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## The University's Goals

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Member Of

American Association of Colleges of Nursing

American Association for Colleges of Teacher  
Education

American Association of Collegiate Registrars and  
Admissions Officers

Associations for Christians in Student Develop-  
ment

Association of Collegiate Business Schools and  
Programs

Association of Southern Baptist Colleges and  
Schools

and others from Union at Murfreesboro who had had a major impact on Southwestern as faculty, administrators, trustees, and contributors. In a further move to unify its educational efforts, the Tennessee Baptist Convention in 1925 secured a new charter which vested all rights, authority, and property of Union University in the Convention, including the election of the University's trustees. Two years later, the Convention was able to consolidate Hall-Moody Junior College at Martin (1900-1927) with Union University. During the 1920s, Union discontinued its graduate program, its Law Department, and its high school and added a bachelor of music degree program.

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

Because of the deterioration of its aging campus, Union in 1975 moved from near downtown to a new campus located along Highway 45-Bypass in north Jackson. Since then, enrollment has increased from about 1,000 students to almost 2,500; the multi-purpose Penick Academic Complex has been enlarged several times; many additional housing units have been erected; and the Blasingame Academic Complex and the Hyran E. Barefoot Student Union Building have been constructed. Part of the reason for growth derived from new academic programs and graduate studies in education and business administration. In the 1990s Union has had its greatest intercollegiate athletic success as Union's Lady Bulldogs basketball team of 1998 finished first in the NAIA National Basketball Tournament.

In 1990 Union reinstated graduate study with the establishment of the Master of Education Degree. In 1994, Union added the Master of Business Administration program, modifying it Fall 1997 to reflect the cohort organizational model. In Summer 1997, the University added a second master's degree for classroom teachers, a cohort program, naming it the M.Ed., and renaming the original degree, the M.A.Ed., to better reflect the nature of the degree. The Education Specialist degree was begun Summer 2000 at both locations. A third masters program is being launched Fall of 2000, the Master of Science in Nursing.

To broaden its connection with the wider Christian higher education movement, Union in the mid-1990s joined the Council for Christian Colleges and Universities. During 1997 and 1998, under the leadership of President David S. Dockery, who was elected as Union's fifteenth president in December 1995, Union established its presence in the Memphis suburb of Germantown with an undergraduate program in nursing and graduate programs in Business, Education and Nursing. The University also adopted a new campus master facilities plan to accommodate the University's growth well into the twenty-first century.

## The Campus

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

In addition to the main campus in Jackson, Union University opened a second campus in the Memphis suburb of Germantown, Tennessee in 1997. Because of the rapid growth of the campus, the faculty and staff offices, classrooms and computer lab facilities moved to a new location in June 2000.

An abbreviated description of campus facilities follows. A more detailed description of each building as well as the services available through each, is presented in the *Campus Life Handbook*.

### Penick Academic Complex

The Penick Academic Complex houses the G.M. Savage Memorial Chapel, Fred DeLay Gymnasium, E.T. "Rocky" Palmer Activities Center, Joseph H. Miller III Science Center, the W. D. Powell Theatre, Waldrop Administrative Center, Union Station, Computing Services, and Emma Waters Summar Library.

The Waldrop Administrative Center contains the offices of Admissions and Retention, Career Services, the Registrar, Business Services, the Executive Suite, University Relations, Church Services and the Alumni Suite.

The Emma Waters Summar Library, through its holdings and subscriptions and through its membership in regional and international networks, has access to journals and books from over 21,000 major libraries throughout the world. The Instructional

Media Center houses a growing collection of media hardware and software available for student and faculty use.

#### Blasingame Academic Complex

The McAfee School of Business Administration, the Department of Communication Arts, and the School of Education and Human Studies are located in the Blasingame Academic Complex.

#### Student Housing Complex

Union University recognizes and is fully committed to the value of the educational experiences—spiritually, intellectually, and emotionally—which occur within the on-campus residential environment. All resident students are required to sign a residence life contract for the academic year. For information on Residence Life behavioral values, philosophy, fees, family housing, reservation and procedures please refer to the *Union University Student Handbook* located on Union University's website at [www.uu.edu](http://www.uu.edu).

Student housing, arranged in three complexes (Hurt Complex, H.E. Watters Complex and McAfee Complex), features private bedrooms in apartment-like units. Each apartment is on one level in a 2-story construction. All lead to the three Commons Buildings which house the resident directors, provide facilities for lounge areas, laundry and recreation.

Married student housing is located in the Warmath Apartments, north of single-student housing. The complex consists of 32 two-bedroom apartments.

#### Hyran E. Barefoot Student Union Building

The Barefoot Student Union Building houses the University's cafeteria and dining hall (Gilbert-Powers Student Commons), Coburn Dining Room, President's Dining Room, Lexington Inn, Eldon Byrd Faculty Lounge, George Harvey Lecture Hall, Campus Printing and Mail Services, offices for Student Services (Dean of Students, Student Government Association, Student Activities Council, Counseling, Health Services, and Campus Security), offices of Enrollment Management (Financial Aid, the Learning Center and Enrollment Services), and Campus Ministries (Missionary-In-Residence), Prayer Chapel, the Missionary Wall, and the offices for *Lest We Forget* and *Cardinal and Cream*.

#### Hammons Hall

Hammons Hall contains the Lifeway Bookstore as well as the offices for Institutional Advancement,

Testing, and non-traditional degree programs. General classrooms and a community room are also housed in Hammons Hall.

