Since 1823

2012

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AN OVERVIEW OF THE UNIVERSITY

Our Identity

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

Our Core Values

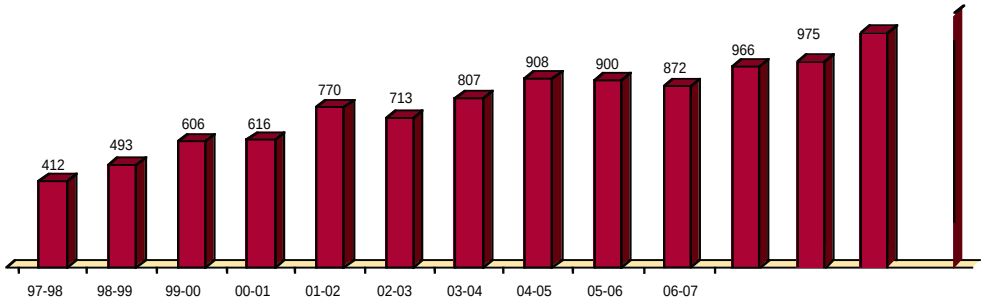
- Excellence-Driven: We believe that excellence, not mere compliance, is the goal of our teaching, our research, and our service. We are not motivated to excellence out of pride but out of a desire to do all things for God's glory because He cares about our work and wants to be involved in everything we do. We will not be satis ed with mediocrity, but will pursue excellence in all things. This means our truth claims carry with them the challenge of living out that truth in the minutes and hours of our daily life. Thus we will pursue excellence, without arrogance.
- Christ-Centered: A cohering core value of our guiding vision is a call to faith, a call to be Christ centered in all that we are and in all that we do. We will seek to build a Christian liberal arts based community where men and women can be introduced to an understanding and appreciation of God, His creation and grace, and to humanity's place of privilege and responsibility in this world. We will seek to establish all aspects of life and learning on the Word of God, leading to a rm commitment to Christ and His Kingdom. To be a Christ-centered institution calls for us to establish the priority of worship and service in the Christian life while seeking to develop a generation of students who can be agents of reconciliation to a factious church in a hurting and broken world. This commitment calls for all faculty and staff to integrate Christian faith in all learning and doing, based on the supposition that all truth is God's truth and that there is no contradiction between God's truth made known to us in Holy Scripture and that which is revealed to us through creation and natural revelation.
- People-Focused: A third pillar on which we will build our common commitments is the core value of being people focused. At the heart of our commitment to being people focused is the visible demonstration of valuing one another. We will give honor to one another through our words and actions, and by committing to each person's success. We therefore jointly commit ourselves to the success of Union University.
- Future-Directed: We will seek to maximize the windows of opportunity the Lord has presented to us to the greatest degree that resources allow. All of our resources and efforts must, by God's grace, be maximized to ful ll our common mission. A commitment to being future directed means we want to have a short-term focus and a long term view. We want to involve ourselves in efforts that prepare us effectively to impact the world of the 21st Century.

Our Mission

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

Our History

Union University is an heir of three antebellum Tennessee schools—West Tennessee College and its predecessor, Jackson Male Academy, both located at Jackson, and of Union University, located at Murfreesboro—and it is the inheritor of another college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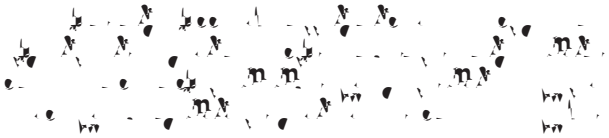
Task teams may be created by the Deans of the Schools/ Colleges to consider and make recommendations to the UCC. Thus, signi cant curriculum and policy changes and

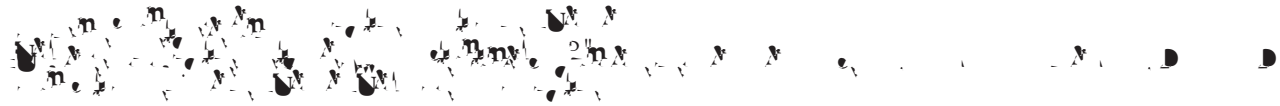
Academic Policies

Class Attendance



Credit From the American Council on Education Regarding National Board Certification

Academic Probation and Suspension



1. On or before the rst day following the of cial day of registration as indicated on the University calendar (if withdrawing—100% less $40 per course matriculation fee)
2. Day 1.....100% less $40/course
3. Day 2.....75%
4. Day 3.....50%
5. Day 4.....25%
6. After the fourth day, there is no refund.

2012–2013 ACADEMIC CALENDAR FOR NON-COHORT PROGRAMS

September
3, Monday.....Labor Day Holiday
5, Wednesday.....Additional Monday Evening August Accelerated
12, Wednesday.....Additional Class for Thursday Evening August Accelerated
13, Thursday.....Deadline to Drop (course appears on transcript with "DR")
27, Thursday.....Last Day to withdraw from an August Accelerated Class

October
4–9, Thursday–Tuesday.....Final Exams for August Accelerated Classes

October 8-Week Accelerated Semester, 2012 (2012OFA)

October
15, Monday.....Registration Closes for Monday Accelerated/Classes Begin
16, Tuesday.....Registration Closes for Tuesday Accelerated/Classes Begin
18, Thursday.....Registration Closes for Thursday Accelerated /Classes Begin
19, Friday.....Registration Closes for Saturday Accelerated Classes
20, Saturday.....Saturday Accelerated Classes Begin
22, Monday.....Deadline to Drop (course does not appear on transcript)

