huntingdon, Tennessee* (2014)
John Woods, *Jackson, Tennessee* (2014)

Trustees Emeritus

Bill Adcock, *Newbern, Tennessee*
John Drinnon, *Germantown, Tennessee*
Shelby Massey, *Collierville, Tennessee*
Jack Porter, *Greenfield, Tennessee*
Roy White, *Jackson, Tennessee*

() Date of Employment

President

Samuel W. “Dub” Oliver (2014) President. B.S., Baylor University; M.S. and Ph.D. Texas A&M University.

Office of the Provost

C. Ben Mitchell (2009) Interim Provost and Vice President for Academic Affairs and Graves Professor of Moral Philosophy. B.A., Mississippi State University; M.Div., Southwestern Baptist Theological Seminary; Ph.D., University of Tennessee.

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.

Hunter Baker (2010) Dean of Instruction and Associate Professor of Political Science. B.A., Florida State University; M.P.A., University of Georgia; J.D., University of Houston Law Center; Ph.D., Baylor University.

Susan Hopper (1989) Registrar. B.S., Union University; M.A.T., University of Memphis; Additional Study, University of Memphis.

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

Lindy Hannah (1997-2004, 2011) Assistant Registrar—Olford Center and Coordinator, Social Work Program—Olford Center. A.A., Freed-Hardeman University; B.P.S., University of Memphis.

Sherry Russell (2009) Assistant Registrar, Hendersonville and Coordinator for Graduate Programs, Hendersonville. B.S., Trevecca Nazarene College; M.S., University of Tennessee, Knoxville.

Deans

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

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

John Netland (2008) Dean of the College of Arts and Sciences and Professor of English. B.A., Biola University; M.A., California State Polytechnic University; Ph.D., University of California, Los Angeles.

Thomas R. Rosebrough (1996) Executive 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.

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

Linda Cash (2012). Assistant Dean of Graduate Studies in Education—Hendersonville and Associate Professor of Educational Leadership. B.S., Lander University; M.S., Tennessee State University; Ed.D., Trevecca Nazarene University.

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

Kelly Harden (2007) Associate Dean of Graduate Nursing Programs, Director of DNP, and 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.

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

Eric Marvin (2010) Assistant Dean of Graduate Studies—Hendersonville, Director of Thomas R. Rosebrough Center for Educational Practice, and Associate Professor of Education. B.A., Fresno Pacific University; M.Ed., Harding University; Ed.D., University of Memphis.

Stephen Marvin (2007) Associate Dean of Education.—Germantown and Assistant Professor of Education. B.A., Fresno Pacific University; M.Ed., Harding University; Ed.D., University of Arkansas.

George Moss (2009) Assistant Dean of Arts and Sciences and Associate Professor of Mathematics. B.S., Auburn University; Ph.D., Virginia Technological University.

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.

William R. Nance, Jr. (2000) Associate Dean of the McAfee School of Business Administration and Associate Professor of Management. B.S., Regis University; M.B.A., Union University; D.B.A., Nova Southeastern University.

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

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

Ben Phillips (2010) Associate Dean of Education, Chair, Department of Educational Leadership, and Associate Professor of Educational Leadership. B.S., Freed-Hardeman University; M.S. and Ed.D., University of Memphis.

Mary Anne Poe (1996) Acting Associate Dean and Professor of Social Work, B.S.W. Director and Director for the Center for Just and Caring Communities. B.A., Vanderbilt University; M.S.S.W., University of Louisville; M.Div., Southern Baptist Theological Seminary; A.C.S.W.

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

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

Vice Presidents

Beverly Absher (2004) Associate Vice President for Auxiliary Operations, Office of Strategic Initiatives; Associate Professor of Educational Leadership and Department Chair of Continuing Studies. B.S. and M.B.A., University of North Alabama; Ed.D., Union University.

James R. Avery, Jr. (2010) Associate Vice President for Information Technology. B.S. and M.B.A., University of Memphis.

Todd Brady (1996-2007, 2011) Vice President for University Ministries. B.S., Union University; M.Div., Southwestern Baptist Theological Seminary; D.Min., Southern Baptist Theological Seminary.