#### Graduate Studies

All programs and objectives in Graduate Studies at Union University derive from the statement of Mission of Union University. Accordingly in this context, 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 Guiding Principles of Union University in academics, Christian

prised of all doctorally qualified faculty at Union.





man Resources unless the Director of Human Resources or someone in her office is the subject of the investigation. In that event, the office of the Provost (faculty) or Executive Vice President (staff or student) will direct the investigation. As a part of the investigation of the claim of sexual harassment, the contact person, the complainant, and the respondent will be asked to provide statements regarding the incident. Once the report is reviewed and investigation is concluded, a finding may be found that sexual harassment did not occur, or a finding may be found that sexual harassment did occur and corrective action (reprimand, demotion, discharge, or other appropriate action) will be communicated in writing to the complainant and the respondent. Appeals to this process may be conducted in accordance to the most recent revision of the handbook under the section(s) entitled "Violations of Standards of Conduct" or "Grievance Procedures."

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

## 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.

### Ethical Responsibilities

Union University upholds the highest standards of honesty. Students are to avoid plagiarism of materials, to refrain from the use of unauthorized aids on tests and examinations, to refuse to give or receive information on tests and examinations, and to turn in only those assignments which are the result of their own efforts and research. On the other hand, faculty members are to accept the responsibility for discouraging cheating. They are to make every effort to provide the physical conditions which would deter cheating. They are to be aware at all times of the activity in the testing area.

Procedure for handling cases of dishonesty: Any student found guilty by the instructor of cheating will be subject to disciplinary action by the instructor. The instructor will file a report of the incident and the intended disciplinary action with the office

of the Dean. If the student deems this action to be unfair, he/she may request a hearing before the Dean. A written report of this hearing and decision will be filed with the Office of the Provost.

### Numbering of Courses

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

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

### UnionUOnline

Union University offers a few select courses utilizing interactive web-based instruction. UnionUOnline faculty are fully qualified members of the Graduate Faculty of Union University. Additional information including calendar, course offerings, tuition, and technical systems requirements can be found at <http://unionuonline.org> or by selection of UnionUOnline from the Main Page menu of Union's web page found at <http://uu.edu>.

### 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. (P and FF apply to pass-fail courses.)
- 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.
- W Withdrawal during the period officially allowed. A grade of W may be granted by the Dean of the School because of circumstances beyond the student's control.
- N Audit.

## Requirements for Grade Point Average

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

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

## Repetition of Courses

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

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

## Academic Probation and Suspension

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

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

## Admission Information

### General Admission Requirements

1. Completed application for the specific program, including payment of a \$25 application fee.

2. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted.

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

### Additional Admission Requirements for International Students

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

- A. A physical examination.
- B. Student insurance approved by Union University.
- C. A financial affidavit.
- D. A TOEFL score of at least 560 (Computer based 220).

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

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

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

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

An I-20 form may be issued by the Director of Admissions 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 (non-refundable), and submit an official transcript as proof of at least the baccalaureate degree. Students must meet all requirements for admission to change from Non-Degree Seeking status to Degree Seeking status.

## Registration Information

Registration dates for each term are given in the calendar of this catalogue. In order to accommodate the varied personal schedules of students, early registration is also allowed. The dates and times for early registration will be published for each term.

Students can also get this information by contacting the appropriate graduate program office.

### Late Registration and Class Changes

Late registration and changes of classes are allowed until a week into the Fall and Spring Semesters and 3 days into the 4-, 6-, and 8-week terms. Due to the concentrated nature of the 3-week terms, entrance is not allowed after the first day of class. 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 of the semester 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.



determine the amount of repayment according to the following policy:

For purposes of figuring any applicable repayment, the University's policy is to credit a student's account in the following order: Federal Pell Grant, Tennessee Student Assistance Award, Federal SEOG, institutional grants and scholarships, institutional work, Federal Perkins Loan and FFEL loans. The school will also credit the student with any late disbursement of federal or state funds for which he is eligible. 50% of the book and supplies allowance is considered to be expended for any student who begins class. Other non-institutional costs which are a part of the cost of attendance budget will be prorated based on the number of weeks which the student completed during the enrollment period. The difference in the amount of the disbursement and the amount of non-institutional expenses incurred is the repayment amount. The student is responsible to repay this amount to the school, and the school will return the funds to the sources as prescribed by law.

Detailed examples and applications of Refund and Repayment policies are available in the Financial Aid Office.

#### How to Obtain a Credit of Institutional Charges

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

#### Equipment

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

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

#### Financial Assistance

Graduate students may apply for the Federal Stafford Loan. Policy and procedures for adminis-

tration of financial aid are published in the financial aid handbook, Financing Your Education, available in the Financial Aid Office.

**VETERANS:** Union University is approved by the Department of Veterans Affairs for all veterans and dependents of veterans who qualify. Check with the Academic Center as soon as possible.

#### How to Apply

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

##### Step 1.

Apply and be accepted to Union University.

##### Step 2.

Complete and return a Union University Application for Financial Assistance that is available in the Financial Aid Office at Union University or with your Program Director. Transfer students who have attended a college during the same academic year in which they are applying for aid at Union, must furnish a Financial Aid Transcript from that college.

##### Step 3.

Secure a Free application for Federal Student Aid (FAFSA) from the Financial Aid Office at Union University or your Program Director. Complete this form and file on the Internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or mail to the federal processor (address is on packet) as soon after January 1 as possible. The instructions are self-explanatory. We will receive the information electronically if you use Union's code, 003528.

