



# UNION UNIVERSITY

2017-2018

Graduate Academic Catalogue

*Announcements for the One Hundred and Ninety-third 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](http://www.uu.edu), and also by request in the Office of Enrollment Services and the Office of Safety and Security.

2017

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# AN OVERVIEW OF THE UNIVERSITY

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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.

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## The University's 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 February 3, 1823, shortly after the opening of West Tennessee for settlement, was chartered by the legislature in 1825.

### West Tennessee College

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.

### Southwestern Baptist University and Tennessee Baptist

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.

### **Southwestern Becomes Union University**

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.

### **The Move to North Jackson Campus in 1975**

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. This visionary move was accomplished during the administration of President Robert Craig (1967-85). Under President Craig 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.

### **The Building Years – 1995-2014**

When David S. Dockery was elected as the fifteenth president of Union University in December 1995, he brought with him a compelling vision to build on a great tradition while taking Union to the next level of regional and national prominence in Christian Higher Education. During his tenure the university grew in its commitment to the integration of faith, learning, and service, among other ways, through the establishment of a Center for Faculty Development. Undergraduate majors and graduate programs grew to include doctoral programs in education, nursing, pharmacy, and theology. The annual non-duplicating headcount increased from 2,183 (in 1996) to more than 5,300 (in 2012). Nine new buildings were constructed and a campaign for a new library was begun. In addition, the university achieved top tier recognition in *U.S. News & World Report*, *Princeton Review*, and other important listings, and the *Chronicle of Higher Education* named Union one of the Great Places to Work in the United States.

### **United and Grounded – 2014-Present**

In June 2014, Samuel W. “Dub” Oliver became Union's sixteenth president. Coming from a distinguished career at Baylor University and a five-year presidency at East Texas Baptist University, Dr. Oliver has demonstrated a firm commitment to lead Union University to inhabit her mission and core-values. In July of 2014, a new library and a new greenhouse project were begun.

The Logos—Union's three-story, 54,000-square foot library was dedicated on November 6, 2015. A new strategic plan, *United in Spirit. Grounded in Truth.*, 2016-2020, was adopted by the Board of Trustees in the fall of 2015. Dr. Oliver leads with energy and a Christ-centered optimism about the future.

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## **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 as Father reigns with providential care over 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. **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.

4. **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.
5. **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.
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.

*This Statement of Faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. With respect to faith, doctrine, practice, policy, and discipline, the Board of Trustees is the final arbiter on the Bible's meaning and application for the purposes of the University.*

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## 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:

*Accreditation Council for Pharmacy Education*  
*Accrediting Board for Engineering and Technology,*  
*Engineering Accreditation Commission*  
*American Chemical Society*  
*Association to Advance Collegiate Schools of Business*  
*Commission on Accreditation for Athletic Training Education*  
*Council on Accreditation of Nurse Anesthesia*  
*Educational Programs*  
*Commission on Collegiate Nursing Education*  
*Council on Social Work Education*  
*National Association of Schools of Art and Design*  
*National Association of Schools of Music*  
*National Council for Accreditation of Teacher Education*

### 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  
National Council for State Authorization Reciprocity  
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

## **State Board Approvals**

*Educator Preparation Program, Tennessee State  
Department of Education  
Tennessee Health Related Boards*

## **The Campus**

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

In addition to the main campus in Jackson, Union University opened a second campus in the Memphis suburb of Germantown, Tennessee, in 1997. Because of the rapid growth of the campus, the faculty and staff offices, classrooms and computer lab facilities moved to a new location in June 2001. Continued demands for growth and expansion of programs warranted a renovation in 2003 to include additional nursing labs, classrooms, conference rooms, and offices.

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

## **Penick Academic Complex**

The Penick Academic Complex houses the G.M. Savage Memorial Chapel, Fred DeLay Gymnasium, E.T. "Rocky" Palmer Activities Center, Vocatio Center, W. D. Powell Theatre, Waldrop Administrative Center, Union Station, Information Technology, Hundley Center for Academic Enrichment, and the Warren Jones Academic Suite. The Complex includes the departments of Art, Computer Science, Engineering, English, History, Language, Mathematics, Physics, Political Science, Psychology, Sociology and Family Studies, Physical Education, Wellness and Sport, as well as the Intercultural Studies Program and the Center for Intercultural Engagement.

The Waldrop Administrative Center contains the offices of the Registrar, Business Services, Faculty Development, Accreditation and Research, and the College of Arts and Sciences.

## **The Logos**

The Logos, opened in 2015, houses the Union University library and archives, the offices of the President and the Provost, the Modero coffee shop, and study and meeting rooms. The library provides comprehensive and current academic resources and services to support the educational initiatives of Union University, with immediate access to a collection of more than 150,000 books and 200,000 e-books, as well as thousands of journals and other academic resources.

## **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, the School of Education, and the School of Social Work are located in the Blasingame Academic Complex.

## **Hammons Hall**

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

## **Jennings Hall**

Jennings Hall 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 College 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 houses the Center for Just and Caring Communities and provides conference spaces for various functions.

## **Center for Adult and Professional Studies**

Located at Emporium Drive, the Center contains the Testing Center for the University in addition to the offices and classrooms for School of Adult 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 Brewer 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, and University 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.

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## **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**

Fifteen graduate programs currently exist at Union University: the Master of Science in Biology, administered by the College of Arts and Sciences; 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 School of Education; 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 College 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. The Master of Arts in Education, the Master of Urban Education, the Master of Education, the Education Specialist and the Education Doctorate degree programs are administered by Program Directors and the Dean, College of Education and Human Studies. The Master of Social Work is administered by the Program Director and Dean, School of Social Work. The Master of Science in Nursing and the DNP is administered by the various track chairs and the Associate Dean for Graduate Programs. The Master of Arts in Intercultural Studies is administered by the Director of the Center for Intercultural Engagement 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., Singapore is administered by the Program Director and 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, Associate Dean of Graduate Programs, and track chairs. The Graduate Business Admissions Committee, the Graduate Education Admissions Committee, the Graduate Social Work Admissions Committee,

and the Graduate Theology and Missions Admissions Committee, comprised of business, education, social work, or Christian Studies faculty and directors respectively, receive recommendations 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/studentlife/handbook](http://www.uu.edu/studentlife/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/studentlife/handbook](http://www.uu.edu/studentlife/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 Life 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 Enrollment Management 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. 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 Provost in consultation with the President.

## Credit Hour

The unit for counting credit is the semester hour. A semester hour is defined as an hour of class work a week, or its equivalent in laboratory, pursued for one semester.

## 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.

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## 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. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.

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. Proof of English proficiency.

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.

## Academic Grievance and Appeal Procedures

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.

A student who wishes to appeal for a variance from graduate policies or procedures such as admission to or dismissal from a graduate program should direct a written petition to the academic dean requesting the variance and carefully outlining the reasons for the request. If the student is dissatisfied with the dean's response to the petition, the student may then appeal the dean's decision to the Graduate Appeals Committee following the sequence of the appeal procedures outlined in the current *Campus Life Handbook*

From a country where the native language is not English, students must show proof of English proficiency with scores from TOEFL, IELTS, or iTEP test centers. Proficiency scores may vary by program.

From another accredited institution of higher learning in the United States, international students will be required to meet the same requirements for admission 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. Readmission is not guaranteed.

### **Graduation Policies and Requirements**

Commencement is held on the Jackson campus following spring semester (May), following fall semester (December), and following summer sessions (Summer). 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.

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/certificate.

### **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  $\geq 2.33$  (minimum) for Pharm.D.; 3.0 (minimum) for M.B.A., M.Acc., M.Ed., M.U.Ed., and M.A.Ed, M.A.I.S., M.S.N., M.S.W., M.C.S., D.N.P, Ed.S., D.Min.; and  $\geq 3.2$  (minimum) for 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.

The General Student Fee covers a variety of University costs, including but not limited to the following: health services fee, admissions to athletic and campus-sponsored events, student activities, counseling services, student organization fees, career services, academic tutoring, wellness center membership, intramurals, post office box rental, student publications, computer lab/technology fee, online learning management system, graduation fee, printing, class dues, student ID, parking fee/sticker, and library services.

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%. Payment plans are available if needed, and may be established through the Office of Business and Financial Services. All financial information is subject to change without notice.

### 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. General student fees, lab fees, and all other fees are non-refundable. 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 Direct 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](http://www.uu.edu/financialaid/graduate). Financial Aid Policies and Practices, Consumer Information, and other important information can be found at [www.uu.edu/financialaid/](http://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.uu.edu/financialaid/veterans](http://www.uu.edu/financialaid/veterans) 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](http://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.

# 2017–2018 ACADEMIC CALENDAR FOR NON-COHORT PROGRAMS

Accelerated Courses follow their specific calendars shown below.  
 Graduate and non-traditional faculty, staff, and students may follow program specific calendars.

## Fall Semester 2017 (16-week semester, 2017FFA)

### August

18-21, Friday-Monday..... Welcome Week  
 18, Friday..... Residence Complexes Open for New Students Only  
 20, Sunday..... Residence Complexes Open for Returning Students  
 22, Tuesday..... Registration—Day Classes and 16-Week Evening Classes Begin  
 23-30, Wednesday-Wednesday..... \*Late Registration  
 25, Friday..... Convocation  
 30, Wednesday..... \*Last Day to Add a Class

### September

4, Monday..... Labor Day Holiday  
 5, Tuesday..... \*Deadline to Drop (Course Does Not Appear on Transcript)  
 26, Tuesday..... \*Academic Progress Reports Due

### October

12-13, Thursday-Friday..... Fall Holiday  
 24, Tuesday..... \* Deadline to Drop (Course Appears on Transcript with “DR”)

### November

2, Thursday..... Priority Registration Begins for Winter and Spring 2018  
 7, Tuesday..... Campus and Community: A Day of Remembrance and Service  
 17, Friday..... \*\*Residence Complexes Close  
 18-26, Saturday-Sunday..... Thanksgiving Holidays  
 26, Sunday..... Residence Complexes Open

### December

1, Friday..... \*Last Day to Withdraw from All Fall Classes%  
 8, Friday..... Reading/Review Day  
 11-14, Monday–Thursday..... \*Final Examinations  
 14, Thursday..... \*\*Residence Complexes Close  
 16, Saturday..... Graduation

## Winter Term 2018 (4-week accelerated semester, 2018FWI)

### January

1, Monday..... Residence Complexes Open  
 2, Tuesday..... Day Registration—Classes Begin  
 3, Wednesday..... Registration Closes for Monday/Thursday Accelerated Classes  
 3, Wednesday..... Late Registration for Day Classes, Last Day to Add a Class  
 8, Monday..... Deadline to Drop (Course Does Not Appear on Transcript)  
 11, Thursday..... Deadline to Drop (Course Appears on Transcript with “DR”)  
 15, Monday..... Martin Luther King Day Holiday  
 19, Friday..... Last Day to Withdraw from All Winter Classes in Progress%  
 26, Friday..... Final Examinations  
 26, Friday..... \*\*Residence Complexes Close



## Spring Semester 2018 (16-week semester, 2018FSP)

### January

29, Monday ..... Residence Complexes Open for Students with Monday February Accelerated Classes  
 30, Tuesday ..... Residence Complexes Open for New/Returning Students  
 31, Wednesday ..... Registration—Day Classes and 16-Week Evening Classes Begin

### February

1-7, Thursday–Wednesday ..... \*Late Registration  
 7, Wednesday ..... \*Last Day to Add a Class  
 14, Wednesday ..... \*Deadline to Drop (Course Does Not Appear on Transcript)

### March

6, Tuesday ..... \*Academic Progress Reports Due  
 23, Friday ..... \*Residence Complexes Close  
 24 - April 2, Saturday – Monday ..... Spring Holidays

### April

4, Wednesday ..... \*Deadline to Drop (Course Appears on Transcript with “DR”)  
 5, Thursday ..... \*Priority Registration Begins for Summer and Fall 2018  
 24, Tuesday ..... Union University Scholarship Symposium

### May

4, Friday ..... Last Day to Withdraw from All Spring Classes%  
 14-17, Monday–Thursday ..... \*Final Examinations  
 17, Thursday ..... \*\*Residence Complexes Close  
 19, Saturday ..... Graduation

## Summer Terms, 2018

### Final Examinations Fall & Spring Semesters

Hours for Exam	1st Day	2nd Day	3rd Day	4th Day
8 - 10 am	8:00 MWF	8:00 TR	9:00 MWF	10:50 TR
11 am - 1 pm	1:00 MWF	12:15 TR	12:00 MWF	1:40 TR
2 - 4 pm	11:00 MWF	9:25 TR	2:00 MWF	3:05 TR

Classes which meet at other times will be scheduled by the instructor and the College/School Dean.  
 See “Academic Programs” section of the *Catalogue* for policies regarding Final Examinations.

## First Term/June (4-week accelerated semester, 20181S)

### June

3, Sunday ..... Residence Complexes Open  
 4, Monday ..... Registration—Day and Evening Classes Begin  
 5, Tuesday ..... Late Registration; Last Day to Add a Class  
 11, Monday ..... Deadline to Drop (Course Does Not Appear on Transcript)  
 15, Friday ..... Deadline to Drop (Course Appears on Transcript with “DR”)  
 26, Tuesday ..... Last Day to Withdraw from All Term I Classes  
 29, Friday ..... Final Examinations  
 29, Friday ..... \*\*Residence Complexes Close

## Second Term/July (4-week accelerated semester, 20182S)

### July

1, Sunday.....	Residence Complexes Open
2, Monday.....	Registration--Day and Evening Classes Begin
3, Tuesday.....	Late Registration; Last Day to Add a Class
4, Wednesday.....	Independence Day Holiday
9, Monday.....	Deadline to Drop (Course Does Not Appear on Transcript)
13, Friday.....	Deadline to Drop (Course Appears on Transcript with "DR")
23, Monday.....	Last Day to Withdraw from all Term II Classes
26, Thursday.....	Final Examinations
26, Thursday.....	**Residence Complexes Close
28, Saturday.....	Adult Studies and Graduate Studies Summer Graduation

## Third Term/August (3-week accelerated semester, 20183S)

### July

30, Monday.....	Registration, Classes Begin and Last Day to Add
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### August

1, Wednesday.....	Deadline to Drop (Course Does Not Appear on Transcript)
9, Thursday.....	Deadline to Drop (Course Appears on Transcript with "DR")
15, Wednesday.....	Last Day to Withdraw from Term III Classes
17, Friday.....	Final Examinations

## Extended Term/June – July (8-week accelerated semester, 2018XS)

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.

Students may add an on-line class before 10% of the class has been completed by securing the signature of his/her advisor. Students may add an on-line class after 10% of the class has been completed and before 25% of the class has been completed by securing the signature of his/her advisor and the instructor of the on-line class.

## Fall Semester 2017 Accelerated Courses

### August 8-Week Accelerated Semester, 2017 (2017AFA)

#### August

21, Monday.....	Registration Closes for Monday Accelerated/Classes Begin
22, Tuesday.....	Registration Closes for Tuesday Accelerated/Classes Begin
24, Thursday.....	Registration Closes for Thursday Accelerated/Classes Begin
25, Friday.....	Registration Closes for Saturday Accelerated Classes
26, Saturday.....	Saturday Accelerated Classes Begin
28, Monday.....	Deadline to Drop (Course Does Not Appear on Transcript)
30, Wednesday.....	Additional Monday Evening August Accelerated

#### September

4, Monday.....	Labor Day Holiday
6, Wednesday.....	Additional Thursday Evening August Accelerated

15, Friday..... Deadline to Drop (Course Appears on Transcript with “DR”)  
22, Friday..... Last Day to Withdraw from August Accelerated Class

**October**

5-10, Thursday-Tuesday..... Final Exams for August Accelerated Classes

**October 8-Week Accelerated Semester, 2017 (2017OFA)**

**October**

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

**November**

2, Thursday ..... Priority Registration Begins for Winter and Spring 2018  
10, Friday..... Deadline to Drop (Course Appears on Transcript with “DR”)  
20-26, Monday–Sunday..... Thanksgiving Holidays

**December**

1, Friday..... Last Day to Withdraw from October Accelerated Classes  
9-14, Saturday-Thursday..... Final Exams for October Accelerated Classes  
16, Saturday ..... Graduation

**Winter Term, 2018 (4-week Accelerated Semester, 2018FWI)**

**January**

1, Monday ..... Evening Classes Begin/Registration Closes with the 1st Meeting of Each Class  
5, Friday..... Registration for Saturday Classes Closes  
6, Saturday ..... Saturday Classes Begin  
8, Monday ..... Deadline to Drop (Course Does Not Appear on Transcript)  
11, Thursday ..... Deadline to Drop (Course Appears on Transcript with “DR”)  
15, Monday ..... Martin Luther King Day Holiday  
19, Friday..... Last Day to Withdraw from Winter Accelerated Classes  
22-27, Monday-Saturday ..... Final Exams for Winter Accelerated Classes

**Special Projects Winter Term, 2018 (11-week Semester for approved projects, 2018CWI)**

November 3, 2017 ..... 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, 2018 ..... Deadline for Project completion

**Spring Semester, 2018 Accelerated Courses**

**February Accelerated 8-Week Semester, 2018 (2018BSP)**

**January**

29, Monday ..... Registration Closes for Monday Accelerated/Classes Begin  
30, Tuesday..... Registration Closes for Tuesday Accelerated/Classes Begin

**February**

1, Thursday ..... Registration Closes for Thursday Accelerated/Classes Begin  
2, Friday..... Registration Closes for Saturday Accelerated Classes  
3, Saturday ..... Saturday Accelerated Classes Begin  
5, Monday ..... Deadline to Drop (Course Does Not Appear on Transcript)  
23, Friday..... Deadline to Drop (Course Appears on Transcript with "DR")

**March**

2, Friday.....Last Day to Withdraw from February Accelerated Classes  
17-22, Saturday-Thursday..... Final Exams for February Accelerated Session

**April 8-Week Accelerated Semester, 2018 (2018ASP)**

**March**

24, Saturday .....Registration Closes for Saturday Accelerated/Classes Begin

**April**

2, Monday ..... Registration Closes for Monday Accelerated/Classes Begin  
3, Tuesday.....Registration Closes for Tuesday Accelerated/ Classes Begin  
5, Thursday .....Registration Closes for Thursday Accelerated/Classes Begin  
5, Thursday ..... Priority Registration Begins for Summer and Fall, 2018  
9, Monday ..... Deadline to Drop (Course Does Not Appear on Transcript)  
11, Wednesday ..... Additional Class for Monday Accelerated Classes  
18, Wednesday ..... Additional Class for Tuesday Accelerated Classes  
25, Wednesday ..... Additional Class for Thursday Accelerated Classes  
27, Friday..... Deadline to Drop (Course Appears on Transcript with “DR”)

**May**

4, Friday..... Last Day to Withdraw from April Accelerated Classes  
12-17, Saturday-Thursday..... Final Exams  
19, Saturday ..... Graduation

**Extended Summer 8-Week Accelerated Semester, 2018 (2018XS)**

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

**June**

4, Monday ..... Registration Closes for Monday Accelerated/Classes Begin  
5, Tuesday.....Registration Closes for Tuesday Accelerated/Classes Begin  
7, Thursday .....Registration Closes for Thursday Accelerated/Classes Begin  
8, Friday.....Registration Closes for Saturday Accelerated Classes  
9, Saturday ..... Saturday Accelerated Classes Begin  
11, Monday ..... Deadline to Drop (Course Does Not Appear on Transcript)  
29, Friday..... Deadline to Drop (Course Appears on Transcript with “DR”)

**July**

4, Wednesday .....Independence Day Holiday  
13, Friday..... Last Day to Withdraw from Summer Extended Classes  
21-26, Saturday-Thursday..... Final Examinations  
28, Saturday .....Summer Graduation (Graduate and non-traditional adult programs only)

**Special Projects Summer Term, 2018 (11-week Semester for approved projects, 2018CS)**

April 16..... Registration Closes and Special Projects Classes May Begin  
Between May 18 and July 9 ..... When applicable, Class Tour or Study Abroad occurs as announced  
July 10 .....Deadline for Project completion

# COLLEGE OF ARTS AND SCIENCES

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## Degrees Offered

Master of Arts in Intercultural Studies  
Master of Science in Biology  
Certificate in International Health Care

## Mission Statement

The College of Arts and Sciences provides an excellent liberal arts education that is informed by Christian faith and prepares students for life, careers, and service.