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

Jimmy H. Davis (1978) Vice President for Institutional Research and Hammons 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.

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

Jerry N. Tidwell (2007) Senior Vice President for University 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.

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.

Hayward Armstrong (2012) Professor of Missions and Director of Online Programming. B.A., Samford University; M.D.E., University of Maryland University College; M.Div. and Ph.D., New Orleans Baptist Theological Seminary.

Nancy Cherry (2005) Director of Master's Programs—Jackson and 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., online programs and Professor of Education. B.A., Lambuth University; M.Ed. and Ed.D., Vanderbilt University.

Elsie Cressman (1998) Coordinator, Graduate Nurse Anesthesia Program.

Patsy Crihfield (2007) Chair, Nurse Practitioner Tracks and Professor of Nursing. B.A., Stephens College; B.S.N., University of Memphis; M.S.N., University of Tennessee Center for Health Science; Additional Study, University of Missouri-St. Louis; F.N.P. Certification, American Nurses Credentialing Center; D.N.P., University of Tennessee Center for Health Science.

Ken Easley (2006) Professor of Biblical Studies and Director of the School of Theology and Missions—Olford Center. B.A., John Brown University; M.Div., Trinity Evangelical Divinity School; Ph.D., Southwestern Baptist Theological Seminary.

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

Joy Greene (2011) Associate Professor of Pharmacy and Assistant Director of Experiential Education. Pharm.D., University of Tennessee.

Robin Henderson (2010) Director of the M.U.Ed.—Germantown and Associate Professor of Education. B.S., Butler University; M.S., Indiana University-Purdue University at Indianapolis; Ph.D., Ball State University.

Marcia Joyner (2010) Coordinator, Ed.S. and Ed.D. Programs – Jackson

Sean King (2009) Director of the Center for Interprofessional Education/Population Health and Rural Medicine and Associate Professor of Pharmacy. B.S., M.S., and Ph.D., University of Mississippi.

Robin Lawson (2011) Program Coordinator—M.A.Ed., Hendersonville.

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.

Kimberly Lindsey (2008) Director of Interpersonal Education and Associate Professor of Pharmacy. B.S. and Pharm.D., University of Tennessee.

Kristina Martin (2010) Director of Pharmacy Admissions. B.S.B, Murray State University.

Kim McNeil (2008) Coordinator of M.S.W. Program.

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

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

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

Cynthia Powers (2008) Chair, M.S.N.—Nurse Education/Nurse Administration Executive Leadership Track and Associate 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; D.N.P., Union University.

Terri Richmond (2007) Coordinator of Graduate Studies, Germantown.

Sherry Russell (2008) Coordinator, Graduate Education and Christian Studies and Assistant Registrar—Hendersonville Campus. B.S., Trevecca Nazarene College; M.S., University of Tennessee, Knoxville.

Joanna Tacker (2010) Coordinator, Graduate Programs—Germantown Campus (other than Anesthesia).

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

Renee Victory (2008) Director of M.B.A. Admissions and Marketing—Germantown.

Blake Watkins (2008) Chair, Pharmaceutical Sciences and Associate Professor of Pharmacy. B.S., Union University; Ph.D., University of Georgia.

Molly Wright (2006) Chair, Nurse Anesthesia Track and Professor of Nursing; B.S., university of St. Francis; M.S., Middle Tennessee School of Anesthesia.

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

April Yearwood (2010) Assistant Chair, Nurse Anesthesia Track and Associate Professor of Nursing Anesthesia. B.S.N. and D.N.P., Union University; M.S.N., University of Tennessee Health Science Center.

Graduate Faculty

Richard Addo (2010) Associate Professor of Pharmacy. B.S., University of Science & Technology—Kumasi Ghana; Ph.D., Mercer 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.

Haelim Allen (2010) Assistant Professor of Art. B.A., University of Maryland; M.R.E., Trinity Evangelical Divinity School; M.F.A., University of Maryland.

Frank Anderson (2010) Associate Professor of Ministry and Missions and Director of the A.Div. Program—Germantown. B.B.A., University of Memphis; M.Div. and Ph.D., Mid-America Baptist Theological Seminary.