##### Step 4.

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

#### Appeal Procedures

A student who wishes to appeal for a variance from graduate policies or procedures should direct a written petition to the Dean of the McAfee School of Business Administration, the Dean of the School of Education and Human Studies, or the Dean of the School of Nursing requesting the variance and carefully outlining the reasons for the request. After consideration of the petition, the



September 28 for completion with Fall semester or January term.

- Pay in full the student's account in the Business Office.
- Discharge all other obligations (fines, credentials, etc.) at the University.



# THE McAFEE SCHOOL OF BUSINESS ADMINISTRATION

## Master of Business Administration

### Mission Statement

To provide a contemporary business education in a Christian context.

### The M.B.A. Academic Program

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

### Program Emphasis

#### Courses

There are 12 courses and an orientation program in the Union M.B.A. curriculum. The orientation program, comprised of 3 class meetings for one hour of credit, serves as a review of background information needed in each of the business disciplines.

The remaining 12 courses are 3 semester hours of graduate credit each. Courses are scheduled in a manner that allows the student to continue a career and an already busy schedule. The courses meet from 6 to 10 p.m. one evening a week. Only one course is taken at a time, and each cohort of students progresses through the program together. Courses are 8 weeks in duration. The entire M.B.A. program is completed in 24 months.

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

#### Faculty

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

### Program Benefits

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.

Students also will benefit from the following:

1. Convenient, one night a week scheduling;
2. Lock-step courses taught one at a time;
3. A full-time program that allows students to continue their careers;
4. Friendships developed within the cohort that will last a lifetime; and,
5. Personal contact with a professor in each course, each night.

### Program Features

#### Case Methodology

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

### Admission Information

#### Regular Admission Requirements

1. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted.
2. Completed application for the M.B.A. program, including payment of a \$25 application fee.
3. Submission of a score on the Graduate Manage-



4. Minimum two years' post-baccalaureate work

## Curriculum for the M.B.A. (37 Hours)

Term One		Semester Hours
MGT 601	M.B.A. Orientation	1
MGT 648	Human Behavior in Organizations	3
ECO 610	Managerial Economics	3
MGT 653	Production & Operations Manage-	

## Term Two

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

Ethical Management makes intensive use of the case method to probe ethical issues facing the modern business world. An ethical audit of the student's firm also provides an opportunity to give practical relevance to the issues presented in class.

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.

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.

## Term Three

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.

Tort law, contract law, agency, business organizations, negotiable instruments, property, business regulations, and industrial law. Case analysis of court decisions.

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.

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.

# THE SCHOOL OF EDUCATION AND HUMAN STUDIES

## Master of Arts in Education Master of Education Education Specialist

### Mission Statement

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 four distinct groups.

1. 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., or Ed.S.;
2. 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;
3. 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.);
4. 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 offering. These persons may or may not hold a teaching license.

### Calendar for M.A.Ed. and M.Ed. 2000—2001

Dates may vary slightly. Separate course schedules for each program and cohort are available.

#### Summer Semester 2000

May 15	M.A.Ed. Registration Deadline for Summer 2000
May 22	M.A.Ed. Classes and Workshops Begin
June 3	M.Ed. Classes Begin

#### Fall Semester 2000 August Session

August 14	M.A.Ed. Registration Deadline for Fall 2000
August 28	M.A.Ed. Classes Begin
September 9	M.Ed. Classes Begin
September 30	Deadline for Returning Applications for Graduation (December and January)

#### October Session

October 23	M.A.Ed. Classes Begin
December 8	M.A.Ed. Registration Deadline for Winter 2001
December 16	Fall Commencement

#### Winter Semester 2001

January 2	M.A.Ed. Classes Begin
January 6	M.Ed. Classes Begin
January 19	M.A.Ed. Registration Deadline for Spring 2001

#### Spring Semester 2001 February Session

January 29	M.A.Ed. Classes Begin
February 10	M.Ed. Classes Begin
February 26	Deadline for Returning Application for Graduation (May and August)

# MASTER OF ARTS IN EDUCATION PROGRAM

## Admission to Graduate Coursework

All students, whether degree-seeking or non-degree-seeking in the M.A.Ed., 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. A completed *Application to Graduate Studies in Education*.
2. A \$25 application processing fee.
3. Official transcript(s) showing all coursework, completion of baccalaureate degree(s), and all graduate credit previously attempted from regionally accredited institutions.
4. Official transcript(s) indicating a minimum grade point average (GPA) of 3.0 on a 4.0 scale of all

## **Advisement**

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

## **Requirements for the Master of Arts in Education Degree**

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

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

A minimum of 33 semester hours of approved graduate work is required for completion of the thesis option of the M.A.Ed. degree. This option con-

Specific requirements for the two degree options are provided in the chart that follows.

**Requirements for the Non-Thesis Option of the M.A.Ed.: Library Information Specialist PreK-12**

As an option of the non-thesis M.A.Ed., the 21-hour Library Information Specialist prepares prospective candidates with knowledge and skills to: understand and use technology, manage and orga-

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

Up to nine semester hours of graduate credit from a regionally accredited college or university may be transferred into the degree program at the time the student is admitted to the program, provided the grades received in those courses were B or higher. Work being transferred into the program must have been completed within five years prior to admission to the program.