## Goals

- **Excellence driven:** The College of Arts and Sciences is committed to excellence in every aspect of the academy, including teaching, scholarship, and service.
- **Christ-centered:** The College of Arts and Sciences seeks to foster spiritual growth and the development of a vital Christian worldview in both faculty and students.
- **People-focused:** The College of Arts and Sciences consists of faculty and staff committed to modeling the concept of servant leadership.
- **Future-directed:** The College of Arts and Sciences seeks to nurture lifelong learning skills, empowering students and faculty to impact their local and global communities.

# MASTER OF SCIENCE IN BIOLOGY

## COLLEGE OF ARTS AND SCIENCES

### Purpose Statement:

To enhance student preparation for professional school, graduate school, or career opportunities.

### Program Description

The Master of Science in Biology is offered through two tracks: Pre-Professional and General Biology. The Pre-Professional track is designed for students who are seeking to be better prepared for their particular health-related professional program. The General Biology track is a broader, more customized program for students who are seeking to further their education or career opportunities through advanced training in Biology. The program includes mentoring and advising for students for both professional programs and career preparation. The Master of Science in Biology is very affordable compared to similar programs around the country, and students who complete advanced training in Biology at Union are extremely well prepared to be successful at the professional level (for more information, please visit the program website at [www.uu.edu/msbio](http://www.uu.edu/msbio)).

### Admission Information

#### Admission Requirements

- Bachelor's degree from accredited college or university; Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
- Minimum undergraduate GPA of 2.5.
- Minimum of 12 undergraduate hours in biology applicable to a biology major.
- Statement of purpose (500-1000 words) which identifies your educational goals and expectations from the program, as well as your primary and secondary career objectives.
- Three letters of recommendation.
- Scores from professional exam required (i.e, GRE, MCAT, PCAT, etc.).

#### Retention Criteria

- Must maintain minimum 3.0 GPA
- If not achieved after Fall term, student will be on probation, and will be able to raise the GPA with the Winter term course
- If GPA of 3.0 is not achieved after Winter term, student may be dismissed from the program.

### Alternate List

Students who otherwise meet the eligibility requirements for the Master of Science in Biology but who apply after the entering class has been filled will be placed on an alternate list and will be notified if they are selected for inclusion in the program for the upcoming academic year. Students who are placed on the alternate list and who are not admitted will receive a refund of half of their Application Fee (\$25).

### Completion Requirements

Both the Pre-Professional and General Biology tracks require 30 credit hours and a final GPA of 3.0 to graduate. Students complete the 30 hours over a sequence of three terms, taking 14 hours in the Fall, 4 hours in the Winter, and 12 hours in the Spring. This sequence includes a 2 hour required course in the Fall, Career Development in Biology, and a 2 hour required course in both the Fall and Spring, leading to the completion of a non-thesis final paper. At least one course each Fall, Winter and Spring term must include the accompanying lab section. Students may take additional laboratory sections if space permits.

- A. BIO 518, 570, 571
- B. Fall Semester: Three courses from BIO 505 or 521, 510, 512, 514, 517, 525, or 540 (one of the selected courses must have a lab component). Additional options for General Track: BIO 501, 536, 543, 555, 559, 560.
- C. Winter Term: One course from BIO 541 or 542; Additional options for General Track: BIO 556, 557.
- D. Spring Semester: Three courses from BIO 507 or 522, 515, 516, or 523 (one of the selected courses must have a lab component). Additional options for General Track: BIO 511, 535, 537, 538, 558.
- E. Special Topics in Cell or Molecular Biology may be considered if applicable (BIO 597).

Each student is assigned a mentor who will work closely with the student to select appropriate courses. The mentor will also work with the student throughout the Graduate Project courses to complete the non-thesis final paper.

### Financial Information

- Application Fee: \$50
- Laboratory Fees: A lab fee will be assessed for each lab course.
- Tuition/semester hour: \$500
- Deposit: \$500 (will be applied to your first semester's tuition following matriculation); due May 1 or within two weeks of acceptance of your application. The deposit is 100% refundable within 20 business days of the acceptance of your application, 50% refundable between 21 and 35 days after acceptance of your application, non-refundable after 35 days of acceptance of your application). No refunds of deposits will be given after July 1.

- General Student Fee: \$20/hour
- All financial information is subject to change without notice.

## Financial Assistance

Financial aid information for graduate students is available on our website at <http://www.uu.edu/financialaid/graduate/>. Generally, graduate students **may be eligible** for Federal Direct student loans or private alternative student loans ([www.uu.edu/financialaid/loans/alternative-lender-list.cfm](http://www.uu.edu/financialaid/loans/alternative-lender-list.cfm)), depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program. Additional external scholarship information may be obtained through [www.fastweb.com](http://www.fastweb.com)

## Course Descriptions: Biology (BIO)

### 501/501L. Invertebrate Zoology (3) and Invertebrate Zoology Lab (1) F–Even Years

Classification, morphology, physiology, and ecology of the invertebrate animals. Three hours lecture and optional 3 hours laboratory/week.

### 505. Applied Anatomy & Physiology I (3) F

Prerequisites: BIO 221 and 222 or permission of instructor. 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) S

Prerequisites: BIO 221 and 222 or permission of instructor. 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) F

Prerequisites: BIO 221 & 222 or BIO 505 & 507 or permission of instructor.

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.

### 511. Conservation Techniques (3) S–Even Years

A field intensive introduction to techniques for determining the age of many species, trapping for population assessments, terrestrial and aquatic sampling methods, methods for assessing population health through necropsies, and

habitat management techniques. One hour lecture and 6 hours laboratory/week.

**512/512L. Comparative Vertebrate Anatomy (3) and Comparative Vertebrate Anatomy Lab (1) F–Odd Years**  
Study of the similarities of anatomy and early development of vertebrates, complemented by dissection of representative adults. Three hours lecture and optional 3 hours laboratory/week.

### 514. Immune Response to Infectious Disease (3) F

This course reviews the organisms associated with infections in humans with application directed towards those most commonly encountered in the United States. This will be integrated with a study of the immune system, how the body responds to various types of infections, and relevant clinical treatment methods.

### 515/515L. Genetics (3) and Genetics Lab (1) S

A study of the principles of heredity including both classical and molecular genetics. Three hours lecture and optional 3 hours laboratory/week.

### 516/516L. Physiology (3) and Physiology Lab (1) S

A study of the principles of physiology, emphasizing metabolic processes common to many organisms. Three hours lecture and optional 3 hours laboratory/week.

### 517/517L. Developmental Biology (3) and Developmental Biology Lab (1) F

A study of development in organisms, including both classical, descriptive embryology and contemporary investigations of processes involved in morphogenesis and differentiation. Three hours lecture and optional 3 hours laboratory/week.

### 518. Career Development in Biology (2) F

This course is designed to develop critical professional skills in students interested in a career in the biological sciences. An emphasis will be in guiding the students through the professional or graduate school application process, specifically developing their interviewing skills. It will stress the significance of networking in professional and social development and help the students find the best fit for their professional education or job search, as well as educating them on alternative career paths in the biological sciences.

### 520/520L. Immunology (3) and Immunology Lab (1) F

Structure and function of the immune system and some diseases related to the immune system. Laboratory will focus on a group research project. Three hours lecture and optional 3 hours laboratory/week.

### 521/521L. Advanced Human Anatomy & Physiology I (3) and Advanced Human Anatomy & Physiology I Lab (1) F

The 1st of a 2-semester sequence designed to establish a knowledge base of human anatomy and physiology. Body systems studied include the integumentary, skeletal, muscular, and nervous systems. Three hours lecture and optional 3 hours laboratory/week.

**522/522L. Advanced Human Anatomy and Physiology II (3) and Advanced Human Anatomy & Physiology II Lab (1) S**

Prerequisite: BIO 521.

A continuation of BIO 521 studying body systems: endocrine, cardiovascular, respiratory, urinary, digestive, and lymphatic. Three hours lecture and optional 3 hours laboratory/week.

**523/523L. Cell Biology (3) and Cell Biology Lab (1) S**

A study of biological systems at the cellular and subcellular levels emphasizing functional aspects such as protein procession and sorting, membrane systems, energy generation in mitochondria and chloroplasts, and cell signaling. Three hours lecture and optional 3 hours laboratory/week.

**525/525L. Molecular Biology (3) and Molecular Biology Lab (1) F**

Basic principles of molecular biology focusing on recombinant DNA methods as applied to a variety of biological questions. Students will learn basic research laboratory skills through a wide range of methods from gel electrophoresis to subcloning. Three hours lecture and optional 3 hours laboratory/week.

**535. Conservation Biology (3) S–Even Years**

A study of the principles of conservation and wildlife management. Examines the ecology of species of interest and the habitat manipulation techniques used in the conservation of such organisms.

**536/536L. Ecology and Conservation of the Vertebrates (3) and Ecology and Conservation of the Vertebrates Lab (1) F–Even Years**

Study of the natural history and ecology of North American vertebrates, including fish, amphibians, reptiles, birds and mammals. Conservation concerns of particular vertebrates will be examined. Three hours lecture and optional 3 hours laboratory/week.

**537. Taxonomy of the Vascular Plants (4) S–Odd Years**

A study of the vascular plants of the eastern United States, focusing on the common herbaceous plants, vines, shrubs, and trees and their identification in the field. Field trips required. Two hours lecture and 6 hours laboratory/week.

**538/538L. Ecology (3) and Ecology Lab (1) S**

A study of the interactions between organisms and their biological and physical environments. Three hours lecture and optional 3 hours laboratory/week.

**540. Experimental Design and Biostatistics (4) F**

Statistical analysis of data in a biological context. Students will be given the opportunity to identify a variety of biological problems, develop specific questions, design and conduct experiments to address these questions, formulate and test hypotheses, choose and run the appropriate statistical test, and interpret the outcomes of such test. Three hours lecture and 3 hours laboratory/week.

**541. Histology (4) W–Odd Years**

The branch of anatomy that deals with structure, composition, design and function of body tissues as it relates to the principles of physiology, biochemistry, molecular biology and medicine. Three hours lecture and 3 hours laboratory/week.

**542. Medical Parasitology (4) W–Even Years**

Parasitology is a course that will apply information learned in a variety of Biology courses to the study of parasites and parasitic diseases. Specifically, this course will address the ecology, epidemiology and biochemistry of parasites and diseases caused by parasites. The laboratory will focus on the identification of important parasite groups and methods for host examination and diagnosis. Three hours of lecture and 3 hours laboratory/week.

**543. Natural Resources Policy (3) F–Odd Years**

Examines current laws and policies governing public and private lands and the conservation of wildlife in the United States.

**555. Environmental Ethics (3) S–Odd Years**

This course will examine the relationship between humans and their natural environment; addressing the problems confronting the necessity to balance conservation with human need and the use of natural resources. Topics to be explored include an ethical consideration for the urban environment and of wilderness preservation, the interplay of local and global environmental ethics, and the ethics of sustainability. An overarching view of the scope of historical and modern bioethical issues will also enter into our discussions.

**556. Marine Biology (3) W–Even Years**

Lectures and labs on the nature of life in the ocean and in coastal environments. The first part of the semester is spent at Union University facilities and the second part is spent exploring the coastal environments of South Georgia and the Atlantic Coast of Florida. There is an extra fee associated with this class.

**557. Ornithology (3) W–Even Years**

Focuses on the identification and ecology of birds in the eastern United States. Multiple field trips are required, culminating with a 10-day trip to South Georgia and Florida. There is an extra fee associated with this class.

**558/558L. Plant Physiology (3) and Plant Physiology Lab (1) S–Even Years**

Study of physiological factors influencing the chemical and structural composition of plant absorption and utilization of water and minerals; photosynthesis, translocation, respiration, nitrogen metabolism; and growth and development. Physiology is the study of how plants function, including resource acquisition, energy creation and use, resource allocation, life cycle, and stress response. Three hours lecture and optional 3 hours laboratory/ week.

**559/559L. Dendrology (3) and Dendrology Lab (1) F–Even Years**

This course will focus on the identification and management of trees, focusing on forest ecology and silvicultural



practices. The laboratory will include field trips that will focus on tree identification. Three hours lecture and optional 3 hours laboratory/week.

**560/560L. Plant-Insect Interactions (3) and Plant-Insect Interactions Lab (1) F–Odd Years**

This course is designed to introduce the student to insects and their relationships with plants. Lecture will cover insect ecology, taxonomy, and biology, as well as plant strategies to overcome insect damage and mutualism between plants and insects. The laboratory and field portions of the class will involve insect collection and identification, along with the evaluation of positive and negative impacts of insects on plants. Three hours lecture and optional 3 hours laboratory/week.

**570. Graduate Project I (2) F**

Students enrolling in this course will work with a faculty mentor on a year-long project, culminating in a research paper, which will be defended in a public forum before a committee of three faculty members (including the mentor). The mentor will work with the student to select courses to support the general overview of the project.

**571. Graduate Project II (2) S**

Continuation of BIO 570.

**597. Special Topics in Cell and Molecular Biology F or S**

Variable content course designed to address cutting-edge topics in cell and molecular biology.

# MASTER OF ARTS IN INTERCULTURAL STUDIES

## COLLEGE OF ARTS AND SCIENCES

### Mission

Intercultural engagement—including community development, humanitarian outreach, and integrative research skills—is essential for a globalized world and increasingly important to our student population. Union’s M.A. in Intercultural Studies (M.A.I.S.)—integrative, academically rigorous, missional—is a 39 credit-hour graduate program that provides its students with an interdisciplinary approach to current theory and research relevant to intercultural engagement.

### Admission Information

#### Admissions requirements

All students, whether degree-seeking or non-degree-seeking, who wish to take M.A.I.S. courses must submit the following information:

- Completed application to the M.A.I.S. and \$25 application fee. (Apply online at [uu.edu/applications/graduate/](http://uu.edu/applications/graduate/))
- Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
- Official Graduate Record Exam (GRE) score.
- Three references from people who know your academic, communication, and leadership abilities; one must be from a former professor. A copy of the reference form is attached to the application.
- Completed Certificate of Immunization. The certificate is attached to the application.
- A 9–11 page writing sample submitted to the Director of the M.A.I.S.
- A 2–3 page Statement of Purpose, outlining the anticipated research and vocational goals you anticipate achieving through the M.A.I.S.

#### Additional admissions requirements for international students:

- Visit the International Student page: [www.uu.edu/international/forms/graduate-application.pdf](http://www.uu.edu/international/forms/graduate-application.pdf)
- Contact the Union University International Student Advisor and PDSO, Pam Whitnell: [pwhitnell@uu.edu](mailto:pwhitnell@uu.edu)
- Completed International Graduate Student Application: [uu.edu/international/forms/MAIS-intl.pdf](http://uu.edu/international/forms/MAIS-intl.pdf)
- Proof of Finances: [uu.edu/international/forms/finances-grad-intl.pdf](http://uu.edu/international/forms/finances-grad-intl.pdf)
- “Certificate of Physical Examination.”

- Official TOEFL score of 83 or higher.
- Official evaluation of transcript(s). Approved transcript evaluation companies: Josef Silny & Associates, Educational Credential Evaluators, World Education Services.
- Official evaluation of transcript(s). Union University accepts only National Association of Credential Evaluation Services (NACES) certified transcript evaluation companies including but not limited to World Education Services.

### Admission and Conditional Admission

Admission to the Master of Arts in Intercultural Studies program is based on the overall record and aptitude of the applicant. The M.A.I.S. Director and the M.A.I.S. Admissions Committee will determine whether to accept or conditionally accept an applicant based on the overall record and aptitude of the candidate.

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, students who are conditionally admitted, will earn full admission to the program.

### Program Features

The curriculum for the program consists of a 27-hour core of classes and a 12-hour emphasis approved by the program director. As a low-residency program, the delivery system for the core classes is intensive and full-time status for a regular semester is 6 graduate credit hours. 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. Transfer credit: maximum 6 hours with grades of B or higher and approval of Director.

### Academic Calendar and Schedules

Calendars and Schedules of Course offerings for the M.A.I.S. program are available from the Program Coordinator.

### Graduation Requirements

Completion of the 39 credit hours of required coursework, including an approved 12 credit-hour emphasis with a total minimum grade point average of 3.0 or higher. For more information regarding the 12 credit-hour program emphasis, see the concluding section of this program’s catalog entry.

## Financial Information

Application Fee: ..... \$ 25  
General Student Fee: .....20/hour  
Tuition/semester hour: ..... 475

If a student withdraws from a class that meets on the intensive weekend schedule, any refund will be prorated according to the course time elapsed at the time of the withdrawal.

All financial information is subject to change without notice.

## Financial Assistance

Financial aid information for graduate students is available on our website at <http://www.uu.edu/financialaid/graduate/>. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

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## 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 applications must be defined and approved prior to registering.

### 579PF. External Domestic Study Programs (Pass/Fail) As Needed

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

### 580. Study Abroad Programs (1-4)

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

### 580PF. Study Abroad Programs (Pass/Fail) As Needed

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

### 585. Special Studies in Intercultural Studies (1-4)

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.

## M.A.I.S. Emphases

The M.A.I.S.'s 12-hour program emphasis is designed to enhance a student's learning experience and/or provide specialization for a given student's vocational goals. The Director of the M.A.I.S. works with students to craft emphases that are cohesive, academically rigorous, and interculturally relevant. Primary consideration is given to emphases completed within the MAIS, while secondary consideration is given to emphases completed within Union's graduate coursework.

### Emphases within the M.A.I.S.

Students seeking intercultural theory, research, and internships/ externships work with the M.A.I.S. Program Director to craft an emphasis within the program.

### Emphases within Union's graduate programming

Students seeking emphases of a disciplinary nature may propose coursework from other Union graduate programs. Partnering with Union's AACSB-accredited Masters in Business Administration (MBA), the Masters in Christian Studies (MCS), the CSWE-accredited Masters in Social Work (MSW), and the Department of Languages, the MA in Intercultural Studies offers an emphasis in Business, Christian Studies, Social Work, French, and Spanish. The MA in Intercultural Studies also offers graduate training in Teaching English as a Second Language (TESL). These programs provide an integrative framework for current theory, practice, and research for those seeking private and public sector opportunities both stateside and abroad. Students are encouraged to pursue structured field experiences relevant to their vocational interests when available.