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

David Austill (1997) Professor of Accounting and Business Law. B.B.A., University of Memphis; M.B.A., University of Arkansas; J.D., University of Tennessee; L.L.M., Washington University.

Laurie Bagwell (2011) Assistant Professor of Nursing. A.S.N., Indiana University; B.S.N. and M.S.N., Union University; D.N.P., Chatham University.

Christine Bailey (2006) Assistant Professor of English and Director of Composition Support. B.S., Tennessee Tech University; M.A., Belmont University; M.F.A., Murray State University; Ph.D., Indiana University of Pennsylvania.

D. Keith Bates (2004) Associate 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.

Lunawati Bennett (2012) Associate Professor of Pharmacy. B.A., Bogor Agricultural University; M.S., University of Missouri; M.R.E., Golden Gate Baptist Theological Seminary; Ph.D. and Pharm.D., Idaho State University.

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) Associate Professor of Engineering. B.S.M.E. and M.S.M.E., Rose-Hulman Institute of Technology; Ph.D., Northwestern University.

Chris Blair (1997) Professor of Communication Arts. B.A., Union University; M.A. and Ph.D., University of Memphis.

Teresa Blakley (2003) 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.

Matt Brunet (2004) Assistant Professor of Sport Management. B.S., Indiana Wesleyan University; M.A., Wayne State University; Ed.D., Union University.

David Burke (1986) Professor of Theatre and Director of the Theatre. B.S.A., Houston Baptist College; M.F.A., University of Houston.

Randall Bush (1991) Professor of Philosophy. B.A., Howard Payne University; M.Div., and Ph.D., Southwestern Baptist Theological Seminary; D.Phil., University of Oxford.

Jeannie Byrd (1995) Associate Professor of Library Services. B.A., Union University; M.A., University of Mississippi; M.S., University of Tennessee.

Jennifer Smith Byrd (2011). Assistant Professor of Pharmacy. Pharm.D., University of Tennessee.

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) Assistant Professor of English. B.A., Texas A&M University; M.A. and Ph.D., Rice University.

Kevin Chen (2010) Assistant Professor of Biblical Studies. B.S., University of California, Berkley; M.S., Stanford University; M.Div., Western Seminary; Ph.D., Golden Gate Baptist Theological Seminary.

Anna Clifford (1991) Professor of Early Childhood Education. B.S. and M.S., University of Tennessee at Martin; Ed.D., University of Memphis; Additional study, Montessori, St. Nicholas Montessori Centre, London.

Jason Crawford (2011) Assistant Professor of English. B.A., Louisiana State University; A.M. and Ph.D., Harvard University.

Carla Cushman (2014). Associate Professor of Education. B.S., Francis Marion University; M.Ed., University of South Carolina, Columbia; Ed.D., Union University.

Alfred Custer (2013). Assistant Professor of Pharmacy. Pharm.D., South Carolina College of Pharmacy at University of South Carolina.

Connie Cupples (2005) Associate Professor of Nursing. B.S.N. and M.S., University of Memphis; M.S.N., Union University; Ph.D., University of Tennessee Health Science Center.

Phil Davignon (2014). Assistant Professor of Sociology. B.A., Hillsdale College, M.A. and Ph.D., Baylor University.

Darel Davis (2012) Assistant Professor of Nursing. BSN, MSN, and DNP, Union University.

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

Mary Day (2012) Assistant Professor of Pharmacy Practice. A.S., Tulsa Community College; Pharm.D., University of Oklahoma.

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.

Web 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) Professor of Biblical Studies. B.S., Clemson University; M.Div., Gordon-Conwell Theological Seminary; Th.M., Calvin Theological Seminary; Ph.D., Union Theological Seminary-Virginia.

Deidra Easley (2012) Assistant Professor of Pharmacy Practice. B.S., University of North Alabama; Pharm. D., University of Tennessee.

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

Stephanie Edge (1996) Associate Professor of Computer Science. A.S., Middle Georgia College; B.S., West Georgia College; M.S., Georgia State University; M.Div., Southern Baptist Theological Seminary; THM and Ph.D., New Orleans Baptist Theological Seminary.