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

## Residency Requirements

All students pursuing the Master of Arts in Education Degree are required to meet residency requirements for the degree. Students electing the thesis option of the program must complete at least 21 semester hours of work on the Jackson campus. Students electing the non-thesis option of the program must complete at least 27 semester hours of work on the Jackson campus.

## Courses Taken by Non-Degree Students

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

## Financial Information

The registration of a graduate student signifies an agreement by the student to fulfill the related financial obligations to the end of the term for which the student has registered.

There are two methods for the payment of expenses.

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

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

## Tuition and Fees

M.A.Ed	\$205/semester hour (2000-2001)
Non-degree-seeking post-baccalaureate students	\$205/semester hour (2000-2001)

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

Other fees when applicable:

Application Fee (non-refundable, one-time only)	\$25
Late Registration Fee	\$25
Audit Fee	\$110 semester hour
Course Change Fee	\$10
Lab/Materials Fee per Course: EDU 510, 511, 512, 513, 514, 627, 628, 636, 638; SE 636, 638	\$15
Thesis Binding Fee	\$50
Graduation Fee: Student keeps masters hood	\$100

## Financial Assistance

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

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

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



**MASTER OF ARTS IN EDUCATION  
REQUIREMENTS FOR THE M.A.Ed. DEGREE OPTIONS**

	<b>THESIS OPTION</b>	<b>NON-THESIS OPTION</b>
<b>REQUIRED CODE</b>	<b>15 HOURS:</b> EDU 610 His & Phil Educ EDU 620 Curr Dev & Implem EDU 650 Educ Meas & Eval EDU 660 Issues & Trends in Educ EDU 670 Research Design	<b>12 HOURS:</b> EDU 610 Hist & Phil Educ EDU 620 Educ Meas & Eval EDU 670 Research Design
<b>EDUCATION ELECTIVES</b> With the assistance of a faculty advisor, the student will select education courses that will increase the student's professional knowledge and skills	<b>6 HOURS</b>	<b>6 HOURS</b>
<b>SPECIALITY AREA ELECTIVES</b> With the assistance of a faculty advisor, the student will select courses related to the student's specialty area that will provide growth in the knowledge and methodology of that area	<b>6 HOURS</b>	<b>12 HOURS</b>
<b>ADDITIONAL ELECTIVES</b> With the assistance of a faculty advisor, the student will select additional courses in either education or the specialty area.	<b>3 HOURS</b>	<b>9 HOURS</b>
<b>THESIS</b>	<b>MINIMUM OF 3 HOURS</b>	<b>NOT REQUIRED IN THE NON-THESIS OPTION</b>
<b>COMPREHENSIVE WRITTEN EXAMINATION</b>	<b>NOT REQUIRED IN THE THESIS OPTION</b>	<b>REQUIRED FOR COMPLETION OF THE NON-THESIS OPTION</b>
<b>MINIMUM HOURS REQUIRED</b>	<b>33 HOURS</b>	<b>39 HOURS</b>

## Course Descriptions

### Art

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

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

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

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

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

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

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

5.6 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.

5.6 A continuation of Research in Art Education A.

### Biology

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

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

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

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

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

5.6 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.

5.6 A continuation of Research in Biology Education A.

### Business Administration

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

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

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

5.6 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.

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

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

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.

A continuation of Research in Business Education A.

## Chemistry and Physics

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

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

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

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

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

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.

A continuation of Research in Science Education A.

## Communication Arts

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

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

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

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

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

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.

A continuation of Research in Communication Education A.

## Education

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

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

5' . . . o o o o' 'o' .  
A study of principles, practices, methods, and materials for teaching language arts in the elementary school with emphasis on current research in the field. Available for graduate credit only.

5' . . . o o o o' 'o' .  
A study of principles, practices, methods, and materials for teaching social studies in the elementary school with emphasis on current research in the field. Available for graduate credit only.

5' . . . o o o o' 'o' .  
A study of principles, practices, methods, and materials for teaching mathematics in the elementary school with emphasis on current research in the field. Available for graduate credit only.

5' . . . o o o o' 'o' 'o' .  
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.

5' . . . o o o o' 'o' 'o' .  
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.

5' . . . o o o o' 'o' 'o' .  
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.

5' . . . o o o o' 'o' 'o' .  
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.

5' . . . o o o o' 'o' 'o' .  
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.

5' . . . o o o o' 'o' 'o' .  
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.

5' . . . o o o o' 'o' 'o' .  
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.

5' . . . o o o o' 'o' 'o' .  
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.

5' . . . o o o o' 'o' 'o' .  
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.

5' . . . o o o o' 'o' 'o' .  
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.

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



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.

A study of child development theory and current research related to language and mathematical development in young children with attention given to the problems of delayed development. Practicum Required.

A study of child development theory and current research related to the development of creative ability in young children with attention given to the use of expressive arts for early intervention and for meeting curricular objectives in all academic disciplines. Practicum Required.

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

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.

Students examine the theoretical and applied aspects of cognitive development in young children. Language development, quantitative thinking and number concepts, goals and concepts for other curriculum areas, as well as assessment principles and models are explored. Practicum required. Prerequisites: EDU 629.

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

Students examine the development of creativity in young children with attention given to the use of the expressive arts for early intervention, meeting curricular objectives in all areas, and programming strategies for young children with special needs. Assessment principle and models are explored. Practicum required. Prerequisites: EDU 629.

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.

A study of research designs which control threats to the validity of research conclusions. Students will complete a research proposal of a significant problem in education including a review of the literature related to the problem.