Emphases include but are not limited to the following:

#### Business Emphasis, Intercultural Studies

Business Emphasis Course Options: For the M.A.I.S. program's three-course research sequence, students pursuing this program of study may craft their research around business and commerce-related phenomena. Students will work with the M.A.I.S. Program Director to craft an emphasis best suited for their individual vocational goals. Course options for the Master of Business Administration (MBA) emphasis include the following (see MBA section of the catalogue for course descriptions):

- MBA 620 Ethical Management
- MBA 621 Business & the Legal Environment
- MBA 622 Social Issues in Management
- MBA 628 Strategic Marketing
- MBA 630 Management Information Systems
- MBA 643 Negotiations & Conflict Resolution
- MBA 648 Organizational Behavior

#### Christian Studies Emphasis, Intercultural Studies

Christian Studies Emphasis Course Options: For the M.A.I.S. program's three-course research sequence, students pursuing this program of study may craft their research around theological, faith-based, and/or worship-based phenomena. Students will work with the M.A.I.S. Program Director to craft an emphasis best suited for their individual vocational goals. MAIS students interested

in pursuing appointment with the International Mission Board of the Southern Baptist Convention should consult the Director of the MCS to devise an M.A.I.S. program emphasis that meets IMB's requirements. Course options for the Masters of Christian Studies (MCS) emphasis include the following (see MCS section of the catalogue for course descriptions):

- MCS 500 Old Testament I: Promise, Covenant, and Praise
- MCS 505 Old Testament II: Wisdom, Justice, and God's Rule
- MCS 510 New Testament I: The Gospel and Acts
- MCS 515 New Testament II: The Letters of the New Testament
- MCS 520 Bible Study for Preaching and Teaching
- MCS 530 Church History I: Early and Medieval Christianity
- MCS 531 Church History II: Reformation and Modern Christianity
- MCS 537 Introduction to Christian Ethics
- MCS 538 Christian Leadership
- MCS 545 Theology I: God, Revelation, and Humanity
- MCS 546 Theology II: Christ, the Spirit, and Last Things

#### Human Services Emphasis, Intercultural Studies

Human Services Emphasis Course Options: For the M.A.I.S. program's three-course research sequence, students pursuing this program of study may craft their research around a range of human services-related phenomena. Students will work with the M.A.I.S. Program Director to craft an emphasis best suited for their individual vocational goals. Course options for the Masters in Social Work (MSW) emphasis include the following (see MSW section of the catalogue for course descriptions):

- SW 500 Human Behavior and the Social Environment I: Theoretical Foundations
- SW 501 Human Behavior and the Social Environment II: Assessment through the Lifespan
- SW 510 Social Welfare and Social Justice
- SW 522 Aging Issues and Services
- SW 526 Children and Families at Risk
- SW 535 Policy Analysis and Advocacy
- SW 550 Grant Writing and Grant Management
- SW 551 Spirituality and Religion in Social Work Practice
- SW 555 Gender and Sexuality
- SW 557 Faith-Based Social Services

#### French or Spanish Emphasis, Intercultural Studies

French or Spanish Emphasis Course Options: For the M.A.I.S. program's three-course research sequence, students pursuing this program of study may craft their research around a variety of ethnolinguistic points of inquiry. Students will work with the M.A.I.S. Program Director to craft an emphasis best suited for their individual vocational goals. Course options for the French or Spanish emphasis include the following (see M.A.Ed. section of the catalogue for course descriptions):

- EDU 523 Instructional Methodology for Modern Languages in Secondary School
- LANG 579 External Domestic Study Programs
- LANG 580 Study Abroad Programs
- LANG 585 Special Studies in Language
- LANG 598 Seminar
- LANG 640 Special Studies in Language
- LANG 655 Independent Study
- LANG 680 Research in Language Education A
- LANG 685 Research in Language Education B

## **English as a Second Language Emphasis, Intercultural Studies**

TESL Emphasis Course Options: For the M.A.I.S. program's three-course research sequence, students pursuing this program of study may craft their research around sociolinguistic phenomena and/or action research in language teaching-learning settings. Students are encouraged to pursue structured field experiences relevant to language teaching on and off campus and when available. Students will work with the M.A.I.S. Program Director to craft an emphasis best suited for their individual vocational goals. Course options include the following (see M.A.Ed. section of the catalogue for course descriptions):

**TESL 510 Language and Acquisition**

**TESL 515 Language & Literacy**

**TESL 520 Critical Contexts of Language Assessment**

**TESL 530 Theory & Practice: Language Curriculum  
Development**

**EDU 523 Instructional Methodology for Modern Languages  
in Secondary School**

# CERTIFICATE IN INTERNATIONAL HEALTH CARE

## COLLEGE OF ARTS AND SCIENCES

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The purpose of the Certificate in International Health Care 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.

### 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.

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### 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 I I (2)

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

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### 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.

# MASTER OF BUSINESS ADMINISTRATION

## MCAFEE SCHOOL OF BUSINESS

**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

The Union MBA offers a self-directed course of study with multiple entry points. Courses are offered one night a week in 8-week formats in Memphis, Jackson or Online. Combined, this gives working professionals and fulltime students the ability to complete a top quality AACSB accredited MBA in 12, 18 or 24 months.

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

There are twelve (3 hour) courses in the Union MBA. To complete the program, students may choose to complete the traditional MBA program, or obtain a concentration in Human Resource Management. Students may also elect to a Thesis option to complete the MBA upon the approval of the MBA and Research Director.

In addition to the MBA, the McAfee School of Business offers 12-hour graduate certificates in Human Resource Management, Marketing, and Leadership. These unique programs offer students the possibility for graduate business studies with only a 12-hour commitment. All 12 hours of the student's first certificate can apply towards a future MBA at Union University should the student apply to the full program at a later date.

### Expected Outcomes

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

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

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

### Dual-Degree Options

Dual Degree options are offered in conjunction with the School of Nursing and the School of Pharmacy. Interested students enrolled in either the Doctor of Pharmacy, Master of Science in Nursing, 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 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.

### Admission Information

#### Regular Admission Requirements

1. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
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 in the following situations:  
MBA & MACC:
  - a. A student who holds a graduate degree earned from a regionally accredited college or university at the discretion of the MBA/Master of Accountancy Program Director. Additional information may be obtained from the Program Director.MBA:
  - b. Students pursuing a dual-degree with the Doctor of Pharmacy, the Master of Science in Nursing, or the Doctor of Nursing Practice.



MACC:

- c. Union business majors possessing a 3.0 GPA.
4. If a student does not possess a business degree, they must complete MBA 602: Graduate Business Foundations. This course prepares non-business majors for entrance into the MBA program. The course is offered every term, and will satisfy all pre-requisites for the MBA program.
5. Immunization Record (Ground-Based Only)

### 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 program. The maximum number of semester hours that may be transferred to Union University and applied to the MBA degree is nine (9).

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 610, 613, 620, 625, 628, 642, 648, 653 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. MBA Human Resources Track—12 hours

1. One of the following: MBA 621, 622, 630, 635, 640, 643, 684
  2. MBA 632, 633, 634
- D. MSN/MBA Dual Track-12 hours
1. NUR 528
  2. NUR 535
  3. NUR 548
  4. NUR 615
- E. DNP/MBA Dual Track-12 hours
1. NUR 710
  2. NUR 715
  3. NUR 725
  4. NUR 730
- F. 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.

### 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/](http://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.
5. All financial information is subject to change without notice.

Tuition is \$575 per semester credit hour.

The following are non-refundable fees:

Application Fee: ..... \$25  
General Student Fee:..... \$20/hour

## Financial Assistance

Financial aid information for graduate students is available on our website at <http://www.uu.edu/financialaid/graduate/>. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower.

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## Course Descriptions: Master of 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.

### 602. Graduate Business Foundations (3) F, S, Su

A review of foundational concepts in financial accounting, microeconomics, management, and business statistics. This course may be satisfied with equivalent undergraduate coursework.

### 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.

Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

### 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)

Pre-requisite: MBA 613

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.

### 632. Human Resource Management (3) Su

This course explores the fundamental principles and function human resources including strategies for building and retaining a quality workforce. Throughout the course is a review of applicable employment laws and regulations impacting human resources.

### 633. Employee Training and Development (3) S

Employee Training and Development is an examination of the strategies and techniques of training systems, including needs assessment, motivation to learn, transfer of training, performance improvement, and the development of interpersonal skills as a means to satisfy both organization needs and personal career goals. This course likewise considers workforce management techniques related to the collective bargaining process, labor-management agreement, contract administration, labor union structure and goals, and the influence of external labor markets on labor relations.

### 634. Human Resource Strategy (3) F

Examines the strategic use of the human resources function at the corporate level including explorations of corporate espionage and sabotage prevention; executive compensation; business and HR strategy integration; international issues in HR; and change 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.

**636. Digital Marketing (3) F**

This course provides an understanding of social media with a focus on best practices and business applications of this platform for communication.

**637. Marketing Decision-Making (3) Su**

This course covers the theories, frameworks, concepts, and tools that identify the core elements that drive consumers and organizations to purchase/source products and services.

**638. Selling Strategies (3) Sp**

This course provides practical insight into the sales process including an understanding of the sales process and develops the skills necessary for success in the sales profession.

**639. Executive Leadership (3) Su**

This course examines the field of leadership within organizations at the executive level. Topics include leadership characteristics (e.g., IQ, personality), top management team dynamics, executive ethics, leadership development, networks, and inspirational/visionary leadership.

**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)**

Pre-requisites: MBA 625

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.

**579PF. External Domestic Study Programs (Pass/Fail) As Needed**

All courses and their applications 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.

**580PF. Study Abroad Programs (Pass/Fail) As Needed**

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

**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

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### 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 publish 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.

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### Admission Information

#### Regular Admission Requirements

1. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
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 in the following situations:
  - a. MBA & MAcc: A student who holds a graduate degree earned from a regionally accredited college or university at the discretion of the MBA/Master of Accountancy Program Director. Additional information may be obtained from the Program Director.
  - b. MBA: Students pursuing a dual-degree with the Doctor of Pharmacy, the Doctor of Nursing Practice, the Master of Science in Nursing, or the Master of Accountancy.
  - c. MAcc: Union business majors possessing a 3.0 GPA.

4. The completion of 18 hours of prerequisite coursework is required for regular or conditional admission to the MAcc program. These courses are PMACC 511, 513, 514, 515, 523, and 550. 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 up to 9 hours of accounting courses that are required in the MAcc while completing the B.S.B.A. The 9 hours of courses are treated as regular undergraduate courses for both tuition and financial aid purposes. Courses taken after graduation from the bachelor's degree are charged at the normal MAcc 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 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. MAcc 615, 616, 619, 624, 670
  2. One of the following: MAcc 612, 625, 650, 675, 684
  3. 12 hours of MBA courses excluding MBA 613.
- B. A minimum grade point average of 3.0 for the required course of study.

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## 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/](http://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.
5. All financial information is subject to change without notice.

Tuition is \$575 per semester credit hour.

The following are non-refundable fees:

Application Fee: ..... \$25  
General Student Fee: ..... \$20/hour

## Financial Assistance

Financial aid information for graduate students is available on our website at <http://www.uu.edu/financialaid/graduate/>. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

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## Course Descriptions: Prerequisites to the Master of Accountancy (PMACC)

### 511. 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.

### 513. 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.

### 514. Intermediate Accounting II (3)

Prerequisite: PMACC 513.

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

### 515. Taxation of Individuals (3)

Prerequisite: ACC 212.

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

**550. 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.

**523. Auditing and Assurance Services (3) F**

Prerequisites: PMACC 514 and 550.

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

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**Course Descriptions: Master of Accountancy (MACC)****615. Advanced Accounting Theory (3) F**

Prerequisite: ACC 313 / PMACC 513

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.

**616. Advanced Information Systems (3) F**

Prerequisite: ACC 350 / PMACC 550

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.

**670. Advanced Financial Accounting (3) S**

Prerequisite: ACC 314 / PMACC 514

Accounting practices and theories for business combinations and partnerships.

**585. Special Studies in Accounting (1-4)**

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

**612. Advanced Managerial Accounting (3) W**

Prerequisite: ACC 311 / PMACC 511

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 / PMACC 515

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 / PMACC 523

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 / PMACC 514

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 / PMACC 514

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

**679. External Domestic Study Programs (1-4) As Needed**

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

**679PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

**680. Study Abroad Programs (1-4) As Needed**

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

**680PF. Study Abroad Programs (Pass/Fail) As Needed**

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

**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

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### 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

We prepare teachers and leaders to transform students' lives. Teachers must be scholars, practitioners, and relaters in synergy. Our educators will be prepared not to separate these roles, but to synergize all three as they transform lives through education.

### 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

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### 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 course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
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. 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 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 School of Education. 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 secondary 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 637, 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 630, 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 + 24 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. EDU 544, 552, 556
- 2. EDU 602, 629, 646
- 3. PSY 624 and SE 630

B. Concentration: Elementary Education, Licensure (15 core + 25 concentration hours)  
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests\*, this program leads to an additional endorsement in Elementary K-8.

- 1. EDU 527, 544, 552, 556
- 2. EDU 602, 604, 629
- 3. PSY 624 and SE 630

C. Concentration: Library Information Specialist, Licensure (15 core + 26 concentration hours)  
With appropriate prerequisites, initial license, and Praxis II Specialty Tests, this program leads to a Library Information Specialist PreK-12.

- 1. SE 630 and PSY 610 (or EDU 614)
- 2. LSC 621, 622, 631, 640, 651
- 3. EDU 602 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 527 or EDU 637 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 6-12) field. Praxis II Tests and student teaching semester, or 2 years of successful teaching experience on a job-embedded Practitioner license appropriate to the endorsement area, are required for licensure but not for the degree.

- 1. EDU 530, 535
- 2. EDU 602, 604, 626, 637, 638
- 3. SE 630
- 4. Option A: If hired on a Practitioner License - EDU 622, EDU 6231 OR EDU 578  
Option B: EDU 614 and either EDU 660 or director-approved 3-hour elective.

E. Concentration: Reading Specialist PreK-12, Licensure (15 core + 23 concentration hours)  
1. EDU 552, 556, 633  
2. EDU 595: Workshop/Making the Match, Best Practice Reading Comprehension Strategies for All Students  
3. EDU 616, 626; SE 545

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 Interventionist K-8 and 6-12.

- 1. SE 505, 605, 606, 630, 631, 632, 648
- 2. If seeking initial licensure, candidate will need either EDU 622 and 6231 OR SE 571.

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

- 1. EDU 604, 616, 626, 637
- 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 630, PSY 610, EDU/PSY 614, EDU 629
- 2. EDU 646
- 3. Education Electives, advisor-approved, 8 hours

I. Concentration: Designed Studies (15 core + 24 concentration hours)

- 1. EDU/SE Electives, advisor-approved, 6 hours
- 2. EDU/SE/PEWS Electives, advisor-approved, 18 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 School of Education 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.

## 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 School of Education 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.

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## 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, job-embedded practitioner or student teaching degree for 4+1 candidates at Union: Candidates complete an academic content major. If admitted, students are eligible to complete the M.A.Ed. after they graduate with the baccalaureate degree.
2. Serve as a licensure, job-embedded 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 job-embedded 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.

All candidates to be admitted to this M.A.Ed. program must pass the content knowledge Praxis exam for the intended endorsement 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 job-embedded practitioner track or student teaching path. Evenings and Saturdays are used for courses concurrent with the teaching role or student teaching. Each practitioner candidate will be assigned, in cooperation with a local school system, a mentor teacher in August. Each student teacher candidate will be assigned a cooperating teacher in the spring 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.

#### Secondary Education: Grades 6-12

Fall Semester

EDU 505 Classroom Leadership (3)

EDU 626 Teaching Reading in the Content Areas (3)

EDU 638 Middle Grades Education (2)

EDU 535 Portfolio Submission (0)

EDU 531 Practitioner's Mentorship I (if in job-embedded position) (4)

#### Winter Term

EDU 630 Learning in Diverse Classrooms (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 671 Standards, Strategies, and Students (3)

## Financial Information

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

There are three 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.
3. FACTS payment plan.

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. All financial information is subject to change without notice.

### Tuition and Fees

M.A.Ed..... \$510/semester hour

Non-degree-seeking post-baccalaureate students.....

.....\$510/semester hour

Other fees when applicable:

Application Fee (non-refundable, one-time only).... \$25

General Student Fee .....\$20/hour

Late Registration Fee ..... \$100

Audit Fee .....\$140/semester hour

Course Drop Fee ..... \$10

Materials Fee per Course: 544, 552, 556, 646;

577 and 578 (Jackson campus only); SE 505, 606,

651, 657 ..... \$20

Lab Materials Fee per Workshop ...Varies with workshop

Thesis Binding Fee..... \$50

Professional Liability Insurance for field experiences

(approximate cost) ..... \$25

Background Check / Fingerprinting .....Actual Cost

Student Teaching Fees ..... \$140

EdTPA Fee ..... \$300

(An edTPA fee is added to student teaching and to the spring semester of EDU 622 and the fall semester of EDU 6231.

Prior to the student submitting edTPA, he/she will be given a voucher to submit with edTPA to cover the cost of the first submission.)

### Financial Assistance

Financial aid information for graduate students is available on our website at <http://www.uu.edu/financialaid/graduate/>. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

## 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.

#### 579PF. External Domestic Study Programs (Pass/Fail) As Needed

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

#### 580. Study Abroad Programs (1-4)

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

#### 580PF. Study Abroad Programs (Pass/Fail) As Needed

All courses and their applications 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.

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### 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.

#### 579PF. External Domestic Study Programs (Pass/Fail) As Needed

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

#### 580. Study Abroad Programs (1-4)

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

#### 580PF. Study Abroad Programs (Pass/Fail) As Needed

All courses and their applications 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.

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### 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.

#### 579PF. External Domestic Study Programs (Pass/Fail) As Needed

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

#### 580. Study Abroad Programs (1-4)

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

**580PF. Study Abroad Programs (Pass/Fail) As Needed**  
All courses and their applications 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.

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## 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.

**579PF. External Domestic Study Programs (Pass/Fail) As Needed**  
All courses and their applications must be defined and approved prior to registering.

**580. Study Abroad Programs (1-4)**  
All courses and their application must be defined and approved prior to travel.

**580PF. Study Abroad Programs (Pass/Fail) As Needed**  
All courses and their applications 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.

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## 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.

**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.

**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.

**527. Leading the Elementary Learning Environment (2)**

Leading the elementary learning environment is a two hour course focusing on the precepts that build preventative, supportive, and corrective strategies of classroom management that engage students for learning and empower teachers for transformational teaching. Topics include classroom organization, building classroom communities, building interpersonal relationships, and designing behavior contracts.

**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**

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 II (4+4) 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 is 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)**

Designed to complement EDU 530, this course will enhance and deepen the respective content areas of secondary school teachers by combing 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.

**544. Math, Science and Social Studies in Diverse Classrooms (4)**

Design and implementation of instruction in elementary school mathematics, science, and social studies. Current issues, problems, and practices in the field are addressed.

**552. Language Arts and Children's Literature (2)**

This course is concerned with contemporary issues and trends in the teaching of language arts using children's literature, including the areas of reading, writing, speaking, listening, and thinking, and the relationships of the language arts skills to the whole school curriculum.

**556. Literacy in Diverse Classrooms (4)**

Current principles and trends on the teaching of reading and reading assessment are addressed. The areas of reading, writing, listening, speaking and thinking coupled with the relationship of reading to the whole development of the child will be emphasized.

**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.

**579PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

**580. Study Abroad Programs (1-4)**

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

**580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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.

**602. Technology-Rich Learning (2)**

Focus for 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.

**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 the job-embedded practitioner license and enrolled in the alternative 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 job-embedded licensure teacher candidates on a regular basis. The mentor will observe and evaluate the candidate in his/her classroom on a regular basis.

**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.

**637. Leading the Secondary Environment (2)**

Leading the secondary learning environment is a two hour course focusing on the precepts to build preventative, supportive, and corrective strategies of classroom management that engage students for learning and empower teachers for transformational teaching. Topics include classroom organization, building classroom communities, building interpersonal relationships, and designing behavior contracts.

**638. Middle Grades Education (2)**

This course is designed to support teachers as they prepare to teach within a middle grades environment. Time is given to explore the philosophy and structure of middle grades instruction. The challenges, issues, and current trends in middle grades design are discussed with emphasis of building a community of learner and collaboration among colleagues.

**640. Special Studies in Education (3)**

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

**646. Planning for the Early Childhood Environment (4)**

Pre-requisite: EDU 629

Graduate students will develop sensitivity to the cognitive and creative development of infants and young children, planning for diagnostic and assessment strategies which are supportive of young child.

**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.

**655. Independent Study (1-4)**

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

**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.

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**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.

**579PF. External Domestic Study Programs (Pass/Fail)**

**As Needed**

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

**580. Study Abroad Programs (1-4)**

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

**580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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.

**579PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

**580. Study Abroad Programs (1-4)**

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

**580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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.

**579PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

**580. Study Abroad Programs (1-4)**

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

**580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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.

### **579PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

### **580. Study Abroad Programs (1-4)**

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

### **580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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.

### **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.

### **622. Issues and Trends in School Libraries (3)**

The course focuses on providing tools for future library media specialists to identify and learn from issues and trends in school libraries by examining topics such as the 21st Century learning environment and learner, examining the changing role of the school librarian, building collaborative partnerships, addressing multiple literacies, and examining characteristics of good leadership. Field experience required.