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

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

Brian Foster (2012) Assistant Professor of Nursing. A.D.N., Excelsior College, BSN, Middle Tennessee State University; MSN, DNP, Union University.

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

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

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

Ildefonso Guilaran (2008) Associate 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) Professor of Mathematics. B.S., Campbellsville College; M.A., Morehead State University; Ed.D., University of Kentucky.

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

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

Bradley Harrell (2009) Associate 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.

Michael Hayes (2009) Professor of Chemistry. B.S., Union University; Ph.D., University of Texas at Austin.

Nina Heckler (2012). Chair and Assistant Professor of Sociology. B.A., University of Central Florida, M.A., Baylor University, M.A., St. Mary's University, Ph.D., University of Alabama.

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

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

Scott Huelin (2009) 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 Biblical Studies. B.A., Hardin-Simmons University; M.Div., and Ph.D., Southwestern Baptist Theological Seminary.

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

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

Gregory Jordan (2012) Professor of Business Law. B.S. Union University; J.D., University of Memphis.

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) Assistant Professor of Biology. B.S. and M.S., Southern Illinois University; Ph.D., 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.

David Kuhl (2008) Baptist Memorial Health Care Professor of Pharmacy. B.S., Kearney State College; Pharm.D., University of Nebraska Medical Center.

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

Emily Lean (2008) Associate Professor of Management. B.S.B.A., Union University; Ph.D., University of Arkansas.

Melissa Lefave (2011). Assistant Professor of Nursing Anesthesia. BSN and DNP, Union University; M.S., Middle Tennessee School of Anesthesia.

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) University 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.

James Marcus Lockett (2004) Associate 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) Associate Professor of Biology. B.S., University of Tennessee; M.S., University of Kentucky; Ph.D., Kansas State University.

Beth Madison (2007) Assistant Professor of Science. B.S., University of Tennessee; M.S., University of Kentucky; Ph.D., Kansas State University.

James Mahan (2010) Associate Professor of Biology. B.A., Vanderbilt University; M.S., and Ph.D., University of Memphis.

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 Economics. B.A., University of Tennessee, Martin; Ph.D., Vanderbilt University.

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

Karen Martin (2003) 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.

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

Rosemary McLaughlin (1995-2004, 2007) Professor of Nursing. B.S.N., Harding University; M.S.N., University of Arkansas for Medical Sciences; Ph.D., The University of Tennessee Health Science Center.

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

Lisa Medlin (2006) Associate Professor of Nursing. B.S.N., Union University; M.S.N., Vanderbilt University; D.N.P., Union University.

Melanie Michael (2012). Assistant Professor of Pharmacy Practice. B.S., Mississippi University for Women, Pharm.D., University of Tennessee.

Karen C. Miller (1997) 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.

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.

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

Daniel Musselman (2010) Assistant Professor of Music. B.M., Bob Jones University; M.M. Westminster Choir College; D.M.A., University of Kansas.

Bethany L. Murphy (2011) Assistant Professor of Pharmacy Practice. Pharm.D., Ohio Northern University.

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

Carol K. Nethery (2008). Associate Dean, Undergraduate Nursing Programs and Assistant Professor of Nursing. ASN, BSN, MSN, and DNP, Union University.

Kristie Niemeier (2010) Assistant Professor of Language. B.A., Transylvania University; M.A., University of Kansas; Ph.D., University of Kentucky.

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

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) 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.

Cliff Pawley (2001). Assistant Professor of Athletic Training and Program Director. B.S., Southern Illinois University; M.Ed., University of Louisiana, Monroe; Ed.D., Union University.

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.

Lauren Tucker Peyton (2008) Associate Professor of Pharmacy. Pharm.D., University of Tennessee.

Ashok Philip (2010) Associate Professor of Pharmacy. B.Pharm Bapathia College of Pharmacy, JNT University—Hyderabad, India; M.Pharm. Andhra University; Ph.D., University of Mississippi.