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.

A continuation of Research in Education A.

A course designed to help the student complete the master's research and thesis. Specific course content will be designed to meet the research and writing needs of the individual student.

A continuation of Thesis A.

## English

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

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

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

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

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

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.

A continuation of Research in Education A.

### **History, Political Science, and Geography**

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

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

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

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

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

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.

A continuation of Research in Social Science Education A.

### **Languages**

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

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

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

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

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

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.

A continuation of Research in Language Education A.

### **Library Information Specialist**

A study which traces the development of library history from its earliest existence through the 20th century. In addition to the history and theories, it includes a study of the types of libraries, services, trends, issues and problems in libraries.

A study on how to organize and administrate school libraries with emphases placed on developing and implementing short and long range goals, developing and administrating programs, and keeping abreast of practices through current literature.

A study which provides background information and current rules regarding the Dewey Decimal Systems of Classification and cataloging of materials. The course gives student hands on practice in creating records and editing records based on Machine Readable Format (MARC). The course



A continuation of Research in Music Education A.

### **Physical Education, Wellness, and Sport**

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

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

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

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

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

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

A continuation of Research in Psychology Education A.

## Sociology

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

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

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

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

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

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.

A continuation of Research in Sociology Education A.

## Special Education

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

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

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.

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.

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

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

A study of child development theory and current research related to language and mathematical development in young children with attention given to the problems of delayed development. Practicum required.

A study of child development theory and current research related to the development of creative ability in young children with attention given to the use of expressive arts for early intervention and for meeting curricular objectives in all academic disciplines. Practicum required.

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

5 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.

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

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

6 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.

65 A continuation of Research in Special Education A.

# THE MASTER OF EDUCATION DEGREE

## Purpose

The Master of Education degree (M.Ed.) is de-

## Financial Aid

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

presentation software, Internet, web page construction, and future trends. Prerequisite: CSC 105 and



transcripts from all colleges and universities that have been attended; these transcripts must be sent directly to Union University and may be stamped "Issued to Student."

After the candidate has completed the application for admission to Graduate Studies in Education and submitted a \$25.00 application fee, and official transcripts have been received, the candidate should call the Director of Teacher Education for an appointment for a transcript evaluation. Post-baccalaureate candidates must have a transcript evaluation completed by the Director of Teacher Education prior to starting classes; if the licensure program takes more than one year to complete, the post-baccalaureate candidate should have another evaluation completed. At this meeting the candidate will be apprised of course work that remains, TEP status, Praxis II (NTE) requirements, and any proposed changes in licensure requirements.

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

1. Satisfactory scores on the PPST: Reading=174, Math, 173, Writing=173), CBT: Reading=321, Math=318, Writing=319), ACT (Composite of 22e), SAT (Total of 1020) or MAT=35, GRE (Verbal=350, Quantitative=400, Analytical=400).
2. Minimum GPA of 3.0 from all undergraduate courses taken or provisional admission to graduate course work
3. Two positive reference forms
4. Interview with the Teacher Education Scr24.Inte5view withApnal (2issr MA)6her tis eyadd1Dep1.2ssio TD0.0033c0.0



Applications for Tennessee teacher licensure are completed during a student teaching seminar and are filed with the Tennessee State Department of Education when all requirements are completed.

## Academic Policies

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

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

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

The Education Department is charged with the responsibility to follow the established policies for admission to and completion of the TEP. The

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

To be admitted to student teaching, students must acquire pass-

# EDUCATION SPECIALIST DEGREE IN EDUCATIONAL LEADERSHIP

## Purpose

The purpose of the Education Specialist Degree (Ed.S.) in Educational Leadership is to prepare school leaders who will focus on the central issues of teaching and learning and school improvement and who will make a difference as moral agents and sensitive social advocates for the children and communities they serve.

## Program Description

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

**The Cohort Approach.** The Union Ed.S. Degree Program accepts students in groups of 20-30 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.** 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 April and May, 8 a.m. – 2:30 p.m. over 5 1/2 Saturdays, followed by an intensive two months in which students complete 6-7 semester hours utilizing Saturdays in June and July, and mornings two days a week in June and July. Time is provided during the summer for library research, group projects, independent reading, and Practicum hours. In the fall, instruction occurs on Saturdays, 8 a.m. – 2:30 p.m. on 5 1/2 Saturdays for a course in September and October, followed by other courses offered on Saturdays in November-December, January-February, March-April, and May-June-July. Saturdays are utilized for courses offered January through May. The

guiding principle is that students will complete one course before moving to another.

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

The Beginner Administrator's License will qualify the candidate for an administrative position in the schools. If the candidate wants to qualify for the Professional Administrator's License, he or she must be employed in a public school administrative position. At that juncture, the Graduate Studies in Education Program enters into the approved follow-up process of mentorship with the public school system which allows the candidate to advance to a license at the Professional Administrator's level.

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

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

Maximum of 9 Semester Hours May Be Applied.

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 601—Schools and Families in a Pluralistic Society  
 EDU 603—Student-Centered Instructional Design  
 EDU 610—History and Philosophy of Education  
 EDU 700—Research Issues in Educational Leadership  
 EDS 703—Supervision  
 EDS 704—Leadership Issues I—Theories and Strategies  
 EDS 705—Leadership Issues II—Planning and Finance  
 EDS 706—Organizational Decision Making  
 EDS 708—Curriculum and School Improvement  
 EDS 709—Legal Issues in School Governance  
 EDU 723—Faith and Ethics in Educational Leadership

\*EDS 731 Leadership Practicum (5 hours)

\*\*EDS 730—Leadership Internship (5 hours)

EDU 785 Readings in Teaching and Learning (1 hour)

Total: 39 hours

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

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

Human Growth and Development, Instructional Technology, Educational Assessment

Maximum of 9 Semester Hours May Be Applied.