### **631. Collection Management and Organization (3)**

Fundamentals of collection management and organization of a school library with emphasis on analyzing community needs, creating collection development policies, managing budgets, acquiring materials, technical processing, and weeding of materials. 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)**

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.

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## **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.

### **579PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

### **580. Study Abroad Programs (1-4)**

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

### **580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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.

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**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.

**579PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

**580. Study Abroad Programs (1-4)**

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

**580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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.

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**Physical Education, Wellness, and Sport (PEWS)**

**510. Advanced Sport Biomechanics (3)**

This course is designed for the advanced physical educator and coach who desires greater depth into the application of biomechanics to sport and physical education settings. The Student will develop a working vocabulary of terminology related to movement and structure, perform an analysis of specific movements, learn to apply basic mathematics to human movement and correlate the role of skeletal and muscular systems in movement. In addition, the student will learn to apply movement principles to teaching and coaching situations.

**511. Sports Injury Management (3)**

This course will provide students with a basic understanding of the role of athletic trainers and other medical professionals in the management of athletic injuries, as well as, the role of athletic department administrators in the appropriate response to and management of such injuries. Topics of discussion will include: Policy and Procedure development, Emergency Action Planning, HIPAA, OSHA, Facility Design, Medical and Accident Insurance, and appropriate oversight, decision making, and reporting structure.

**512. Seminar in Sport Law & Ethics (3)**

Provide the student with a basic understanding of the law as it pertains to: Negligence Law, Property and Environmental Law, Intentional Torts and Criminal Acts, Risk Management, Sport and Legislation, Constitutional Law, and Contract Law. Upon completion of the course, the student will know his/her legal responsibilities as an: Administrator, coach, or teacher, and have a foundational knowledge of topics important to a sport agent, owner, broadcast manager, and facility manager.

### **513. Organizational Leadership in Sports (3)**

Provide the student with a basic understanding of sport as it pertains to: The History of Sport, Sport Management, Financial, Legal, and Ethical Principles, High School/Youth Sports, College Sports, Professional Sports, Facility and Event Management, The Health and Fitness Industry, Recreational Sports, and Strategies for Career Success.

### **514. Sport Communication (3)**

A study which focuses on the vast and exciting field of sport communication, communication theory, and sport literature. The course delves into the process of sport communication and its impact in the world of sport. Students will examine the growth and segments of the field of sport communication and explore career options within the field of sport communication. The history and growth of sport communication from the 19th century to the present is researched as well as discussion of sports coverage in all forms of media platforms. Graduate students will investigate the trends associated with sport communication and sport media to consider the academic aspects of sport management and sport communication.

### **515. Sport Finance (3)**

Sport finance is a course for sport administration students that emphasizes how sport organizations manage matters related to finance. Students will engage in activities that develop understanding and appreciation for financial management practices, sponsorship acquisition, sales processes, facility planning, and revenue generation in all levels of sport. This class will guide students into developing a model for professional leadership in sport informed by Christian values and ethics.

### **516. Advanced Sport Behavior Sciences (3)**

A study which focuses on active research that recognizes the merging of individual and socio-environmental factors in making sense of sport performance and behavior. Students will develop an understanding of social and psychological factors related to human movement and behavior in sport and physical activity. Students will gain experience to demonstrate an ability to incorporate sport and exercise psychology theory.

### **517. Event Management (3)**

Event management is a course for sport management majors which emphasizes how sport organizations manage matters related to an event. Students will engage in activities that develop understanding and appreciation for event management practices such as event conceptualization, bidding, staffing, promotion, facility planning, and logistics in all levels of sport. This class will guide students into developing a model for professional leadership in sport informed by Christian values and ethics.

### **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.

### **579PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

### **580. Study Abroad Programs (1-4)**

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

### **580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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.

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## **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.

**579PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

**580. Study Abroad Programs (1-4)**

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

**580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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.

**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.

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## **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.

**579PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

**580. Study Abroad Programs (1-4)**

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

**580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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)**

### **505. Literacy for Special Populations (5)**

Graduate students will explore the differences and understand how to meet the needs of diverse individuals in the areas of reading, writing, listening, speaking and thinking. Emphasis on the sensitive and reflective manner of meeting needs of diverse pupils through the use of a variety of learning strategies, techniques and adaptations.

### **533. Internship (1-4)**

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

### **571. Student Teaching in Special Education (8)**

A semester (15 weeks) of supervised student teaching in a special education K-12 environment. In addition to full-day student teaching, students will participate in regular seminars. No other courses may be taken during this semester.

### **579. External Domestic Study Programs (1-4)**

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

### **579PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

### **580. Study Abroad Programs (1-4)**

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

### **580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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.

### **606. Math, Science and Social Studies for Diverse Populations (4)**

Students will explore the content, materials, and method of mathematics, science, and social studies teaching with special attention given to meeting the needs of students with disabilities. Reflection of best practices of teaching math, science and social studies are introduced while maintaining a sensitivity to individual student differences.

### **630. Learning in Diverse Classrooms (3) W, Su**

Students will explore special education legislation regarding the rights of persons with disabilities and the effect of legislation on our educational system and society. The types of exceptionalities and the physical, mental, emotional, and social traits of individuals with disabilities will be explored as well as effective strategies for meeting their needs.

### **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.

### **648. Teaching Individuals with Severe 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.

### **655. Independent Study (1-4)**

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

### **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.

### **579PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

### **580. Study Abroad Programs (1-4)**

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

### **580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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 Teacher 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 Spring 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 course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
3. Cumulative GPA of at least 2.75. Those falling below this minimum can opt for Conditional Admission status by successfully completing a Writing Sample.
4. Completed "Certificate of Immunization."
5. Proof of having acquired at least the Tennessee minimum score on the Praxis II content knowledge or specialty area test for the intended endorsement.
6. 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

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## 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 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)

## 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.

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## 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 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)

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## 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.

### 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.

## **Special Education (SE)**

### **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.

# TEACHER LICENSURE

## POST-BACCALAUREATE REQUIREMENTS FOR INITIAL LICENSURE 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. Knowledge of Learners. Candidates as teacher-practitioners design and implement instruction in consideration of the typical cognitive, linguistic, social, emotional, and physical development of children and adolescents and responsive to individual needs.
2. Diverse Learners. Candidates as teacher-relaters respect diverse cultures and the wide range of individual abilities by establishing inclusive learning environments that maintain high expectations for all.
3. Learning Environments. Candidates as teacher-relaters create respectful, collaborative, and engaging learning environments that communicate the Christ-modeled worth and potential of each individual.
4. Content Knowledge. Candidates as teacher-scholars demonstrate academic competence in the central concepts, tools of inquiry, and structures of their discipline(s) and design instruction that makes content accessible and meaningful to facilitate content mastery.
5. Content to Critical Thinking. Candidates as teacher-practitioners engage learners in critical thinking, creativity, and problem-solving by integrating concepts of the discipline(s) from different viewpoints relevant to local and global issues.
6. Assessment, Reflection, Response. Candidates as teacher-practitioners use multiple assessment strategies to evaluate learning in the classroom and to empower the learner to reflect and improve.
7. Planning. Candidates as teacher-scholars and practitioners use content, pedagogical, and cultural knowledge to plan instruction that is rigorous, personal, and differentiated to the learner by providing for students a clear linkage between critical content, meaningful assessment, and purposeful, engaging instructional approaches.
8. Instructional Strategies. Candidates as teacher-practitioners demonstrate knowledge and use of a variety of effective teaching methods that promote deep understanding of content, its connections to other disciplines, and its meaningful application to their modern world.
9. Professional Learning and Ethical Practice. Candidates as teacher-practitioners are immersed in professional learning, demonstrate their ability to reflect on practice and choices, and are responsive to input from mentors, faculty, and cooperating teachers to adapt instruction for improved learner outcomes.
10. Leadership and Collaboration. Candidates as teacher-relaters demonstrate leadership by assuming responsibilities for instruction and learning in the classroom, collaborating with all stakeholders to ensure learner growth, and showing evidence of the potential for and interest in future leadership roles beyond the classroom.

### NCATE Accreditation

The Educator Preparation Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) under the NCATE legacy standards, 1140 19th St. SW, Suite 400, Washington, DC 20036; phone 202-223-0077. 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, 6-12
- Business Education, 6-12
- Chemistry, 6-12
- Early Childhood Educ., PreK-3
- Economics, 6-12
- Elementary, K-6 / K-5
- English, 6-12 and 6-8
- English as a Second Lang., PreK-12
- French, PreK-12
- Government, 6-12

History, 6–12  
 Library Information Specialist, PreK–12  
 Marketing, 6–12  
 Mathematics, 6–12 and 6–8  
 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, 6–12  
 Reading Specialist, PreK–12 (add-on only)  
 School Social Worker, PreK–12  
 Science, 6–8  
 Social Studies, 6–8  
 Spanish, PreK–12  
 Special Education:  
     Interventionist, K–8, 6–12  
     Comprehensive, K–12  
 Speech Comm., 6–12  
 Theatre, K–12  
 Visual Art, K–12

Current guidelines for additional endorsements are available on the TN Department of Education website.

## Post-Baccalaureate Requirements

Due to continual changes in education, all licensure requirements must be completed within five years. If all requirements are not met within five years, professional education coursework more than five years old must be repeated.

**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. A cumulative GPA of 2.75 or 3.0 on the last 60 semester hours is required to apply for the job-embedded Practitioner license.

**License evaluation.** 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. At this meeting the candidate will be apprised of course work that remains, EPP status, additional Praxis II and edTPA requirements, any proposed changes in licensure requirements, and alternative licensure options. Licensure requirements are determined by current policy of the TN DOE, not by the Catalogue of record. It is the student's responsibility to inquire about current licensure policies if the program takes more than two years to complete.

**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 and by the end of the first year on the job-embedded Practitioner license.

**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 cumulative GPA of 3.0 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. 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/resources/applications.cfm](http://www.uu.edu/programs/epp/resources/applications.cfm). 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. Recommendation from the School of Education faculty.
5. Approval of the Dean of Students
6. Approval of the Educator Preparation Program Council (EPPC).

No courses may be taken during the semester of student teaching. During the semester of student teaching, seminars are held on designated days throughout the semester, 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 Department of Education when all requirements are completed.

**Job-embedded Practitioner License Program.** In accordance with Tennessee's Practitioner license policy, Union offers teaching endorsements in all secondary areas, Elementary K–6/K–5; Early Childhood Pre-K–3; English/Language Arts, Math, Science, Social Studies 6–8; Special Education Interventionist K–8 and 6–12, and Comprehensive K–12. Candidates for secondary endorsements qualify to be hired on the job-embedded Practitioner license through Union's program if they have passed the Praxis II content knowledge test for the intended endorsement, have a cumulative GPA of 2.75 or 3.0 on the last 60 semester hours, and have submitted the Intent to

Hire form provided by Union or the hiring school system. (<http://www.state.tn.us/education/licensing/praxis.shtml>). Once the Practitioner license is issued, the candidate must follow the program of study and policies of the EPP or risk having the EPP admission status changed to “Enrolled-off track” or “No longer affiliated” in the candidate’s license record. For more information about this 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 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/epp/resources/applications.cfm](http://www.uu.edu/programs/epp/resources/applications.cfm).

**edTPA.** While enrolled in either student teaching or EDU 6231 Mentoring Seminar II, the graduate student will submit edTPA. This is a nationally-scored performance assessment that includes video recording a teaching segment

and submitting it with commentaries related to planning, instruction, and assessment.

**Appeals.** The School of Education is charged with the responsibility to follow the established policies for admission to and completion of the EPP. The Educator Preparation Program Council (EPPC), 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 EPPC should be contacted. The EPPC is also the appeals committee for the EPP. All appeals for variance from established policy and practice should be presented in writing to the Dean of the School of Education. The Dean will consider whether the appeal may, within established policy, be granted. If the appeal has been denied by the Dean, the student may choose to direct the appeal to the EPPC. The student should contact the chairman of the EPPC and present the appeal in writing. After the EPPC has considered the appeal, the student will be notified in writing of the committee’s determination.

**Assessment of student outcomes.** The candidate will submit edTPA during the final clinical experience (either student teaching or Mentoring Seminar II). This performance-based assessment is aligned to the inTASC standards and to the EPP’s candidate outcomes. To be admitted to student teaching, students must acquire passing scores on all Praxis II specialty area tests for the intended endorsement as determined by the Tennessee 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 \$140 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*.

An edTPA fee is added to student teaching and to the spring semester of EDU 622 and the fall semester of EDU 6231. Prior to the student submitting edTPA, he/she will be given a voucher to submit with edTPA to cover the cost of the first submission.

All financial information is subject to change without notice.

# MASTER OF EDUCATION

## SCHOOL OF EDUCATION

**Available on the Jackson, Germantown, and Hendersonville Campuses; Teaching and Learning available online**

### 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 three focus areas for maximum depth, relevance, and flexibility:

1. Teaching and Learning (TL) – 30 hours
2. Instructional Leadership (IL) – 30 hours
3. Teacher Leadership (TLD) – 30 hours

The M.Ed. with a focus in **Teaching and Learning (TL)** provides opportunities for continuing professional development for the experienced classroom teacher in the areas of curriculum, instruction, and leadership. The TL focus is a non-licensure, fully online program that integrates iPad technology.

The M.Ed. with a focus in **Instructional Leadership (IL)** provides opportunities for students to develop their knowledge and skills toward becoming leaders in schools and school districts. Students completing the IL focus must successfully pass the state licensure exam to obtain both the M.Ed. degree and state licensure.

The M.Ed. with a focus in **Teacher Leadership (TLD)** provides opportunities for students to develop their knowledge and skills to prepare for a teacher leadership role (i.e., instructional coach, mentor, department chair, etc.), and/or leverage their existing abilities in their current roles as teacher leaders. The TLD focus is a non-licensure program.

**A Collaborative Approach.** The M.Ed. program emphasizes teamwork, cooperation, professional support, and sharing of knowledge among students.

**Program Delivery and Calendar.** The curriculum for each of the three focus areas (TL, IL, and TLD) consists of 30 semester hours. Students complete 12 semester hours of Foundation coursework, 12 semester hours of Focus coursework, and six semester hours of Flex coursework. No transfer credits are permitted. Students are expected to commit to the rigor and attendance expectations for the intensively scheduled program. Each student is presented his/her unique calendar for the complete program. Current M.Ed. calendars are available at [www.uu.edu/med](http://www.uu.edu/med)

Each of the three areas of focus is completed during an intensive 12-month program. Foundation courses (12 semester hours) in TLD are offered face-to-face, while Focus courses (12 semester hours) are offered online. Six semester hours required for the Flex component may be taken face-to-face or online, as available. All courses in the IL Focus are

offered face-to-face, as available. All coursework in the TL Focus is delivered fully online and integrates iPad technology. There are three entry points for each focus area: Summer, Fall, and Spring.

### Expected Program Outcomes

#### Teaching and Learning Focus

This focus is designed to provide a relevant professional development curriculum for classroom teachers who are currently serving as the assigned teacher of record for a group of students. 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 Focus

This focus 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.

### Teacher Leadership Focus

This focus is designed to be a non-licensure curriculum for school- and district-based teacher leaders in formal and informal roles. Teachers must currently serve as the teacher of record for a group of students or the teacher leader of record for a school or district. 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 Teacher 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 or enhance school or district leadership roles as teacher leaders.

The objectives are met within the context of The Teacher Leader Model Standards (TLMS) developed by the Teacher Leadership Exploratory Consortium.

### 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 competencies.

#### 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

## Foundation, Focus, and Flex Curriculum for the Master of Education Degree

### M.Ed. Foundation for all Focus Areas (12 hours)

- EDU 612 Literacy Across the Curriculum (3)
- EDU 621 Faith and Ethics in Educational Leadership (3)
- EDU 639 Teacher Effectiveness (3)
- EDU 643 Methods and Design for Classroom Research (2)
- EDU 652 Performance Exhibition (1)

### Curriculum for Teaching and Learning (18 hours) Focus (12 hours)

- EDU 606 Accountability for Greater Student Learning (3)
- EDU 608 Learning Theories into Practice (3)
- EDU 611 Differentiated Instruction (3)
- EDU 6171 Positive Discipline (3)

#### Flex (6 hours)

- EDU 602 Technology-Rich Learning (2)
  - EDU 648 Engaging Diversity in School Cultures (2)
  - EDU 6001 Community Involvement to improve Schools (2)
- \*The above listed Flex courses for Teaching and Learning are required.

### Curriculum for Instructional Leadership (18 hours) Focus (12 hours)

- EDU 624 Curriculum and School Improvement (3)
- EDU 654 Legal and Financial Issues in School Governance (3)
- EDU 659 Supervision (3)
- EDU 664 Organizational Decision Making (3)

#### Flex (6 hours)

- EDU 653 Leadership Issues I (3)
  - EDU 661 Practicum (1)
  - EDU 662 Practicum (1)
  - EDU 663 Practicum (1)
- \*The above listed Flex courses for Instructional Leadership are required.

### Curriculum for Teacher Leadership (18 hours) Focus (12 hours)

- EDU 606 Accountability for Greater Student Learning (3)
- EDU 636 Developing Educator Capacity through Professional Learning (3)
- EDU 672 Teacher Leadership (3)
- EDU 601 Leadership, Organizations, and Change (3)

#### Flex (6 hours)

Student option

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 (three years for the Instructional Leadership focus), as more specifically stated in the following admission criteria:

1. Teacher Licensure;
2. A minimum G.P.A. of 3.0 based on a 4.0 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 transcript(s) showing all coursework, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution. Send transcripts directly to the Office of Graduate Studies in Education;
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 focus must submit the following:

1. Professional Resume;
2. Copy of most recent state-approved performance appraisal;
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. 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 the *Campus Life Handbook*.

## 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 focus must:
4. Successfully complete the required Practicums.
  5. Take and PASS the Praxis II SLLA exam in order to complete the M.Ed. Instructional Leadership program. Students completing the Instructional Leadership focus 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 by using the FACTS Plan, an automatic debit from your bank account.
- M. Ed. tuition rates vary by focus area. Generally, tuition rates are between \$465-\$495 per semester hour.

The following are Non-Refundable Fees:

Application Fee .....	\$25
IL Portfolio fee (when applicable) .....	\$150
Practicum fee (IL) .....	\$200
General Student Fee.....	\$20/hour

All financial information is subject to change without notice.

## Financial Assistance

Financial aid information for graduate students is available on our website at <http://www.uu.edu/financialaid/graduate/>. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

## **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.

### **601. 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.

### **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.

### **636. Developing Educator Capacity through Professional Learning (3) Su**

This course includes an examination of professional development standards and approaches used to design, implement, and evaluate professional learning. Best practices in using data to tailor professional learning to school-wide, group, and individual teacher needs will be identified and applied to student-generated professional development plans. Principles of adult learning theory will be analyzed and applied. Specific professional development structures, such as coaching, mentoring, and professional learning communities, will be researched.

### **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 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 and Financial 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. Supervision (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 twelve-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.

**672. Teacher Leadership (3)**

This course examines practical perspectives of teacher leadership. Topics include the study of the Teacher Leader Model Standards, the Teacher Leadership Competencies, roles and responsibilities of teacher leaders, and working with principals and other administrators. Various strategies for selection and development of leaders are examined. Concepts include stewardship, servant leadership, transformational leadership, gender, and ethnicity.

# 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/](http://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 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 722—Teacher Leadership  
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 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 722—Teacher Leadership  
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 official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution. Official transcripts should be sent directly to the Office of Graduate Studies in Education. 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 will be \$545 per semester.