Georg Pinggen (2010) Associate Professor of Engineering. B.A., Samford University; B.S. and M.S., Washington University; Ph.D., University of Colorado.

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.

Geoffrey Poore (2010) Assistant Professor of Physics. B.A., Wheaton College; M.S. and Ph.D., University of Illinois.

Julie Powell (1995) Professor of Sport Management. B.S., and M.Ed., Union University; Ed.D., North-Central University.

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; Additional Study, Marquarie University.

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

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

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

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

Gregory Ryan (2010). Assistant Professor of Political Science. B.S., Lipscomb University; M.A., University of Alabama; Ph.D., University of Tennessee.

Phillip Ryan (1997) Professor of Language and Coordinator of ESL Programing. 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) Professor of Chemistry. B.S., New Mexico State University; Ph.D., University of Utah; Additional study, Los Alamos National Laboratory.

Zoila Sanchez (2009) 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.

Michael Schiebout (2012) Assistant Professor of Biology. B.A., Dordt College; M.S. and Ph.D., University of North Colorado.

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

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

Michael Shackelford (2010) Associate Professor of Educational Leadership. B.S., University of Memphis; M.Ed., Tennessee State University; Ed.D., Vanderbilt University.

Daniel Slater (2010) Assistant Professor of Management. B.A., Central Bible College; M.B.A., Missouri State University; Ph.D., University of Arkansas.

Allorie Smith (2014) Assistant Professor of Pharmacy. B.S. and Pharm.D., Union University.

Todd Stanfield (2007) 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.

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

Kent Stoneking (2012) Chair, Pharmacy Practice and Associate Professor of Pharmacy. B.S., University of Memphis, Pharm.D., University of Tennessee.

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. 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.

Jodi Leke Taylor (2009) Associate Professor of Pharmacy. B.S., Middle Tennessee State University; Pharm.D., University of Tennessee.

William Thierfelder (2014) Associate Professor of Biology. Sc.B., Brown University; Ph.D., University of Pennsylvania.

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

Denise Thornton-Orr (2008) Chair, Undergraduate Program—Germantown and Associate Professor of Nursing. 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.

Andrew Tiger (2010) Professor of Management. B.S. and M.S., Oklahoma State University; Ph.D., University of Houston.

Colene Trent (2013). Assistant Professor of Economics. B.B.A. and M.B.A., University of North Alabama; Ph.D., University of Mississippi.

Don Van (2001) Professor of Engineering and Director of Accreditation. 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) Professor of Biblical 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) Associate Professor of Music. B.A., Calvin College; M.A. and Ph.D., Ohio State University.

David Vickery (1981) University 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) Professor of Music. B.M. and M.M., Eastman School of Music; D.M.A., Southern Baptist Theological Seminary.

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

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

Jill Webb (1987) Professor of Nursing and Assistant Director of the Honors Community. 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.

Teresa West (1983) University 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) 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.

Shari Wherry (2012) Associate Professor of Nursing. DNP, Union University.

Joshua R. Williams (2011) Associate Professor of Chemistry. B.A., Augustana College; Ph.D., University of Oregon.

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). 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 B.S.W. Field Director. B.S., Tennessee State University; M.S.S.W., University of Tennessee.

David A. Wing (2009) Professor of Chemistry. B.S., Wheaton College; Ph.D., Northwestern University.

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

Taylor Worley (2008) Assistant Professor of Christian Thought and Tradition and Associate Dean for Spiritual Life. B.A., Union University; M.Div., The Southern Baptist Theological Seminary; Ph.D., University of Saint Andrews.

Kathy O'Connor Wray (2006) Associate Professor of Nursing. BSN and M.B.A., Union University; MSN, DNP, University of Memphis.

Faith A. Zamamiri-Davis (2011) Assistant Professor of Biology. B.S., Westmont College; Ph.D., Pennsylvania State University.

A

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1050 Union University Drive
Jackson, Tennessee 38305-3697
731.668.1818

Germantown Campus: 901.759.0029

Stephen Olford Center: 901.432.7147

Hendersonville Campus: 615.447.2500



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1050 Union University Drive | Jackson, TN 38305-3697

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