EDU 601—Schools and Families in a Pluralistic Society  
 EDU 603—Student-Centered Instructional Design  
 EDU 610—History and Philosophy of Education  
 EDU 700—Research Issues in Educational Leadership  
 EDS 703—Supervision

EDS 704—Leadership Issues I—Theories and Strategies  
 EDS 705—Leadership Issues II—Planning and Finance  
 EDS 706—Organizational Decision Making  
 EDS 708—Curriculum and School Improvement  
 EDS 709—Legal Issues in School Governance  
 EDU 723—Faith and Ethics in Educational Leadership  
 EDS 732—Problems Paper: Educational Leadership (2)  
 EDU 785—Readings in Teaching and Learning (1)  
 EDU 786—Seminar: Readings in Cultural Diversity

Presentation of Problems Paper—end of July

Graduation—first weekend in August

**Calendar for Ed.S. 2000-2001**

Dates may vary slightly. Separate course schedules for each cohort are available.

Spring 2000

April 1 Classes Begin  
 May 13 Classes End

Summer 2000

June 3 Classes Begin  
 July 22 Classes End

Fall 2000

September 9 Classes Begin  
 December 16 Classes End

Winter 2001

January 6 Classes Begin  
 February 17 Classes End

Spring 2001

March 3 Classes Begin  
 June 16 Classes End

Summer 2001

June 5 Classes Begin  
 July 31 Classes End

August 4 Summer Commencement

## Admission Information

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

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

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

1. Grade Point Average—Undergraduate GPA of 3.0 or higher. Prior Graduate GPA of 3.2 or higher.
2. Teacher Licensure—Teacher licensure and three years teaching experience by program's completion.
3. Student Goals—Goals aimed at becoming a teaching team leader, principal or supervisor as expressed in a letter to the Dean.
4. Recommendations—Rating forms from three present or former employers who can attest to candidate's leadership potential.

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

- Writing Sample—All candidates for the Administration and Supervision track, regardless of GPA, must successfully complete an Ed.S. writing sample demonstrating adequate advanced graduate level writing skills.
- A&S Screening Committee Interview—All candidates for the Administration and Supervision track must be interviewed by an admissions screening committee comprised of university and public school personnel who will make a recommendation to the Program Director concerning admission to the program. Candidates should possess leadership potential as demonstrated by past leadership experiences as exhibited in the screening interview.

Persons not meeting either of the GPA requirements (undergraduate or graduate) may be granted Provisional Admission to the Curriculum and Supervision track or the Administration and Supervision track 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 provisional admission status and granted admission to the Ed.S. program.

## Candidacy for the Degree

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

## Graduation Requirements

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

1. Successful completion of the required 39 semester hours of coursework with a minimum GPA of 3.0.
  2. Successful presentation of the Problems Paper.
- In addition to the above criteria, students completing the Administration and Supervision licensure track must:
3. Successfully complete the required Practicum or Internship.
  4. Successfully complete the ISLLC Exam.

## 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 is discounted by 5% when payment for 30 semester hours is received prior to the advent of the program. Tuition must be paid on an individual basis for courses required for completion of the program which are in addition to the required 30 semester hours.
2. Payment may be made by the semester with 50% due before classes begin and 50% due one month later.
3. Monthly payments may be made in 17 equal payments beginning the first of April and ending the first of August the following year. Payments include a service charge.



Tuition is \$225 per semester hour, or \$6750 for the required minimum of 30 semester hours. The following are non-refundable fees:

Application Fee: \$25  
EDS 730/731 Internship/Practicum Fee (A&S): \$200  
Graduation Fee (student keeps masters hood)\$100

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

1. Be admitted to the Ed.S. Degree program.
2. Demonstrate financial need (for the subsidized loan only).
3. Not be in default on a former loan or owe a refund on any grant.
4. Complete and return the FAFSA and Union Financial Aid Application to union University's Financial Aid Office by February 1 for programs beginning in April. Students will be required to send financial aid transcripts from each previous college attended (forms are available in the Financial Aid Office).

## Course Descriptions

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.

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. This course is prerequisite to Leadership Issues II: Planning and Finance.

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.

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.

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.

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.

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.

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 develop and present a "Problems Paper" in the context of their internship work. (Open only with approval from the 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 a "Problems Paper" in the context of their practicum work. (Open only with approval from the Office of Graduate Studies in Education)

The Problems 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.

A study of the changes in and dynamics of the contemporary family and the impact on the classroom and learning practices. The teacher's role and response to a rapidly changing American society are emphasized.

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.

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

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.

A study of research in teaching and learning with the emphasis on school improvement and the school leader as an authority in best practices in teaching and learning.

A seminar course dealing with the theoretical and applied basis 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.