IL Portfolio Fee (when applicable):..... \$150

Application Fee ..... \$ 25

Practicum Fee (IL):..... \$200

General Student Fee ..... \$20/hour

All financial information is subject to change without notice.

**Financial Aid.** Financial aid information for graduate students is available on our website at <http://www.uu.edu/financialaid/graduate/>. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

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## Course Descriptions: Education (EDU)

### 600. Community Involvement in School Improvement (3)

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

### 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.

### 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

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**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 [www.uu.edu/edd](http://www.uu.edu/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](http://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 transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution. 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 School. 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.

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## Financial Information

Tuition for the Ed.D. program for the 2017-2018 year is \$620.

The following are non-refundable fees:

Application Fee .....	\$ 50
General Student Fee .....	\$20/hour
Practicum/IL .....	\$200
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.** Financial aid information for graduate students is available on our website at <http://www.uu.edu/financialaid/graduate/>. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

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## 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.

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## 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.

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## 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 707—Legal Issues in School Governance  
EDU 714—Leadership Issues I: Theories and Strategies  
EDU 715—Leadership Issues II: Planning and Finance  
EDU 722—Teacher Leadership  
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 707—Legal Issues in School Governance  
EDU 714—Leadership Issues I: Theories and Strategies  
EDU 715—Leadership Issues II: Planning and Finance  
EDU 722—Teacher Leadership  
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. Campus-based classes may be offered using the "flipped classroom" model (FC). The FC model is a hybrid delivery system where students view video lectures by the professor and complete readings at home prior to attending classes on campus (about two and a half days on-site). This

pre-class preparation reduces overall class time and frees up/focuses discussion and interaction in the course. Research is showing that the FC model can produce greater learning and deeper understanding. Program 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](http://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)

#### 600. Community Involvement in School Improvement (3)

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

#### 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.

#### 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 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 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 enrollment is for 1 credit hour, and the second enrollment is for 2 credit hours.

**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 2 segments. It serves as experimental ground for creating a scholarly community among doctoral students, coinciding with enrollment in EDR 710, 725 and 720. 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 enrollment is 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 enrollment such that the student earns a total of 3 hours when fully successful.

**720. Research Methods and Design (3)**

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 in Higher Education (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

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## Degrees Offered

### Available on the Jackson and Germantown Campuses

- Master of Social Work

## Master of Social Work Mission Statement

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

## Program Outcomes

The goals of the Master of Social Work Program are:

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

# MASTER OF SOCIAL WORK

## SCHOOL OF SOCIAL WORK

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### 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/](http://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) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
3. Three letters of professional/academic reference specifying the applicant's capabilities for graduate study.
4. Completed application, including essay, with application fee of \$25.
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.

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### Program Options:

#### Option One: Advanced Standing

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 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.

A minimum of 33 semester hours of approved graduate work is required for completion of the Advanced Standing option.

- I. Required Core: 24 hours
  - A. SW 502 MSW Orientation
  - B. SW 599 Advanced Standing Bridge Course
  - C. SW 605 Psychopathology
  - D. SW 623 Theory and Ethics for Advanced Practice
  - E. SW 631 Practice and Program Evaluation
  - F. SW 650 Advanced Practice with Individuals and Families

- G. SW 660 Advanced Practice in Community Development and Administration
- H. SW 690 Field Seminar III
- I. SW 691 Field Seminar IV
- II. Electives: 9 hours

#### Option Two: Full-time (Two years)

A minimum of 60 semester hours of approved graduate work is required for completion of the full-time 2-year option. In addition, each student will complete 300 clock hours of field practicum in the first year and 600 clock hours of field practicum in the second year.

- I. Required Core: 51 hours
  - A. SW 502 MSW Orientation
  - B. SW 500 Human Behavior and the Social Environment I
  - C. SW 501 Human Behavior and the Social Environment II
  - D. SW 510 Social Welfare and Social Justice
  - E. SW 520 Practice I: Communities and Organizations
  - F. SW 521 Foundations for Research
  - G. SW 530 Practice II: Individuals and Families
  - H. SW 535 Policy Analysis and Advocacy

- I. SW 540 Social Work with Groups
  - J. SW 590 Field Seminar I
  - K. SW 591 Field Seminar II
  - L. SW 605 Psychopathology
  - M. SW 623 Theory and Ethics for Advanced Practice
  - N. SW 631 Practice and Program Evaluation
  - O. SW 650 Advanced Practice with Individuals and Families
  - P. SW 660 Advanced Practice in Community Development and Administration
  - Q. SW 690 Field Seminar III
  - R. SW 691 Field Seminar IV
- II. Electives: 9 hours

**Option Three: Part-time (Three years)**

A minimum of 60 semester hours of approved graduate work is required for completion of the part-time 3-year option. The part-time program requires 9 credit hours in each fall and spring term.

- I. Required Core: 51 hours
  - A. SW 502 MSW Orientation
  - B. SW 500 Human Behavior and the Social Environment I
  - C. SW 501 Human Behavior and the Social Environment II
  - D. SW 510 Social Welfare and Social Justice
  - E. SW 520 Practice I: Communities and Organizations
  - F. SW 521 Foundations for Research
  - G. SW 530 Practice II: Individuals and Families
  - H. SW 535 Policy Analysis and Advocacy
  - I. SW 540 Social Work with Groups
  - J. SW 590 Field Seminar I
  - K. SW 591 Field Seminar II
  - L. SW 605 Psychopathology
  - M. SW 623 Theory and Ethics for Advanced Practice
  - N. SW 631 Practice and Program Evaluation
  - O. SW 650 Advanced Practice with Individuals and Families
  - P. SW 660 Advanced Practice in Community Development and Administration
  - Q. SW 690 Field Seminar III
  - R. SW 691 Field Seminar IV
- II. Electives: 9 hours

**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 a course once 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.

**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.

**Financial Information**

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

**Tuition** \$520/semester hour for the 2016-2017 MSW program.

- Non-degree seeking post-baccalaureate students**  
.....\$540/semester hour
- Application Fee (non-refundable, one time only)** \$25
- General Student Fee**.....\$20/hour
- Course Drop Fee**..... \$10
- Insurance fee (per year) if student does not have private insurance** ..... \$25
- Field Instruction Fee (SW 590, 591, 690, 691)**  
.....\$ 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.

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)

All financial information is subject to change without notice.

## Financial Assistance

Financial aid information for graduate students is available on our website at <http://www.uu.edu/financialaid/graduate/>. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

## 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..... \$540 per credit hour  
 Textbooks..... approximately \$600  
 General Student Fee.....\$20/hour  
 Field Practicum Fee..... \$100  
 Insurance Fee ..... \$25

### Semester 2—Spring

Tuition..... \$540 per credit hour  
 Textbooks..... approximately \$600  
 Field Practicum Fee..... \$100  
 General Student Fee .....\$20/hour

### Semester 3—Fall

Tuition.....estimated \$540 per credit hour  
 Textbooks..... approximately \$600  
 Field Practicum Fee ..... \$100  
 General Student Fee.....\$20/hour  
 Insurance Fee ..... \$25

### Semester 4—Spring

Tuition.....estimated \$540 per credit hour  
 Textbooks..... approximately \$600  
 Field Practicum Fee..... \$100  
 General Student Fee .....\$20/hour

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 online. 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 will be invited 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, on Saturday, or be totally online.

See [www.uu.edu/msw](http://www.uu.edu/msw) for additional information.

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## 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.

### 502. MSW Orientation (0) F, S

This course provides an introduction for all new students to the graduate social work program at Union University and is essential to their success in the MSW program. Access to technologies used by Union University and the School of Social Work is covered along with an orientation to the library and online research tools.

### 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.

**511. Community Development (3) As Needed**

Students will explore the practice of community development as a means to address social problems such as poverty, disease, and social injustice; explore the dynamics of religious life and faith in the work of Christian community development; learn the history and culture of a specific geographic region, with a focus on issues of cross-cultural service and development, and local and international sociopolitical factors in its development and poverties. Students will reflect on their own experiences and understandings in a cross-cultural setting and gain skills in cultural competence.

**512. Counseling Theories (3) F**

This course serves as an introduction and overview for selected counseling theories and will help prepare students for application of theoretical concepts. Students will have the opportunity to examine theories as they begin the process of developing a personal theoretical approach to counseling that best fits specific client populations. By the end of the course, students will be able to identify the theory with which they most closely connect, applying it to a particular case study and developing a theory-specific treatment plan.

**522. Aging Issues and Services (3)**

This is a graduate overview course that will introduce a wide variety of issues related to aging. It will aid the student to understand the complexity of the aging process from the perspective of the individual, the family, society, and social policy using senior mentors who will attend, respond to class lectures and participated in role play exercises.

**523. Trauma-Focused Cognitive Based Therapy (3)**

This course will introduce the students to the concepts, components, and skills underlying evidenced-based treatment for traumatized children and youth. There will be specificity placed on trauma-focused cognitive behavioral therapy, as well as focus given on how to integrate the knowledge, values, and skills as an advanced generalist practitioner.

**524. Applied Technology in Social Work Practice (3)**

This course equips graduate social work students to utilize emerging technologies in their daily professional practice. Students will become proficient in identifying specific hardware, software, and mobile & cloud services that can be employed in each phase of the planned change process in micro, mezzo, and macro client systems. A particular emphasis will be placed on how social workers can stay informed on the rapid development of technologies relevant to professional practice.

**525. Traumatic Grief and Loss (3)**

Traumatic Grief and Loss is a three-credit hour master level elective course that will underscore trauma-informed social work practice that transcends the particular type of trauma exposure with individuals, families, and groups of persons, but has special focus on those who have experienced the loss of a loved one from sudden, violent death.

**526. Children and Families at Risk (3)**

The course introduces students to knowledge of the child welfare and the juvenile justice system. It provides an overview of the child welfare system describing the history, policies, and programs, at both the state and the federal level for intervening with families in crisis. It is intended to provide a foundation in the knowledge and values necessary for professional child welfare practice and explore evidence based practices working with families and children. The class is taught web blended.

**527. Professional Communications and Ethics (3) W, Su**

This course focuses on building proficiency in professional communication skills and ethics in the field of social work in academic, agency, and other community settings. Types of communication covered include writing, speaking, presentations, documentation, emails, memos, etc. Ethical analysis of case scenarios are utilized in both building ethical analysis skills and in practicing and assessing communication proficiency.

**528. Social and Cultural Diversity (3) As Needed**

This course is designed to prepare social work students to be knowledgeable of people's biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, disability and how these contribute to discrimination and oppression. Students will examine the role, function, and effects of oppression in society as it relates to social and economic justice.

**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.

**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.

**579/679PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

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

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

**580/680PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications must be defined and approved 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

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## 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, Psychiatric Mental Health)

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, Psychiatric Mental Health)

MSN with previously earned Bachelor of Science in Nursing Degree

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

### Post-graduate Certificate

Nursing Administration (online)

Nursing Education (online)

Nurse Practitioner (Family, Pediatric, Adult/Geriatric, Psychiatric Mental Health)

Nurse Anesthesia

### 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, Psychiatric Mental Health)

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, Psychiatric Mental Health)
- Nurse Anesthesia

BSN 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, Psychiatric Mental Health)
- Nurse Anesthesia

CRNA to DNP for licensed, certified CRNAs who do not hold the Master's degree

Post-graduate 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, Psychiatric Mental Health)
- Nurse Anesthesia

### Dual Degree Options

Dual degree options are available for MSN or DNP students in the Administrative and Executive Leadership and post-graduate DNP tracks. These options include

- Master of Science in Nursing/Master of Business Administration (MSN/MBA)
- Doctor of Nursing Practice/Master of Business Administration (DNP/MBA)

The MBA option does require a bachelor's degree prior to being enrolled.

## 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

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**Available on the Jackson, Hendersonville, and Germantown Campuses**

### Mission Statement

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

### MSN 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.

### MSN Expected Student 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 [www.uu.edu/msn](http://www.uu.edu/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. Completed application with application fee of \$50
2. Completion of an accredited nursing program according to track specific options. Applicants with a previously earned Bachelor's degree in a field other than nursing must complete or show evidence of completion of the designated courses for the specific track or program.
3. Official transcripts from all post-secondary institutions must be submitted directly through NursingCAS. **Please do not send transcripts for non-traditional nursing programs to Undergraduate Admissions.** Transcripts must be received by NursingCAS in a sealed envelope from all previous academic institutions attended. Official transcripts from all post-secondary institutions must be sent to: NursingCAS, P.O. Box 9201, Watertown, MA 02471.
4. Proof of current unencumbered RN licensure in state of residence and eligible for licensure as an RN in Tennessee.
5. Interview with the Nursing Graduate Admissions Selection Committee
6. Applicants from a country where the native language is not English must show proof of English proficiency with scores from TOEFL, IELTS, or iTEP courses. Minimum scores are TOEFL 560 (Internet-based 80), IELTS 6.5, or iTEP 4.4. In addition, students must provide WES evaluations of transcripts

7. Three letters of professional/academic reference specifying the applicants capabilities for graduate study. One letter of reference must be from the applicant's current supervisor.
8. Last 60 hours cumulative GPA of 3.0 on a 4.0 scale
9. Completion of undergraduate statistics course
10. Cleared criminal background check
11. 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 (limit to 2 pages):
  - 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. 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.
  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 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**

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 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.
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 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
2. Evidence of Hepatitis B, MMR, and tetanus vaccination (TDaP unless TD within the past 2 years)
3. Proof of 2 Varicella vaccinations or positive antibody titer (If titer is negative, student must repeat the 2 vaccine series.)
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. The maximum number of semester hours that may be transferred to Union University and applied to the MSN degree is nine, based upon evaluation of transcripts and/or course syllabi.

Applicants may take a maximum of two MSN core courses as non-degree seeking students. 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 must make a grade of B or higher in all track-specific and 700-level courses. No more than 2 Cs are allowed in the remaining courses in order to continue in the 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.

## Financial Information

### Tuition Rates (per credit hour)

RN to MSN Administration and Education	
Undergraduate courses .....	\$470
Graduate courses .....	\$585
RN to MSN Nurse Practitioner:	
Undergraduate courses .....	\$470
Graduate courses .....	\$585
MSN Administration and Education.....	\$585
MSN Nurse Practitioner .....	\$585
Post-Graduate Certificate	
Administration and Education tracks.....	\$585
NP tracks .....	\$585

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
General Student Fee:.....	\$25/credit hr.
Insurance fee per year .....	\$25
Binding of Thesis or Scholarly Project.....	\$45
Clinical Tracking System .....	\$45/yr.
Cap and Gown.....	approx. \$150
Castle Branch Medical Document Manager.....	\$35
Castle Branch Drug Screen and Background Check	\$110
NUR 600 Lab Fee.....	\$100
Course Evaluation Annual Fee .....	\$105/yr.
One-time fee for virtual patient (all NP and Education students) .....	\$89
Random Drug Screen .....	\$37.50/yr.

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 Direct loan
3. Employer reimbursement
4. FACTS (an electronic monthly draft from a savings or checking account)

Books cost approximately \$150 per course.

All financial information is subject to change without notice.

## Financial Assistance

Financial aid information for graduate students is available on our website at <http://www.uu.edu/financialaid/graduate/>. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

## 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 (Except Psychiatric Mental Health Track), 622, 650
  - C. All students are required to take an elective and may choose one of the following: NUR 507, 525, 529, 696/697.
  - D. Specialty
    - Pediatric: NUR 557C, 627C, 638C
    - Adult/Geriatric: NUR 557A, 627A, 638A
    - Family: NUR 547, 617, 639
    - Psychiatric Mental Health: NUR 566, 651, 652, 653, 654

# DOCTOR OF NURSING PRACTICE

## SCHOOL OF NURSING

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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.

### DNP 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.

### DNP Expected Student 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.

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### Program Admission Requirements for All Tracks

1. Completed application with application fee of \$50
2. Completion of an accredited nursing program with a cumulative graduate GPA of at least 3.0 on a 4.0 scale.
3. Official transcripts from all post-secondary institutions must be submitted directly through NursingCAS. **Please do not send transcripts for non-traditional nursing programs to Undergraduate Admissions.** Transcripts must be received by NursingCAS in a sealed envelope from all previous academic institutions attended. Official transcripts from all post-secondary institutions must be sent to: NursingCAS, P.O. Box 9201, Watertown, MA 02471.
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. Applicants from a country where the native language is not English must show proof of English proficiency with scores from TOEFL, IELTS, or iTEP courses. Minimum scores are TOEFL 560 (Internet-based 80), IELTS 6.5, or iTEP 4.4. In addition, students must provide 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 (limit to 2 pages):
  - 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 RN to DNP and 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 CRNA-DNP track** include a current unencumbered RN and CRNA license in state of residence and students will be required to have 1,000 clinical hours post BSN degree.



### **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 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.*

Students entering the BSN to DNP program with a previously earned MSN may be awarded transfer credit above the 9 hours 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
2. Evidence of Hepatitis B, MMR, and tetanus vaccination (TDaP unless TD within the past 2 years)
3. Proof of 2 Varicella vaccinations or positive antibody titer (If titer is negative, student must repeat the 2 vaccine series.
4. Freedom from tuberculosis as evidenced by a negative PPD or health provider examination
5. Current ACLS and PALS certifications (nurse anesthesia only)
6. Health insurance

### **Conditional Admission**

Applicants who do not meet the regular admission requirements to the 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. The maximum number of semester hours that may

be transferred to Union University and applied to the DNP degree is nine, upon review of transcripts.

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 must make a grade of B or higher in all track-specific and 700-level courses. No more than 2 Cs are allowed in the remaining courses in order to continue in the 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.

## Financial Information

### Tuition Rates

#### RN to DNP tuition

##### Nurse Practitioner

Undergraduate..... \$470/credit hour

BSN to DNP.....\$15,195/year

Psychiatric Mental Health..\$16,620/year (F, S, Su)

##### Executive Leadership

Undergraduate..... \$459/credit hour

BSN to DNP.....\$13,530/year

##### Nurse Anesthesia

Undergraduate..... \$459/credit hour

BSN to DNP.....\$28,095/year

#### BSN to DNP tuition

##### Nurse Practitioner

Family, Adult/Gerontology, Pediatric..\$15,195/year  
(F, S, Su)

Psychiatric Mental Health..\$16,620/year (F, S, Su)

Executive Leadership .....\$13,530/year (F, S, Su)

Nurse Anesthesia .....\$28,095/year (F, S, Su)

Post-graduate DNP-all tracks ..... \$895/credit hour

Application Fee ..... \$ 50

General Student Fee.....\$210/term

Insurance fee (per year)..... \$25

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

Clinical Tracking System .....\$45/year  
(\$30/year for BSN to DNP)

Course Evaluation Annual Fee ..... \$105

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

Cap and Gown ..... approx. \$150

Castle Branch Medical Document Manager..... \$35

Castle Branch Drug Screen and Background Check \$110

Random Drug Screen .....\$37.50/year

Any combination of the following payment is available.

1. Check, cash, or credit card

2. Federal Direct loan

3. Employer reimbursement

4. FACTS (an electronic monthly draft from a savings or checking account)

Books cost approximately \$150 per course.

All financial information is subject to change without notice.

## Financial Assistance

Financial aid information for graduate students is available on our website at <http://www.uu.edu/financialaid/graduate/>. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

## 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 for the BSN–DNP nurse anesthesia track. A \$300 tuition deposit is required for RN to MSN (Nurse Practitioner, Nurse Education, Nurse Administration) and RN to DNP (Nurse Practitioner and Executive Leadership) tracks. The deposit for all post-graduate DNP tracks is \$800. **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 (76 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 PNPs: NUR 627C, 600, 557C, 638C, 650
5. Specialty for Adult/Geriatric NPs: NUR 627A, 600, 557A, 638A, 650
6. Specialty for Psychiatric Mental Health: NUR 566, 650, 651, 652, 653, 654

### 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

### CRNA-DNP for Licensed CRNAs with the BSN (46 hours)

1. Complete the BSN to DNP core for all tracks (above); except for NUR 728 which is not required for this track

### 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 healthcare 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 and an eight-semester part-time 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 36-month BSN to DNP option for students who are not CRNAs is also available, with an application deadline of October 15. In addition, 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 is available, as well as a five semester Post-Master’s option and an eight-semester part-time Post-Master’s option. A 36-month CRNA-DNP option is also available for licensed CRNAs who do not currently hold a Master’s degree.