# THE SCHOOL OF NURSING

## Master of Science in Nursing

### Mission Statement

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## October Session

October 24           Classes Begin, Germantown  
October 26           Classes Begin, Jackson  
December 12         Classes End, Germantown  
December 14         Classes End, Jackson  
Spring 2001

## February Session

January 30           Classes Begin, Germantown  
February 1           Classes Begin, Jackson  
March 20             Classes End, Germantown  
March 22             Classes End, Jackson

## April Session

March 27             Classes Begin, Germantown  
March 29             Classes Begin, Jackson  
May 22               Classes End, Germantown  
May 24               Classes End, Jackson

Summer 2001 (8 weeks)

## July Session

July 3                Classes Begin, Germantown  
July 5                Classes Begin, Jackson  
July 24               Classes End, Germantown  
July 26               Classes End, Jackson

## August Session of Summer 2001

July 31               Classes Begin, Germantown  
August 2              Classes Begin, Jackson  
August 21             Classes End, Germantown  
August 23             Classes End, Jackson

Fall 2001

## August Session of Fall 2001

August 28            Classes Begin, Germantown  
August 30            Classes Begin, Jackson  
September 30         Deadline for Returning  
Applications for Graduation  
(December 2001)

October 16           Classes End, Germantown  
October 18           Classes End, Jackson

## October Session

October 23           Classes Begin, Germantown  
October 25           Classes Begin, Jackson  
November 30         Deadline for Thesis submission  
and defense

November 30         Deadline for Scholarly  
Project completion

December 11         Classes End, Germantown  
December 13         Classes End, Jackson  
December 15         Fall Commencement

## Graduate Courses

() Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer



This course will facilitate a working knowledge of budgetary and fiscal issues specific to nursing management in various types of health care organizations. The content covers issues related to day to day fiscal management such as developing a budget and tracking revenue and expenditures. Computer systems used in fiscal management, as well as long range planning, are included. This class consists of 4 class hours per week. Prerequisites: NUR 530 and 535.

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

This course explores concepts and issues related to nursing education in post-secondary institutions and health care facilities. Emphasis is placed on integrating educational theories and wholistic nursing practice in a field situation. Practice experiences are designed to synthesize knowledge and skills and to enable the advanced practice nurse to meet individual practice outcomes and career goals. Practice sites include schools/colleges of nursing and various health care delivery systems. This class consists of 1.5 class hours and 4.5 lab hours per week. Prerequisites: NUR 570, 610 and 620.

This course will integrate didactic material from previous courses with administrative practice. The focus is the dynamic combination of administrative theory, quality management, health care economics and information systems through mentoring and field experience. Emphasis will be placed on developing practice and decision-making skills that are excellence driven, Christ-centered, people-focused, and future-directed. This class consists of 1.5 class hours and 4.5 lab hours per week. Prerequisite: NUR 645.

This course enables the nurse educator/nurse administrator to implement the research proposal developed in the nursing research course. This project will focus on a problem in a school/college of nursing or health care delivery system. The subject of healthcare improvements is emphasized through nursing research utilization. Prerequisites: NUR 530.

This course enables the nurse educator/nurse administrator to complete a scholarly project. Through the scholarly project the student will identify, analyze, synthesize and utilize knowledge related to a healthcare issue in a school/college of nursing or health care delivery system. Application of critical thinking and nursing research utilization in this project will result in improved healthcare outcomes. Prerequisites: NUR 530.

# Graduate Advisory Board

## Ed.S. Advisory Council

Stan Black, Superintendent of Schools  
Alamo, Tennessee

Tim Fite, Superintendent of Schools  
Covington, Tennessee

John Scott, Superintendent of Schools  
Dyer, Tennessee

Jim Towater, Superintendent of Schools  
Milan, Tennessee

Garnett "Butch" Twyman, Superintendent of  
Schools

Tim Fdvisory Council

Marylane Koch, Nurse Administrator  
Memphis, Tennessee

Vickie Lake, Administrator/Grant Writer  
Jackson, Tennessee

Don Lester, Educational Administrator  
Jackson, Tennessee

Janice McCormick, Registered Nurse  
Lexington, Tennessee

Debra Mills, Nurse Administrator  
Jackson, Tennessee

Diane Pace, Family Nurse Practitioner  
Cordova, Tennessee

Hal Poe, Educational Administrator  
Jackson, Tennessee

Trent Presley, Educational Administrator  
Jackson, Tennessee

Tom Rosebrough, Educational Administrator  
Jackson, Tennessee

Carla Sanderson, Educational Administrator  
Jackson, Tennessee

Leslie West-Sands, Nursing Educator/Admin.  
Jackson, Tennessee

Pat Speck, Family Nurse Practitioner  
Memphis, Tennessee

Peggy Strong, Nurse Administrator  
Memphis, Tennessee

Sammie Walker, Nurse Admin./Public Health  
Jackson, Tennessee

Sandra Waller, Family Nurse Practitioner  
Memphis, Tennessee

# BOARD OF TRUSTEES

## (Alphabetically with Year When Terms Expire)

Gary Taylor, *Jackson, Tennessee* (2001) Chairman of the Board

Roy White, *Cordova, Tennessee* (2001) Vice Chairman of the Board

Betty Coplin, *Jackson, Tennessee* (2000) Secretary of the Board

Jane Alderson, *Jackson, Tennessee* (2001)

Sammy Arnold, *Medon, Tennessee* (2001)

Jim Austin, *Camden, Tennessee* (2002)

James Ayers, *Parsons, Tennessee* (2000)

Ann Boston, *Dyersburg, Tennessee* (2002)

Mary Burrow, *Milan, Tennessee* (2002)

Trent Butler, *Gallatin, Tennessee* (2001)

Bob Campbell, *Jackson, Tennessee* (2000)

Lynn Cobb, *Memphis, Tennessee* (2000)

Bob Cook, *Jackson, Tennessee* (2000)

Elzie Danley, *Medon, Tennessee* (2001)

Lealice Dehoney, *Louisville, Kentucky* (2002)

Bill Dement, *Jackson, Tennessee* (2002)

John Dickinson, *Denmark, Tennessee* (2002)

John Drinnon, *Germantown, Tennessee* (2002)

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## President's Advisory Council

Robert Alderson, *Jackson, Tennessee*  
Denise Agee Allen, *Jackson, Tennessee*  
James Ray Allison, *Jackson, Tennessee*  
George Atwood, *Trezevant, Tennessee*  
Henry Blackaby, *Alpharetta, Georgia*  
Bruce Bledsoe, *Jackson, Tennessee*  
Robert A. Caldwell, *Jackson, Tennessee*  
Chuck Clark, *Jackson, Tennessee*  
Millard Erickson, *St. Paul, Minnesota*  
Benny Fesmire, *Jackson, Tennessee*  
Finus Gaston, Sr., *University, Alabama*  
Denise George, *Birmingham, Alabama*  
Jerry Gist, *Jackson, Tennessee*  
Buddy Gray, *Birmingham, Alabama*  
Gary Grisham, *Jackson, Tennessee*  
Dennis Henderson, *Jackson, Tennessee*  
Jim Henry, *Orlando, Florida*

# ADMINISTRATION

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

(1982) Provost and Professor of Nursing. Diploma, Baptist Memorial Hospital School of Nursing; B.S.N., Union University; M.S.N., University of Tennessee Center for Health Sciences; Ph.D., University of Florida.

(1978) Associate Provost and 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.

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

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

(1996) Executive Vice President and Associate Professor of Christian Studies and Communication Arts. B.A., Stetson University; M.Div., Southern Baptist Theological Seminary; Ph.D., Florida State University.

(1995) Vice President for Enrollment Management and Assistant Professor of Education. B.M., Union University; M.C.M., New Orleans Theological Seminary; Ph.D., Mississippi State University.

(1996) Vice President for Academic Resources and Information Services. B.A., University of South Carolina; M.Div., and Ph.D., Southern Baptist Theological Seminary. Additional study, Oxford University, England.

## Program Administration

(1990) M.B.A. Director, Germantown, and Professor of Management. B.B.A. and M.B.A., Memphis State University; Ph.D., University of Tennessee at Knoxville.

(1998) Director of Graduate Studies in Education—Jackson and Assistant Professor of Education. B.A., Union University; M.Ed. and Ph.D., University of Memphis.

(1998) Director of Graduate Studies in Education—Germantown and Assistant Professor of Education. B.A., Trinity University; M.Ed., Texas A & M University; Ed.D., University of Memphis.

(1987) Associate Professor of Nursing and Director of the Master of Science in Nursing Program. B.S.N., Murray State University; M.S.N., University of Evansville; Ph.D., University of Tennessee, Memphis.

(1992) Coordinator of Education Programs—Jackson. B.S., M.A.Ed., Union University.

(1997) Assistant Registrar and Coordinator of Nursing Programs—Germantown. A.A., Freed-Hardeman University; B.P.S., University of Memphis.

(1999) Coordinator of Graduate Programs—Germantown.

## Deans

(1999) Dean of the School of Nursing and Professor of Nursing. B.S.N., West Virginia University; M.S.N., San Jose State University; Ph.D., The University of Tennessee, Memphis.

(1996) Associate Professor of Management and Dean of the McAfee School of Business Administration. B.S.E., M.B.A., and Ph.D., University of Memphis.

(1992) Dean of Arts and Sciences and Associate Professor of English and Department Chair. A.A., Northeast Mississippi Community College; B.A., Union University; M.A. and D.A., University of Mississippi.

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

(1993) Associate Dean of Arts & Sciences and Assistant Professor of Mathematics. B.G.S., Louisiana Tech University; M.S., University of Nebraska; Ph.D., Tulane University.

## Vice Presidents

(1999) Vice President for Institutional Advancement. B.B.A., and M.Ed., University of Memphis.



## GRADUATE FACULTY

(1997) Associate Professor of Management. B.B.A., University of Memphis; M.B.A., University of Arkansas; J.D., University of Tennessee; L.L.M., Washington University.

(1990) Director of the Library and Associate Professor of Library Services. B.A., Samford University; M.Div., Southern Baptist Theological Seminary; M.A., University of Kentucky; Additional study, University of South Carolina and University of Memphis.

(1970-81, 1988) Professor of Chem-

(1974-88, 1994) Professor of Physics and Coordinator of Physics. B.S. and Ph.D, University of North Texas. Additional study, Oakridge Associated Universities.

(1982) Professor of Education. A.A., Southern Baptist College; B.S.E. and M.S.E., Arkansas State University; Ed.D., University of Mississippi; Additional study, University of Missouri at Kansas City, Central Missouri State University, University of Tennessee at Martin, Southeast Missouri State University.

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

(1989) Professor of Nursing and Chair of the School of Nursing (Germantown). B.S.N., and M.S.N., University of Arkansas; Ed.D.,

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

(1980) Professor of Economics and Chair of Department of Business Administration. B.S., Mississippi College; M.S. and Ph.D., Louisiana State University.

(1999) Professor of Christian Studies. B.A., Rutgers University; M.Div., Gor-