### 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 is available, as well as a five semester Post-Master’s option and an eight-semester part-time Post-Master’s option.

# POST-GRADUATE CERTIFICATE PROGRAM IN NURSING

## SCHOOL OF NURSING

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### Post-Graduate 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 or doctoral degree in nursing in another area and now find themselves in positions that require advanced preparation in nursing education, nursing administration, nurse practitioner, or nurse anesthetist. 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 MSN is preferred for application to the Post-graduate DNP. Additional coursework may be required upon evaluation of transcripts for students with a master's degree in a field other than nursing. A DNP is required for application to the post-graduate CRNA certificate program.

### 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. The nurse anesthesia certificate program prepares nurses to serve as certified registered nurse anesthetists.

### 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 cohort students will be given priority.

### Admission Requirements:

1. Completed application with \$50 application fee
2. Completion of a master's degree in nursing from an accredited program (CRNA applicants must have the DNP)
3. Official transcripts from all post-secondary institutions must be submitted directly through NursingCAS. **Please do not send transcripts for non-traditional nursing programs to Undergraduate Admissions.** Transcripts must be received by NursingCAS in a sealed envelope from all previous academic institutions attended. Official transcripts from all post-secondary institutions must be sent to: NursingCAS, P.O. Box 9201, Watertown, MA 02471.
4. Proof of current unencumbered RN licensure and APN licensure (if applicable) in the state of residence.
5. Eligible for licensure as a RN and APN (if applicable) in Tennessee.
6. Interview with the Nursing Graduate Admissions Selection Committee
7. Applicants from a country where the native language is not English must show proof of English proficiency with scores from TOEFL, IELTS, or iTEP courses. Minimum scores are TOEFL 560 (Internet-based 80), IELTS 6.5, or iTEP 4.4. In addition, students must provide WES evaluations of transcripts
8. Three letters of professional/academic reference specifying the applicants capabilities for graduate study. One letter of reference must be from the applicant's supervisor.
9. Last 60 hours cumulative GPA of 3.0 on a 4.0 scale
10. Cleared criminal background check
11. Clean drug screen

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

- Science GPA of 3.0 on 4.0 scale, defined as Anatomy and Physiology 1 and 2, and Statistics is preferred
- Statement of professional goals to include (limit to 2 pages)
  - Why you wish to become a Nurse Practitioner, Nurse Educator, or Nurse Administrator
  - What you plan to do with this certificate, 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
2. Evidence of Hepatitis B, MMR, and tetanus vaccination (TDaP unless TD within the past 2 years)
3. Proof of 2 Varicella vaccinations or positive antibody titer (If titer is negative, student must repeat the 2 vaccine series.
4. Freedom from tuberculosis as evidenced by a negative PPD or health provider examination
5. Health insurance

## 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 must make a grade of B or higher in all track-specific and 700 level courses. No more than 2 Cs are allowed in the remaining courses in order to continue in the 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.

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## Financial Information

Tuition is \$585 per semester hour for Post-graduate programs and \$895 for post-graduate DNP programs. Full payment for a term is expected at the time of registration for classes.

General Student fee: \$25/credit hr.

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.

All financial information is subject to change without notice.

## 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 or DNP core through an accredited MSN or DNP Program.
2. Completion of the specialty curriculum for Post-graduate Certificate.
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.

## Curriculum

- I. Post-graduate Certificate 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-graduate Certificate Nursing Education—24 hours
  - A. BIO 500; NUR 507, 517, 537, 538, 544
  - B. NUR 607, 622, 642
  - C. Minimum Residency (16 semester hours) includes NUR 507, 517, 537, 538, 607, 642 and 380 clinical hours
- III. Post-graduate Certificate Nurse Practitioner—26 hours
  - A. BIO 500; NUR 544, 622
  - B. Specialty courses:
    1. FNP: NUR 547, 558, 600, 617, 639, 650
    2. PNP: NUR 557C, 558, 600, 627C, 638C, 650
    3. Adult/Geriatric NP: NUR 557A, 558, 600, 627A, 638A, 650
    4. Family Psychiatric Mental Health: NUR 566, 558, 650, 651, 652, 653, 654 (29 hours)
  - C. Minimum Residency (14 hours; except Family Psychiatric Mental Health, which is 16 hours) includes all specialty courses and 560 clinical hours
  - D. NUR 558 may be waived for student seeking an additional nurse practitioner certification.

## Course Descriptions: Biology (BIO)

### 500. Advanced Pathophysiology (2)

Building on a basic knowledge of pathophysiology, the student will analyze the mechanisms and symptoms of illness to provide advanced theoretical understanding of disease states and health problems.

### 505. Applied Anatomy & Physiology I (3)

An intensive examination of the human body that addresses the normal complex physiological processes of the cell, fluids and electrolytes, acid-base balance, temperature regulation, vascular hemodynamics, mobilization of fluids through the body and lymphatic system, musculoskeletal systems and function of the myocardium. The acquired information will provide the student with a body of knowledge to critically evaluate co-existing conditions of the surgical patient.

### 507. Applied Anatomy & Physiology II (3)

Prerequisite: BIO 221 and 222

A continuation of 505 focusing on the normal complex physiological processes of blood components and coagulation and the respiratory, renal, endocrine, digestive and nervous systems.

### 509. Applied Human Gross Anatomy (4)

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 holistic 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 holistic nursing practice.

**538. Clinical Strategies for Nurse Educators (3)**

Prerequisites: NUR 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 the 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)****557C. Primary Care of Children: 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)**

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.

**566. Models and Theories for Family Psychiatric Mental Health Nursing (2) F**

This course focuses on conceptual models and theories related to the practice of psychiatric and mental health care. Concepts of development and individual functioning provide a theoretical basis for understanding the development of psychopathology and the selection of psychotherapeutic interventions across the lifespan.

**572. Nursing Administration Residency (2)**

Prerequisites: NUR 593, 693A, 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 (2)**

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.

**579PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

**580. Study Abroad Programs (1-4)**

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

**580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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.

**601. Graduate Nursing Orientation (0) F**

This course provides an introduction for the student to the graduate nursing program at Union University. It is designed for use by all graduate nursing program/track students. It enhances the new student orientation by allowing access to technologies and information the student will find essential and helpful. The course also open avenues to resources students can use as needed during the semester.



**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 and 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. This course may be repeated for credit.

**651. Mental Health Assessment and Diagnostic Reasoning Across the Lifespan (4) S**

Prerequisites: BIO 500, NUR 544

This course focuses on the assessment and diagnosis of mental health disorders across the lifespan. Advanced assessment techniques include observation, interviewing, as well as the appropriate use of a variety of screening tools and assessment guides and diagnostic data. Students are introduced to current Diagnostic and Statistical Manual (DSM) criteria. Clinical experiences provide students with opportunities to integrate content in the care of patients across the lifespan.

**652. Psychopharmacology Across the Lifespan (3) Su**

Prerequisites: NUR 544, NUR 622

This course builds on advanced pharmacology with the introduction of neurobiologic, genetic, and environmental theories of mental health disorders. The course emphasizes evidence-based practice and research-based data in the use of medications for mental health disorders across the lifespan. The course focuses on safety, therapeutic outcomes, recognizing and managing side effects, and medication management as part of a comprehensive treatment plan. The course will also cover appropriate laboratory and other diagnostic data that impact medication selection.

**653. Management of Acute and Chronic Mental Health Disorders: Children and Adolescents (4) Su**

Prerequisites: NUR 544, NUR 622

Co-requisite: NUR 652

This course will examine the major psychopathologies in children and adolescents including epidemiology, cultural and spiritual beliefs, specific assessment issues and tools, as well as evidence-based therapies. Interventions include psychopharmacologic as well as psychotherapeutic approaches (including psychotherapy) and combinations of therapies in the care of children and adolescents with mental health disorders. The psychiatric and emotional health of children, adolescents and their parents/caretakers will be explored through developmental, interactional, behavioral, and psychobiological models. This course will also address health promotion and legal/ethical aspects in the treatment of children and adolescents. Clinical experiences will facilitate the implementation and evaluation of therapeutic interventions in a variety of clinical settings.

**654. Management of Acute and Chronic Mental Health Disorders: Adult and Geriatric Populations (4) Su**

Prerequisites: NUR 544, NUR 622

Co-requisite: NUR 652

This course will examine the major psychopathologies in children and adolescents including epidemiology, cultural and spiritual beliefs, specific assessment issues and tools, as well as evidence-based therapies. Interventions include psychopharmacologic as well as psychotherapeutic approaches (including psychotherapy) and combinations of therapies in the care of children and adolescents with mental health disorders. The psychiatric and emotional health of children, adolescents and their parents/caretakers will be explored through developmental, interactional, behavioral, and psychobiological models. This course will also address health promotion and legal/ethical aspects in the treatment of children and adolescents. Clinical experiences will facilitate the implementation and evaluation of therapeutic interventions in a variety of clinical settings.

**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.

### **738., 739. 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.

**779PF. External Domestic Study Programs (Pass/Fail)****As Needed**

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

**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.

**780PF. Study Abroad Programs (Pass/Fail) As Needed**

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

# DOCTOR OF PHARMACY

## COLLEGE OF PHARMACY

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### 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](http://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 College of Pharmacy's office (731.661.5958) or to ACPE (312.664.4652).

### College of Pharmacy Vision

To transform students, patients, pharmacists, and community, through innovative pharmacy education and research in a Christ-centered environment

### College of Pharmacy Mission

To develop comprehensively trained, patient-centered practitioners of strong personal and professional character, equipped to meet the demands of an ever-changing health care environment.

### College of Pharmacy Goals

The College of Pharmacy (COP) strives to fulfill its mission by:

- Promoting an *excellence-driven* academic culture that instills knowledge and advances understanding of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences,
- Providing 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,
- Developing pharmacy students as practitioners who are *people-focused*, equipped to provide optimal care, in an interprofessional environment, based on evidence and best-practice standards, and
- Supporting an academic environment that fosters the *future-directed* growth of students and faculty as it relates to education, practice, research, and scholarship initiatives.

### Educational Outcomes

1. Acquire, integrate, and apply knowledge from biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to explain drug products and action, evaluate scientific literature, solve therapeutic problems, provide patient-centered care, and promote population health (**1. Learner**)
2. Identify problems (e.g., operational, research, clinical, business), explore and prioritize potential strategies, design and implement viable solutions, and evaluate outcomes (**2. Problem Solver**)
3. Collect and assess patient information and develop, implement, monitor, evaluate and document a Pharmacists' Patient Care Process (PPCP) in order to provide patient-centered care (**3. Caregiver**)
4. Identify and utilize human, financial, physical, and technological resources to optimize safety and efficacy of medication use systems (**4. Manager**)
5. Design and provide strategies in collaboration with other healthcare professionals for the prevention and management of chronic diseases and education of individuals and communities to improve health and wellness (**5. Promoter**)
6. Utilize population-based information and evidence-based best practices to provide patient-centered care (**6. Provider**)
7. Identify the learning needs of an individual or audience to determine effective ways to impart information and assess understanding (**7. Educator**)
8. Represent the interests of patients, patient populations, and the profession of pharmacy (**8. Advocate**)
9. Participate as an interprofessional healthcare team member to meet patient care needs (**9. Collaborator**)
10. Assess social and cultural influences on delivery and access to quality care (**10. Includer**)
11. Communicate in an appropriate manner when interacting with an individual or group (**11. Communicator**)
12. Examine and reflect on personal attributes that enhance or limit personal and professional growth (**12. Self-aware**)
13. Influence the development or attainment of shared goals, regardless of position (**13. Leader**)
14. Participate in activities using creative thinking to envision innovative ways of accomplishing goals (**14. Innovator**)
15. Exhibit behaviors and values that are consistent with tenets of the pharmacy profession (**15. Professional**)

### Admissions Standards

Admission to the College of Pharmacy is by committee action, based on the overall record and aptitude of the applicant. To be considered for admission to the college, applicants must meet the following requirements:

- Applicants must complete all prerequisite requirements at an accredited institution recognized by American Association of Colleges of Pharmacy (AACCP).
- The overall academic average for all courses of greater than or equal to 2.5 on a 4.0 scale is preferred.
- A grade of "C" or higher for each prerequisite course is required.

- All applicants (except those in PEAP) must also complete the online PharmCAS application and include at least three references.
- Applicants (except those in PEAP) are required to take the Pharmacy College Admission Test (PCAT) and results should be submitted to PharmCAS.
- Applicants are required to forward ALL official transcripts of all undergraduate colleges and any graduate and professional school enrollments to PharmCAS. Transcripts are required even if coursework does not apply toward pharmacy prerequisites.
- All applicants (except current Union students) will complete a Union University supplemental application.
- An onsite interview is required as part of the admission process. Interviews are conducted by invitation only and will be scheduled via email. A writing sample will be required as part of the onsite interview.

While there is a deadline of March 1 of the year in which admission is desired, applicants are encouraged to apply early as space is limited. Applications will be reviewed on a rolling basis throughout the year until the class is filled. The College of Pharmacy admits only one class per year in the fall semester. The COP reserves the right to depart from the existing admissions policy at any time.

## Prerequisites

Admission to the College of Pharmacy requires the completion of pre-professional coursework as follows:

Course	Semesters
Biology or Zoology*	2
General Chemistry*	2
Organic Chemistry*	2
Human Anatomy & Physiology*	2
Physics I*	1
Microbiology*	1
Calculus*	1
Statistics*	1
Written Composition	2
Communications/Speech	1
Humanities Electives+	1
Social Sciences Electives+	1

Notes: Courses that will increase the strength of the applicant's candidacy include Biochemistry, Immunology, Genetics and a second semester of Physics or Calculus.

- \* For all science and math courses, the prospective pharmacy student should take courses which are suitable for science majors intending graduate study and should include laboratories when available.
- + Elective courses must conform to the following distribution and requirements:
  - Humanities Electives include courses from arts, history, language, literature, or philosophy.
  - Social Sciences Electives include courses from anthropology, economics, political science, psychology, or sociology.

It is also strongly recommended that candidates for a Doctor of Pharmacy program gain work experience in a pharmacy prior to application.

## Pre-Pharmacy Track

The Pre-Pharmacy Track is a **two year track** preparing students for admission into the College of Pharmacy. Students interested in participating in the Pre-Pharmacy Track will make this designation on their Undergraduate Application. Pre-Pharmacy Track students will be advised by College of Pharmacy staff.

Students must take a minimum of 14 credit hours per semester and follow the Pre-Pharmacy Track curriculum as outlined below. Students will complete the PharmCAS application and schedule to take the Pharmacy College Admission Test (PCAT). Completion of the Pre-Pharmacy track does not guarantee admission into the College of Pharmacy.

Students may also participate in the Pharmacy Early Admission Program (PEAP) as part of the Pre-Pharmacy Track. For details regarding benefits, eligibility, progression criteria and matriculation, please see the PEAP section.

## Freshman Year

Fall Semester			Spring Semester		
ENG 111	Written Composition I	3	CHE 112	Chemical Equilibrium	4
MAT 211	Calculus w/Anal. Geo. I	4	BIO 211	Microbiology	4
CHE 111	General Chemistry I	4	BIO 210	Zoology	4
BIO 112	Principles of Biology	4	ENG 112	Written Composition II	3
			COM 112 or 235	Speech	3
Total Hours		15	Total Hours		18

## Sophomore Year

Fall Semester			Spring Semester		
BIO 307	Adv. Human A&P I	4	BIO 309	Adv. Human A&P II	4
CHE 314	Organic Chemistry I	3	CHE 315	Organic Chemistry II	3
CHE 324	Organic Chem. I Lab	2	CHE 326	Org. Chem II Lab	2
PHY 231	Physics with Calc I	5	MAT 114	Statistics	3
	SS/Humanities Elective	3		SS/Humanities Elective	3
<b>Total Hours</b>		<b>17</b>	<b>Total Hours</b>		<b>15</b>

Notes: Social Science and Humanities Elective Options:

ECO 211 (3), ECO 212 (3), HON 210 (3), PHL 240 (3), PSC 211 (3), PSY 213 (3), or SOC 211 (3)

## Pharmacy Early Admission Program (PEAP)

The purpose of the Pharmacy Early Admission Program (PEAP) is to recruit highly qualified students and to streamline their admission to the Doctor of Pharmacy (Pharm.D.) program at Union University.

### Benefits

- PEAP guarantees admission to the College of Pharmacy (COP), pending successful adherence to progression criteria and a successful onsite interview.
- PEAP students are not required to take the Pharmacy College Admission Test (PCAT).
- PEAP students are not required to pay the \$1000 deposit.
- PEAP students will be mentored by COP staff members.
- PEAP offers opportunities for social connections with other PEAP students, COP faculty, and COP students.
- In some cases, research opportunities may be available to qualified students.

### Eligibility

- Students admitted to Union University as freshmen automatically qualify for PEAP.
- A currently enrolled Union student who has completed one full academic year (fall and spring semesters) and a minimum of 28 of the required pharmacy prerequisite hours at Union University (at least 14 hours of science and math) with a minimum 3.0 GPA.

### Progression Criteria

To enter the PEAP program or to maintain eligibility, students must

- Notify the College of Pharmacy of interest in PEAP upon admission to Union University or upon completion of qualifications for PEAP (if a current student or transfer student). This notification should be given to the COP admissions office no later than

October 15. Registration with the COP is critical as space is limited for each admitted class.

- Maintain a cumulative GPA of  $\geq 3.0$ .
- Achieve an ACT  $\geq 22$  prior to matriculation into the College of Pharmacy.
- Complete all pharmacy prerequisites prior to matriculation into the College of Pharmacy with a grade of "C" or above in each course.
- Attend one announced COP event annually.
- Meet each semester with their pharmacy mentor.
- Register for and complete a minimum of 14 hours per semester (fall and spring) at Union University while in PEAP.

### Matriculation

To matriculate into the College of Pharmacy via the PEAP, students must:

- Complete the PharmCAS application by September 1 of the year prior to matriculation and designate Early Decision.
- Participate in an onsite interview. The interview will be scheduled by the COP Office of Admissions once the application is complete.

### Additional Information

- PEAP students are eligible to matriculate into the COP upon successful completion of prerequisite courses or the Bachelor's degree.
- Conditional admission will be granted to a PEAP student until the completion of the final undergraduate semester (contingent upon satisfactory completion of spring courses).
- In some cases, PEAP students will be able to apply to have a Bachelor's degree awarded after the first year of their Pharm.D. coursework. For information on this, the student is encouraged to contact their undergraduate advisor.
- Students who fail to meet PEAP progression criteria may apply to the COP through the traditional admissions process.

## Transfer of Courses

Students wishing to transfer to the COP from other schools or colleges of pharmacy will be evaluated on a case-by-case basis. Applicants will only be considered if they are seeking transfer from an ACPE-accredited program. A decision about transfer status will be relayed to the applicant upon receipt of the following documents:

- Letter of intent outlining reason for transfer request
- Letter from previous institution's Dean of Students outlining current academic status and terms of departure (academic/professionalism status)
- Two letters of recommendation (one from a current faculty member)
- Pharmacy course catalog and syllabi from all courses taken to date
- Official pre-requisite and pharmacy transcripts from all institutions
- Submission of \$500 non-refundable transfer evaluation fee; additional \$500 to be paid toward deposit upon acceptance

## Progression of Students

In order to progress to the next academic year, students must successfully complete all didactic and experiential coursework with a grade of "C" or better and meet established grade point average (GPA) requirements as outlined below. Additionally, all co-curricular requirements for that cohort year must be met. A grade of "I" or incomplete is not congruent with academic progression. Any course in which remediation is necessary must be successfully completed during either the January or summer terms prior to the next academic year (as determined by prerequisite requirements). Conditions of remediation will be determined by the Course Coordinator upon approval of remediation by the Academic Standing and Progression Review (ASPR) subcommittee as outlined in the remediation policy. Co-curricular deficiencies will be addressed by the Assistant Dean of Student Services. In addition to meeting technical standards upon admission, students must continue to meet these standards to progress in the program.

## Co-curriculum

The purpose of the co-curriculum is to provide students with co-curricular activities and learning experiences to complement and advance learning that occurs within the formal didactic and experiential curriculum of COP. There are five co-curricular educational outcomes, referred to as CEPHS. Each outcome is defined below.

1. C: Career Planning: Set goals in order to be residency or practice-ready upon graduation
2. E: Education: Gain knowledge and skills necessary for life-long learning and the provision of evidence-based patient care
3. P: Personal and Professional Growth: Develop self-awareness to foster personal maturation and professional growth

4. H: Healthcare Advocacy: Engage in patient and professional advocacy
5. S: Service: Demonstrate selfless concern for meeting the needs of patients, the profession, and the community

The co-curriculum includes both required and optional expectations. Students must complete required activities in the indicated year (e.g., P1, P2, P3 or P4) in order to progress to the next cohort year. Students will also complete optional activities and must earn 8 points from optional activities in order to graduate. Students must earn 4 of 8 optional points by December 10th of the third year. Failure to do so may impede progression to APPEs. Optional activities may be completed at any time during the 4-year curriculum. Failure to complete required and/or optional co-curricular expectations will delay graduation.

## Probation

Probation will be imposed upon a student when the student's 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. A single semester GPA of < 2.00.
3. A student receives a grade of "F" in any 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 ASPR subcommittee.
4. A student is found guilty of a Code of Professionalism violation.

Students will remain on probation until all deficiencies are corrected.

## Dismissal

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

1. Two or more course failures
2. Failure to meet technical standards
3. Failure to uphold the COP Code of Professionalism
4. A second probationary period with a cumulative grade point average less than 2.33

Students who meet any of the above criteria will meet with ASPR subcommittee. Actions of the subcommittee will be communicated to the student.

## 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.



## Co-curriculum

Students failing to complete all required co-curricular activities in their respective cohort year will not be allowed to progress without documentation of completion of remaining activities, or in the instance the missed activity cannot be repeated, completion of an activity deemed appropriate by the Assistant Dean of Student Services. Failure to complete required activities in the fourth academic year will delay graduation. Failure to earn 50% of optional points (must earn 4 of 8 total points) by December 10 of the third academic year may result in delayed progression to APPEs. Failure to earn 8 total optional points will delay graduation.

## Process for Didactic 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. 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.

Students have the right to appeal the decision made by ASPR as outlined in the ASPR Appeal Process Section.

## Process for Co-Curricular Remediation

Students failing to complete either required or optional co-curricular experiences will be notified of a co-curricular deficiency and the need to meet with the Assistant Dean of Student Services. The Assistant Dean of Student Services will make a decision on the student's case and implement a corrective plan of action. The Assistant Dean of Student Services may work in collaboration with the Professionalism Committee.

## Qualifications for Didactic 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 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 (\$830/hr.) 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 \$33,775 per year with a \$2,000 general student fee (\$1,000/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. Audit of a course is \$415/hr.

Supplemental Application Fee .....	\$50
Laptop .....	actual cost*
Cap & Gown Purchase .....	approximately \$80
Annual Background Check .....	approximately \$150

All financial information is subject to change without notice.

## Financial Assistance

Financial aid information for graduate students is available on our website at <http://www.uu.edu/financialaid/graduate/>. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

## 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.
- Successful completion of 4-year co-curriculum.
- All didactic, experiential, and co-curricular course requirements must be successfully completed.
- File an application for graduation with the UUCOP Office of Student Services and the Academic Center.
- Pay in full the student's account balance with the UUCOP Business Office.
- Discharge all other obligations (fines, credentials, fees, etc.) at the University.

## Course Requirements of the Doctor of Pharmacy—150 hours

- I. Year One Courses: BIO/PHRM 505, 507, and 510; PHRM 700, 705, 710, 716, 718, 723, 726, 728, 729, 730, 731, 739; 752, 755, 763.
- II. Year Two Courses: BIO/PHRM 514; PHRM 709, 733, 734, 736, 738, 740, 741, 743, 744, 746, 750, 751, 764, 767, 773.
- III. Year Three Fall Courses: PHRM 760, 761, 765, 766, 768, 770, 772.
- IV. Year Four Spring Courses: PHRM 774 and 775
- V. Electives: 8 hours from PHRM Electives or other graduate elective courses as approved by the College of Pharmacy Curriculum Committee.
- VI. Co-Curriculum: Students must complete required activities as outlined per cohort year. Also, students are required to earn 8 points from optional activities for co-curriculum completion. Optional activities can be completed at any time during the 4-year curriculum but a minimum of 50% of optional points must be earned prior to the start of APPEs.

## Dual-Degree Program

Union University's College 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 College of Pharmacy: PHRM700; PHRM743; PHRM744; PHRM765; PHRM772; PHRM 759. 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.

## Interprofessional Practice and Education (IPE)

Interprofessional practice and education is incorporated in various courses throughout the curriculum. Pharmacy students are provided multiple opportunities to learn about, from and with other healthcare professionals to gain an understanding of the roles and responsibilities of all healthcare providers and how interprofessional teamwork can improve patient outcomes. IPE enables future pharmacists to become collaborative practice ready providers.

## 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)

*BPE: Board-preparatory elective*

*NBPE: Non board-preparatory elective*

### 505. Applied Anatomy & Physiology I (3)

Reciprocal Credit: PHRM 505

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.

Reciprocal Credit: PHRM 510

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.

### 514. Immune Response to Infectious Disease (3) F

Reciprocal Credit: PHRM 514

This course reviews the organisms associated with infections in human with application directed towards those most commonly encountered in the United States. This will be integrated with a study of the immune system, how the body responds to various types of infections, and relevant clinical treatment methods.

## Course Descriptions: Pharmacy (PHRM)

### 505. Applied Anatomy & Physiology I (3)

Reciprocal Credit: BIO 505

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

Reciprocal Credit: BIO 510

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.

### 514. Immune Response to Infectious Disease (3) F

Reciprocal Credit: BIO 514

This course reviews the organisms associated with infections in human with application directed towards those most commonly encountered in the United States. This will be integrated with a study of the immune system, how the body responds to various types of infections, and relevant clinical treatment methods.

### 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) (BPE)

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) (BPE)

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.

### 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) (BPE)

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) (BPE)**

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) (BPE)**

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)**

A 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. Health Care and Missions (2) (NBPE)**

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) (BPE)**

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) (BPE)**

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.

**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) (BPE)**

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 (3)**

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) (NBPE)**

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) (BPE)**

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, enterohepatic recirculation models and chronopharmacokinetics.

**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) (BPE)**

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.

**727. Institute on Alcoholism and Drug Dependencies (2) (BPE)**

This course serves as an introductory or refresher session and a networking opportunity to provide information, motivation and guidance for pharmacists or student pharmacists who currently participate in or wish to become involved in the planning, implementation, or strengthening of state-level and campus-level programs, to help and assist pharmacists or student pharmacists whose competence to perform their responsibilities has become impaired due to alcoholism or other drug dependencies by assisting them in finding treatment, ongoing recovery and reentry into the practice of pharmacy or their pharmacy education; and to better prepare attendees to provide appropriate assistance and support to clients affected by alcoholism and other drug dependencies. Students may only be enrolled in this course after acceptance into the Institute on Alcoholism and Drug Dependencies by the American Pharmacists Association and are only eligible to receive elective credit upon completion of the institute requirements and course requirements. Institute completion requirements include one week of on-site training in Salt Lake City at the University of Utah.

**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 Training and Certification (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)**

This P-1 course is one of five designed to focus on the development of professional skills required for contemporary pharmacy practice. The primary emphasis will be on drug distribution in the community setting, communication skills and interprofessional patient care. During this 2-week (80 contact hours) rotation, students are exposed 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)**

This P-1 course is one of five designed to focus on the development of professional skills required for contemporary pharmacy practice. The primary emphasis will be on drug distribution in the institutional setting, communication skills and interprofessional patient care. During this 2-week (80 contact hours) rotation, students are exposed to the role and responsibilities of the pharmacist in institutional practice and the importance of the pharmacist in patient care.

**732. Introduction to Medicinal Chemistry Research (2) (NBPE)**

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 (3)**

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 (3)**

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.

**735. The Union Pharmacist (2)**

This course will serve to introduce students to concepts in moral reasoning that relate to key issues in pharmacy practice. Special considerations will be given to Christian perspectives and the course will emphasize attentiveness to differing moral perspectives through reflection and dialogue. Additionally, this course will focus on leadership and professionalism and their impact on personal and professional growth and patient care.

**736. 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. 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.

#### **744. Pharmacy Jurisprudence (2)**

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

#### **745. Medication Therapy Management (2) (BPE)**

This course offers pharmacy students the opportunity to complete the coursework provided by the American Pharmacist Association for the Delivering Medication Therapy Management Services certification. In addition to completing this coursework, students will have the opportunity to perform practice MTM cases and to review problems commonly identified in medication therapy reviews. Following the elective course, students who choose to perform the necessary MTM cases will be awarded the APhA Delivering Medication Therapy Management Services certification.

#### **746. Introduction to Community Practice II (2)**

This P-2 course is one of five designed to focus on the development of professional skills required for contemporary pharmacy practice. The primary emphasis will be on drug distribution in the community setting, communication skills and interprofessional patient care. During this 2-week (80 contact hours) rotation, students will have the opportunity to build upon didactic courses and previous experiential rotations to further their knowledge and abilities to practice as pharmacists in the community setting.

#### **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)**

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) (NBPE)**

#### **754. Social and Behavioral Research Design II (2) (NBPE)**

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.

### **755. Principles of Drug Action (3)**

This course is designed to provide students with a strong foundation in the function of biomolecules in disease and drug action. Students will gain an understanding of the structural and physical properties of proteins, nucleic acids, lipids, and carbohydrates, as well as pharmaceutical agents that bind to or influence these macromolecules in an effort to understand the functional role each plays in the management of disease states.

### **756. Pharmacy Management (2) (BPE)**

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) (NBPE)**

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.

### **759. Population Health (2) (BPE)**

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) (BPE)**

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.

### **763. Top 100 Drugs and Patient Counseling (2)**

The purpose of this course is to provide first semester doctor of pharmacy students with an overview of some of the most commonly prescribed drugs in the US during the past year and basic skills required to effectively communicate drug information to patients.

### **764. Pharmaceutics I Lab – Compounding (1)**

This lab course is designed for PY2 students to apply some of the basic principles and concepts they learned from physical pharmacy (Pharmaceutics 1) as a means of performing pharmaceutical compounding. This course will emphasize an understanding of the formulation and physiological factors involved in the delivery and absorption of drugs through a variety of routes of administration and dosage forms. The formulation, stability, and packaging of various dosage forms will be studied. Students will learn and experience preparing some traditional solid dosage forms like tablets, capsules, powders, lozenges, and suppositories. It will also emphasize the preparation of some liquid dosage forms including solutions and suspensions. Semi-solids such as creams, pastes, ointments and emulsions will also be emphasized and prepared in the lab. Additionally the student will also utilize and apply their pharmaceutical calculation skills, which they began acquiring or developing from the previous year. For example in a compounding pharmacy, the pharmacists must know and frequently perform the necessary mathematical calculations to determine the amount of active pharmaceutical ingredients (API) and excipients needed to prepare and produce a particular dosage form and product strength. Furthermore the pharmacist must also understand and know how to perform the calculations necessary for evaluating and determining drug encapsulation efficiency, product weight uniformity, and drug release rate from the prepared product. Accuracy (and or proficiency) of interpretation of a prescription and subsequent processing of the product label will be covered as well.

### **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 IPE I (1)****768. Applied Therapeutics with IPE II (1)**

These P-2 and P-3 courses are two of five designed to focus on the development of professional skills required for contemporary pharmacy practice. Students are placed in the clinical environment to introduce the concepts of pharmaceutical care prior to advanced pharmacy practice experiences. Students will have opportunities to have direct patient contact and participate in interprofessional patient care; with these interactions and patient review, students will then present patient cases and therapeutic plans during small group recitations. Simulated patient cases will also be utilized where students can evaluate patients and provide therapeutic recommendations 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) (BPE)**

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 (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.

**773. Pharmaceutics II Lab – Sterile Products (1)**

This lab course is designed for PY2 students to apply some of the basic principles and concepts they learned from Pharmaceutics I and Pharmaceutics II and other clinical pharmacy courses as a Union University College of Pharmacy means of performing pharmaceutical compounding. This course will emphasize all sterile dosage forms including parenteral, otic, inhalational and ocular dosage forms. This course will provide hands-on training as students will work in a sterile environment with a laminar-flow hood. Students will demonstrate aseptic technique and necessary safety precautions when compounding piggyback medications, large volume fluids, parenteral nutrition, and sterile irrigation solutions. Students will prepare various drug products and apply appropriate labels. Students will be introduced to USP Chapter <797> and OSHA standards for safety. Moreover the student will also utilize and apply their pharmaceutical calculation skills, which they began acquiring or developing from the previous year. There will be a comprehensive review of all pharmaceutical and clinical calculations. Students will demonstrate how to perform various calculations necessary on the rate and volume of drug administration.

**774. Clinical Foundations (2)**

This course is designed provide an update and systematic review of key disease states and related drugs. Students will be required to demonstrate competency in their knowledge of the Top 300 drugs and application of these drugs to the clinical management of commonly encountered diseases.

**775. Pharmacy Foundations (2)**

This course is designed provide an update and review of key foundational concepts in the pharmaceutical sciences. This includes, but is not limited to, pharmaceutical calculations, pharmacokinetics, pharmaceutics, medicinal chemistry, pharmacology, and pharmacy administration.

**776. Internal Medicine Pharmacotherapy (2) (BPE)**

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



**777. Pediatric Pharmacotherapy (2) (BPE)**

This course will provide pharmacy students with a didactic learning experience that will develop a solid foundation in pediatric pharmacy. During this elective, students will develop and refine their clinical skills that will enhance future rotations, especially in the field of pediatrics. The student will become familiar with common pediatric disease states and therapies.

**778. Drug-Induced Diseases (2) (BPE)**

This is an elective course designed to help students understand the prevention, detection, and management of drug induced diseases in an organ system specific manner. The goal of this course is to prepare students to recognize some of the most common and serious drug induced conditions and have awareness of the possible causes. The course will provide the basis for the evaluation and monitoring of these adverse effects. This course will also explore the FDA approval process, principles of medication safety, and their impacts on healthcare. Evaluation of student's performance will be achieved through presentations, quizzes, exams, and class participation.

**779. External Domestic Study Programs (1-4)**

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

**779PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

**780. Study Abroad Programs (1-4)**

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

**780PF. Study Abroad Programs (Pass/Fail) As Needed**

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

**781. Advanced Self-Care (2) (BPE)**

This is an elective course designed to help prepare the student for practice in all areas of pharmacy with a focus on retail or ambulatory care settings. The goal of this course is to produce pharmacists who are able to assist patients with safe and effective self-care decisions and communicate recommendations appropriately. It will cover disease prevention and review common conditions that can be treated with non-prescription medications or herbal products with a focus on identifying whether a patient is eligible for self-care, selecting the most appropriate non-prescription treatment (pharmacological and/or non-pharmacological), and providing appropriate counseling.

**782. Women's Health (2) (BPE)**

This is an elective course designed to provide the student learning opportunities covering women's health topics. This course will emphasize practice in the ambulatory care setting; however, the student should be able to translate the knowledge gained into all pharmacy practice areas. The goal of this course is to prepare students to recognize gender differences over the lifespan of a woman in regards to health conditions and medication management. It will cover gender differences in regards to disease risk, prevention, and management and use of medication (complementary and alternative medicine, pregnancy and lactation, contraception, infertility, and menopause).

**783. Medical Mission Team Leadership (2) (NBPE)**

This is an elective course designed to help prepare the student for practice in all areas of pharmacy with a focus on retail or ambulatory care settings. The goal of this course is to produce pharmacists who are able to assist patients with safe and effective self-care decisions and communicate recommendations appropriately. It will cover disease prevention and review common conditions that can be treated with non-prescription medications or herbal products with a focus on identifying whether a patient is eligible for self-care, selecting the most appropriate non-prescription treatment (pharmacological and/or non-pharmacological), and providing appropriate counseling.

**785. Special Studies in Pharmacy (1-6)**

Group studies which do not appear in the College 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.

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**Advanced Pharmacy Practice Experience (APPE)**

Each Advanced Pharmacy Practice Experience (APPE) is designed to offer the student advanced experience in unique and

progressive pharmacy practice settings. Students are exposed to the role and responsibilities of the pharmacist in practice and the importance of the pharmacist in direct or indirect patient care. Students will be expected to hone practice skills, professional judgement, behaviors, attitudes and values, confidence, and

a sense of personal and professional responsibility to practice both independently and collaboratively in an Interprofessional, team-based care environment. Courses are taught by full-time faculty members or by practicing pharmacists appointed by the University as Clinical Preceptors. APPEs take place at approved institutions and pharmacies. Most sites are located in West Tennessee; however the College has approved over 400 clinical preceptors working at 300 sites in 30+ states across the nation.

Each course will be completed during a calendar month; rotations usually begin on the first and end on the last weekday of the month. The typical work week consists of 40 hours Monday-Friday; however evening and weekend hours are permitted. Students are expected to work a minimum of 160 contact hours during the rotation; exact schedules will be set by the Clinical Preceptor.

Doctor of Pharmacy students are required to complete ten APPE courses. APPE courses cannot begin until the student has completed all required didactic courses and introductory pharmacy practice experiences.

Students must complete six required APPE courses, which include the following:

- APPE 700. Advanced Institutional Practice
- APPE 710A. Advanced Chain Community Practice
- APPE 710B. Advanced Independent Community Practice
- APPE 720. Ambulatory Care (any section)
- APPE 730A. Internal Medicine
- APPE 730. (any section)

Students must complete four elective APPE courses, which include the following:

- APPE 710. (Any section, limited to one course in addition to the required courses stated above)
- APPE 730. (Any section, not limited in number of courses)
- APPE 740, 750, or 770. (Any section, limited to two courses)

#### **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**

##### **710D. Community Practice for Medically Underserved**

##### **710E. Community Institutional Outpatient Pharmacy**

##### **710F. Community Practice Medication Therapy Management**

#### **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  
730W. Long Term 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  
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. Medical Missions  
750R. Veterinary Pharmacy Practice  
750S. Pharmacy Telemedicine

**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

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## Degrees Offered

### Available Online and on the Germantown Campus

- Master of Christian Studies

### Available with the Baptist Theological Seminary, Singapore

- Doctor of Ministry

## 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 both on-site courses in Memphis and 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, Bible preaching/teaching, 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.  
Biblical Interpretation ..... 3 hrs.  
Theology I: God, Revelation and Humanity..... 3 hrs.  
Theology II: Christ, the Spirit, and Last Things.... 3 hrs.  
Communicating Biblical Truth..... 3 hrs.  
Evangelism and Missions ..... 3 hrs.  
Spiritual Formation..... 3 hrs.  
Survey of Church History ..... 3 hrs.  
Christian Leadership..... 3 hrs.  
Total: ..... 36 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 [www.uu.edu/mcs](http://www.uu.edu/mcs)

### Admission Requirements

1. A Baccalaureate degree from a regionally accredited institution.
2. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
3. 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.
4. Complete online M.C.S. application process at <https://www.uu.edu/applications/graduate> and submit \$25 application fee.
5. Three personal letters of recommendation.
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  
General Student Fee: .....\$20/hour  
Tuition per Semester Hour: ..... \$340

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

All financial information is subject to change without notice.

## Financial Assistance

Financial aid information for graduate students is available on our website at <http://www.uu.edu/financialaid/graduate/>. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

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## 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.

### 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.

### 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.

### 516. Survey of Church History (3)

An examination of events and individuals that shaped the history of Christianity from the first century to the present and application of the knowledge gained to current ministry and missions.

### 517. Spiritual Formation (3)

A study of Christian spirituality emphasizing biblical, classical, and contemporary approaches to growth toward Christ-like character, including an examination of personal spiritual disciplines and how they shape the ethics of a believer.

## Graduation Requirements

- A. The completion of 36 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

### 520. Biblical Interpretation (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.

### 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.

### 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.

## **Offered as needed**

### **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.

### **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.

### **579. External Domestic Study Programs (1-4)**

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

### **579PF. External Domestic Study Programs (Pass/Fail) As Needed**

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

### **580. Study Abroad Programs (1-4)**

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

### **580PF. Study Abroad Programs (Pass/Fail) As Needed**

All courses and their applications 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 2017 enrollment. Students enrolled before August 2017 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—SINGAPORE

## SCHOOL OF THEOLOGY AND MISSIONS

### (IN CONJUNCTION WITH THE BAPTIST THEOLOGICAL SEMINARY, SINGAPORE)

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#### Purpose Statement

The Doctor of Ministry program emphasizes advanced level preparation in expository preaching and equipping for effective leadership. The student also gains expertise in research and developing new insights into their current ministry field through the doctoral dissertation.

#### Program Emphases

The emphasis of the Doctor of Ministry is in 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 leaders with the highest professional skill in ministry.

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#### Calendar

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 Baptist Theological Seminary, Singapore if they have questions about whether they have established an adequate foundation the Doctor of Ministry study as indicated above.

#### Expected Student Learning Outcomes

- Students will have a deeper understanding of the nature and purpose of ministry.
  - 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 an original contribution to the practice of ministry through a doctoral dissertation or project.
- 

#### Academic Foundation

The standard academic preparation for the Union University Doctor of Ministry is a Master of Divinity from a 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. Working in conjunction with the Baptist Theological Seminary, Singapore, 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 and the Baptist Theological Seminary, Singapore have 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.
- Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution. 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. 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 Baptist Theological Seminary, Singapore.
- 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 research paper that demonstrates the prospective student's ability to research, organize, and write on a topic from one of the content areas of the Master of Divinity. This paper may be based on or developed from a paper previously written at the graduate level. This is to be a complete paper, with 10-15 pages of body (not counting title page and bibliography page), using standard footnotes, and significant bibliography of at least twelve resources. The manuscript should be 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**.

## 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 Information

Application Fee .....	\$50
Tuition per semester hour .....	\$435
General Student Fee .....	\$20/hour
Dissertation Publication and Binding Fee .....	\$100

Payment is expected in full upon enrollment.

All financial information is subject to change without notice.

## Financial Assistance

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

## Curriculum Requirements

DMIN 612, Leadership in a Congregational Church .....	3 hours
DMIN 619, Leadership in Pastoral Care .....	3 hours
DMIN 620, Ministry Research Seminar .....	3 hours
DMIN 624, Missions, Evangelism, and Ministry ...	3 hours
DMIN 629, Strategic Planning .....	3 hours
DMIN 630, Expository Preaching and New Testament Texts .....	3 hours
DMIN 635, Expository Preaching and Old Testament Texts .....	3 hours
DMIN 636, Spiritual Formation of Minister and Congregation .....	3 hours

## Doctoral Processes

### Phase 1: Ministry Research Seminar (DMIN 620).

1. Pre-seminar week: students prepare at least three possible problems/projects that could become the focus of the DMin dissertation/project.
2. During the seminar week: students decide on a project topic, determine the research model/process they will follow, and begin developing a bibliography.
3. During the post-seminar period:
  - a. Students refine their topic and complete a proposal for their dissertation/project.
  - b. 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 eight 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

may take 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 eight 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 Director of the Program 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 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.
- 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)

### 612. Leadership in a Congregational Church (3) F

A seminar on leading a local church in the areas of church staff and ministerial relationships.

### 619. Leadership in Pastoral Care (3) W

A seminar on helping a minister understand and implement pastoral care.

### 620. Ministry Research Seminar (3) W

Prerequisite: DMIN 610.

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

### 624. Missions and Evangelism (3) S

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

### 629. Strategic Planning (3) S

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) Su  
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) W  
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 Minister and Congregation (3) F

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

800. Project and Dissertation (3 each) W, Su

Prerequisite: Successful completion of all eight DMIN seminars and permission of the Doctor of Ministry Program Director.

The writing of an original dissertation that contributes significantly to the understanding and implementation of Christian ministry.

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## Other Variable Credit and Variable Content Courses

### 655. Independent Study (1-3)

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

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

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

# BOARD OF TRUSTEES

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## Alphabetically with Year When Term Expires

Lisa Rogers, *Jackson, Tennessee* (2018) Chairman  
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Peggy Graves, *Jackson, Tennessee* (2017) Secretary

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Bill Dement, *Jackson, Tennessee* (2018)  
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# ADMINISTRATION

( ) 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

**Ann Singleton** (1985). Acting Provost and Vice President for Academic Affairs; Associate Provost and Dean of Instruction, and University Professor of Special Education. B.S., Union University; M.Ed., and Ed.D., University of Memphis.

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

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

**Tom Proctor** (1996). Director for Curriculum and Program Development and Professor 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.

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

## Deans

**Beverly Absher** (2004). Dean of the School of Adult and Professional Studies and Associate Professor of Educational Leadership. B.S. and M.B.A., University of North Alabama; Ed.D., Union University.

**Nathan Finn** (2105). Dean of the School of Theology & Missions and Professor of Christian Thought and Tradition, B.A., Brewton-Parker College; M.Div., Southeastern Baptist Theological Seminary; Ph.D, Southeastern Baptist Theological Seminary.

**Jason Garrett** (2017). Dean of the McAfee School of Business and Professor of Marketing. B.B.A., Oklahoma Baptist University; M.B.A., Washington University; Ph.D., University of Missouri.

**Kelly Harden** (2007). Dean of the School of Nursing 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.

**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.

**Mary Anne Poe** (1996). 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.

**Nancy Cherry** (2005). Acting Associate Dean and Chair of Teaching and Learning, School of Education, and Professor of Education. B.S., Union University; M.Ed., University of Memphis; Ed.S. and Ed.D. Union University.

**Patsy Crihfield** (2007). Associate Dean of Graduate Nursing Programs 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.

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

**Jacob Shatzer** (2017). Associate Dean, School of Theology and Missions and Assistant Professor of Theological Studies. Ph.D., Marquette University.

**Teri Evans** (2016). Assistant Dean and Associate Professor of Education—Germantown. B.S. and M.S., University of Alabama; Ed.S. and Ed.D., Union University.

**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 Education—Hendersonville, Director of Thomas R. Rosebrough Center for Educational Practice, Director of Online Instructional Innovations and Professor of Education. B.A., Fresno Pacific University; M.Ed., Harding University; Ed.D., University of Memphis.

**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, McAfee School of Business 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, University Professor of Physics and Department Chair. B.S., Mississippi College; M.S., and Ph.D., Vanderbilt University.

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

**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 and Assistant Professor of Ministry. B.S., Union University; M.Div., Southwestern Baptist Theological Seminary; D.Min., Southern Baptist Theological Seminary.

**John W. Carbonell** (2006). Associate Vice President for Human Resources. B.A., Florida State University; M.B.A., Union University; Ed.D., Union University.

**Bryan L. Carrier** (2008). Vice President for Student Life and Dean of Students. B.A., MidAmerica Nazarene University; M.Ed, Azusa Pacific University; Ed.D., Union University.

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

**Tim Ellsworth** (2004). Associate Vice President for University Communications. B.A., Union University; M.S., Southern Illinois University.

**Robbie Graves** (1989). Assistant Vice President for Undergraduate Admissions. B.S., Union University; M.Ed., Union University.

**Scott Heit** (2009). Assistant Vice President for University Communications. B.F.A., Memphis College of Art.

**Catherine Kwasiroh** (2016). Vice President for Institutional Advancement. B.S.B.A., Union University; M.B.A., University of Tennessee-Martin.

**Robert Simpson** (1983). Associate Vice President for Business Services. B.S., Union University; M.B.A., University of Memphis; C.P.A., State of Tennessee.

### **Program Administration**

**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.

**Mark Bolyard** (2006). University Professor of Biology, Department Chair, and Director of Master of Arts in Biology Program. B.A., Hanover College; Ph.D., University of North Carolina.

**Angela Campbell** (2017). Program Coordinator, Social Work – Germantown Campus. B.S.W., Union University.

**Carrie Cantrell** (2015). Coordinator of Nurse Anesthesia Track, School of Nursing. B.S., Bethel University.

**Carol Courtner** (2004). Coordinator of Continuing and Experiential Education, School of Pharmacy. B.S., Union University.

**Carla Cushman** (2014). Director of Masters Programs in Education—Hendersonville and Associate Professor of Education. B.S., Francis Marion University; M.Ed., University of South Carolina, Columbia; Ed.S. and Ed.D., Union University.

**Ken Easley** (2006). University Professor of Biblical Studies and Director of Graduate Programs in the School of Theology and Missions—Germantown. 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. B.S., M.A.Ed., Union University.

**Kathy Franz** (2015). Coordinator for Continuing Studies and Master's Degree Programs in Education—Hendersonville. B.A., Virginia Tech University.

**Jennifer Gay** (2017). MBA Program Coordinator and Recruiter – Germantown. B.S., Middle Tennessee 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.

**Kimberly Lindsey-Goodrich** (2008). Director of Interprofessional 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). Director of M.S.W. Programs and Associate Professor of Social Work. B.S.W. and M.S.S.W., Freed Hardeman University.

**John Moore** (2016). Director, School of Theology and Missions – Hendersonville. M.Div., New Orleans Baptist Theological Seminary.

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

**R. Kelvin Moore** (1991). Director, D.Min. Program—Singapore and University 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.

**Molly Nied** (2016). Director of the M.U.Ed. Program – Germantown. B.A., Muhlenberg College; M.Ed., University of Mississippi; Ed.D., Union University.

**Luka Perkovic** (2016). MBA Program Coordinator/ Recruiter. B.S.B.A., Union University.

**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 Tracks and 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 in Education, Germantown.

**Sherry Russell** (2008). Coordinator, Ed.S. and Ed.D. Programs and Assistant Registrar—Hendersonville Campus. B.S., Trevecca Nazarene College; M.S., University of Tennessee, Knoxville.

**Phillip Ryan** (1997). Director, Center for Intercultural Engagement, Professor of Language, and Coordinator of ESL Programing. B.A., Union University; M.A., University of Memphis; Ph.D., Indiana University of Pennsylvania.

**Virginia Schwindt** (2009). Associate Professor of Social Work and M.S.W. Field Director—Jackson. B.B.S., Hardin-Simmons University; M.S.S.W., University of Texas at Arlington.

**Janie Steinbach** (2012). Coordinator of Continuing Education and Faculty Support, School of Pharmacy. B.B.A., University of Memphis.

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

**Jodi Leke Taylor** (2009). Chair, Pharmacy Practice and Associate Professor of Pharmacy. B.S., Middle Tennessee State University; Pharm.D., University of Tennessee.

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

**Molly Wright** (2006). Chair, Nurse Anesthesia Tracks 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.

## **Graduate Faculty**

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

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

**James Henry Allen** (2013). Assistant Professor of History. B.B.A., B.A., M.B.A., University of Memphis; M.A., Trinity Evangelical Divinity School; M.L.S., University of Maryland; Ph.D., George Washington University.

**Frank Anderson** (2010). Stephen Olford Chair of Expository Preaching and Director of the A.Div. Program-Germantown. B.B.A., University of Memphis; M.Div. and Ph.D., Mid-America Baptist Theological Seminary.

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

**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.

**Christine Bailey** (2006). Associate 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.

**Hunter Baker** (2010). 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.

**Justin Barnard** (2007). 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.

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

**Jay Beavers** (2017). Assistant Professor of English. B.A., Grove City College; M.A., University of Richmond; Ph.D., Baylor 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). University Professor of Art and Department Chair. B.F.A., B.S. and M.F.A., University of Tennessee at Knoxville.

- Jay Bernheisel** (2006). Professor of Engineering. B.S.M.E. and M.S.M.E., Rose-Hulman Institute of Technology; Ph.D., Northwestern University.
- Linda Billings** (2011). Assistant Professor of Nursing. A.S.N., Shelby State Community College; B.S.N., Union University; M.S.N., Union University; D.N.P., Union University.
- Carolyn G. Bishop** (2003). Adjunct Professor, MAIS Program. B.A. Furman University; M.A., Clemson University; Ph.D., Emory 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.
- Emily Brandl** (2016). Assistant Professor of Pharmacy. B.S. and Pharm.D., University of Tennessee.
- Matt Brunet** (2004). Associate 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). 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). Associate Professor of English. B.A., Texas A&M University; M.A. and Ph.D., Rice University.
- Kevin Chen** (2010). Associate 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.
- Euna (Esther) Choi** (2016). Assistant Professor of Biology. B.S. and M.S., Hallym University Chuncheon, South Korea; Ph.D., University of Illinois; Additional Study, University of Nebraska.
- Melinda Clarke** (2000). Professor of Education. B.A., Lambuth University; M.Ed. and Ed.D., Vanderbilt University.
- Jason Crawford** (2011). Associate Professor of English. B.A., Louisiana State University; A.M. and Ph.D., Harvard University.
- Alfred Custer** (2013). Assistant Professor of Pharmacy. Pharm.D., University of South Carolina.
- Connie Cupples** (2005). 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). Chair and Assistant Professor of Sociology. B.A., Hillsdale College, M.A. and Ph.D., Baylor University.
- Allison Davis** (2012). Chair, UG Nursing Program—Hendersonville. Assistant Professor of Nursing. B.S.N., Middle Tennessee State University; M.S.N., Union University; D.N.P., Vanderbilt University.
- Jimmy H. Davis** (1978). 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.
- Bryan Dawson** (1998). University Professor of Mathematics. B.S. and M.S., Pittsburg State University; Ph.D., University of North Texas.
- David Dennis** (1994). Professor of Music. B.A., Western Carolina University; M.C.M. and D.M.A., Southern Baptist Theological Seminary.
- Web Drake** (2008). 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.
- Samantha Duncan** (2016). Assistant Professor of Pharmacy. B.A., and M.B.A., Vanderbilt University; Pharm.D., Belmont University.
- Deidra Easley** (2012). Assistant Professor of Pharmacy Practice. B.S., University of North Alabama; Pharm. D., University of Tennessee.
- Ernest Easley** (2015). Director, R.G. Lee Center and Professor of Evangelism. B.S., Dallas Baptist University; M.Div., Southwestern Baptist Theological Seminary; D.Min., Luther Rice Seminary.
- Melinda Eckley Posey** (2009). Associate 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). 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
- Jennifer Farroll** (2010). Director of Athletic Training Education and Associate Professor of Athletic Training. B.S., University of Central Florida; M.S., University of South Carolina; Ed.D., 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.
- Ildefonso Guilaran** (2008). Professor of Physics. B.S., Western Kentucky University; M.S. and Ph.D., Florida State University.
- Chris Hail** (1995). Professor of Mathematics. B.S., Campbellsville College; M.A., Morehead State University; Ed.D., University of Kentucky.
- Zachery Halford** (2016). Associate Professor of Pharmacy. Pharm.D., University of Utah College of Pharmacy.
- Steve Halla** (2009). Associate 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.
- Aaron Hardin** (2016). Assistant Professor of Communication Arts. B.A., Union University; M.F.A., University of Hartford.
- 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). Chair and Professor of Chemistry. B.S., Union University; Ph.D., University of Texas at Austin.
- Jill Henderson** (2016). Associate Professor of Special Education. B.S., M.S., and Ph.D., University of Tennessee.
- Sally A. Henrie** (1998). Professor of Chemistry. B.S., University of Arizona; Ph.D., South Dakota State University.
- Hannah Henson** (2016). Assistant Professor of Biology. B.S., Union University; Ph.D., University of Tennessee Health Science Center.
- Elisha Hill** (2012). Assistant Professor of Nursing. B.S.N. and B.S., Western Kentucky University; M.S.N., Union University; D.N.P., Vanderbilt University.
- Rhonda Hudson** (2006). Professor of Social Work and 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.
- Cynthia Powell Jayne** (1976). Adjunct Professor, MAIS Program. B.A., Mississippi College; M.A. and Ph.D., Louisiana State University; Additional Study, Vanderbilt University, University of Kentucky, and The Summer Institute of Intercultural Communication.
- 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. 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.
- James Kerfoot** (2009). Associate 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.
- John Klonowski** (2103). Assistant Professor of Theatre. B.A., Lewis University; M.F.A., University of California Davis.
- Ted Kluck** (2015). Assistant Professor of Communication Arts. B.A., Indiana University; M.F.A., Ashland University.
- David Kuhl** (2008). Baptist Memorial Health Care Professor of Pharmacy. B.S., Kearney State College; Pharm.D., University of Nebraska Medical Center.
- Emily Lean** (2008). Associate Professor of Management. B.S.B.A., Union University; Ph.D., University of Arkansas.
- Melissa Lefave** (2011). Assistant Chair and Associate Professor of Nursing Anesthesia. BSN and DNP, Union University; M.S., Middle Tennessee School of Anesthesia.

- Ralph Leverett** (1997). Retired University Professor of Special Education. B.S. Middle Tennessee State University; M.A., M.S., Ph.D., Vanderbilt University.
- 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). Professor of Biology. B.S. and M.S., Murray State University; Ph.D., University of Tennessee.
- Matt Lunsford** (1993). Professor of Mathematics. B.G.S., Louisiana Tech University; M.S, University of Nebraska; Ph.D., Tulane University.
- Jenny Manasco** (2003). 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.
- Andy Madison** (2002). 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 and Department Chair. 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.
- C. David McClune** (1981). University Professor of Music. B.M., Westminster College; M.M., Bowling Green State; D.M., Florida State University.
- 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.
- C. Ben Mitchell** (2009). Graves Professor of Moral Philosophy. B.A., Mississippi State University; M.Div., Southwestern Baptist Theological Seminary; Ph.D., University of Tennessee.
- Dianne Morgan** (2009). Associate Professor of Education. Ph.D., University of Illinois Urbana-Champaign.
- George Moss** (2009). Associate Professor of Mathematics and Department Chair. B.S., Auburn University; Ph.D., Virginia Technological University.
- Daniel Musselman** (2010). Acting Chair and Associate 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.
- Christopher M. Nadaskay** (1993). University Professor of Art. B.A., Southern Arkansas University; M.F.A., East Texas State University.
- J. Kenneth Newman** (2001). Retired Professor of Educational Leadership. B.A., Union University; M.Ed., M.A., D.E., University of Memphis.
- Duncan Nicol** (2017). Instructor of Marketing. B.S.B.A., Union University; M.B.A., Union University; M.A.Ed., Union University; Ph.D., University of Mississippi.
- Joel Owen** (2008). Professor of Pharmacy. B.S. Pharmacy and Ph.D. Pharmaceutics, Auburn University.
- 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 Univeristy—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 University Professor of Faith and Culture. B.A., University of South Carolina; M.Div., and Ph.D., Southern Baptist Theological Seminary. Additional study, Oxford University, England.

- Geoffrey Poore** (2010). Associate 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.
- Ashley Pugh** (2015). Assistant Professor of Pharmacy. B.S. and Pharm.D., Union 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.
- Thomas R. Rosebrough** (1996). Part-time University Professor of Education. B.A., M.A., and Ph.D., The Ohio State University.
- 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.
- Michael Salazar** (2001). Professor of Chemistry. B.S., New Mexico State University; Ph.D., University of Utah; Additional study, Los Alamos National Laboratory.
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