November
8, Thursday.....Priority Registration Begins for Winter and Spring 2013
8, Thursday.....Deadline to Drop (course appears on transcript with "DR")
20, Tuesday.....Last Day to Withdraw from October Accelerated Classes
19–25, Monday–Sunday.....Thanksgiving Holidays

December
8–13, Saturday–Thursday.....Final Exams for October Accelerated Classes
15, Saturday.....Graduation

Winter Term, 2013 (4-week Accelerated Semester, 2013FWI)

January
1, Tuesday.....Evening Classes Begin/Registration Closes with the 1st Meeting of Each Class
7, Monday.....Deadline to Drop (course does not appear on transcript)
17, Thursday.....Deadline to Drop (course appears on transcript with "DR")
21, Monday.....Last Day to Withdraw from All Winter Classes
24-26, Thursday-Saturday.....Final Exams for a Winter Accelerated Evening Class

Special Projects Winter Term, 2013 (11-week Semester for approved projects, 2013CWI)

November 8.....Winter Special Projects Classes May Begin
Between December 26 and January 25.....When applicable, Class Tour or Study Abroad occurs as announced
January 25.....Deadline for Project completion

Spring Semester, 2013 Accelerated Courses

February Accelerated 8-Week Semester, 2013 (2013BSP)

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

February
1, Friday.....Registration Closes for Saturday Accelerated Classes
2, Saturday.....Saturday Accelerated Classes Begin
4, Monday.....Deadline to Drop (course does not appear on transcript)
25, Monday.....Deadline to Drop (course appears on transcript with "DR")

March
8, Friday.....Last Day to Withdraw from February Accelerated Classes
16–21,Saturday–Thursday.....Final Exams for February Accelerated Session

April 8-Week Accelerated Semester, 2013 (2013ASP)

April

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

500. Foundations of Accounting (3)
A review of basic nancial and managerial concepts from a user's perspective including: how nancial statements are prepared, the ability to interpret the information provided in nancial statements, the ability to conduct a preliminary nancial analysis of a rm, and budgeting and cost behavior. Graded Pass/Fail.

501. Foundations of Economics (3)
Survey of theorems, tools, and techniques of basic economic analysis. This course provides an integrated framework of macroeconomics and microeconomics. Graded Pass/Fail.

502. Foundations of Management (3)
An introduction to the management process through the activities of planning, organizing, leading, and controlling. Graded Pass/Fail.

503. Foundations of Business Statistics (3)
A broad coverage of quantitative methods for managerial decision-making. Topics include descriptive and inferential statistics, probability, and statistics with >>BDC

MASTER OF ARTS IN EDUCATION

Program Purpose

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

Objectives of the Program

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

1. Enhance their knowledge, skills and values relating to the major issues facing today's practitioners in education.
2.

2. Two completed Reference Evaluation forms. These references must be from persons who are familiar with the applicant's professional or academic abilities. If the applicant is currently teaching, at least one recommendation should be from an administrator or supervisor who is familiar with the applicant's work as a teacher. Forms are available in the Of ce of Graduate Studies in Education. If the student is seeking teacher licensure, forms are available in the of ce of the Assistant Dean for Teacher Education and Accreditation.
3. Any student seeking initial teacher licensure must submit a Praxis II score in their intended endorsement area before beginning coursework. A Praxis Tutorial will be offered to those students who have not already passed the test.

Conditional Admission to the Master of Arts in Education Degree Program

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

Advisement

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

Requirements for the Master of Arts in Education Degree

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

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

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

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

I. Required Core: 12 hours
   A. EDU 610
   B. EDU 650
   C. EDU 665
   D. EDU 671
II. Select one Concentration
   A. Concentration: Designed Studies (12 core + 15 concentration hours)
      1. Education Electives, advisor-approved, 6-9 hours)
      2. Education Electives or other Electives, advisor-approved, 6-9 hours
   B. Concentration: Curriculum and Instruction, Non-Licensure (12 core + 15 concentration hours)
      1. EDU 604, EDU 625, EDU 626
      2. PSY 610 or PSY/EDU 614
      3. Education Electives, advisor-approved, 3 hours
   C. Concentration: Human Growth and Development, Non-Licensure (12 core + 15 concentration hours)
      1. SE 625, PSY 610, EDU/PSY 614, EDU 629
      2. Education Electives, advisor-approved, 3 hours
III. Thesis, EDU 690 and EDU 695: 6 hours

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

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

I. Required Core (15 hours)
   A. EDU 610
   B. EDU 650
   C. EDU 665
   D. EDU 671
   E. EDU 675

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 ve years prior to admission to the program.

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

Calendar for M.A.Ed. 2012-2013

Dates may vary slightly. Separate course schedules for each program are available. Please see also the 2012-2013 Academic Calendar for non-cohort Programs. See *http://www.uu.edu/academics/graduate/maed/* for additional information.

Fall Semester 2012
Session I*
August 1...M.A.Ed. Registration Deadline for Fall 2012
August 20.....M.A.Ed. Classes Begin
September 10.....Deadline for Returning
.....Applications for Graduation (December)

Session II
October 15.....M.A.Ed. Classes Begin
December 3.....
M.A.Ed. Registration Deadline for Winter/Spring 2013
December 15.....Fall Commencement

Winter Semester 2013*
January 1.....M.A.Ed. Classes Begin

Spring Semester 2013
Session I*
January 29.....M.A.Ed. Classes Begin
February 10.....Deadline for Returning
.....Application for May Graduation

Session II
April 1 .....M.A.Ed. Classes Begin
May 3.....
.....M.A.Ed. Registration Deadline for Summer 2013
May 18.....Spring Commencement

Summer Semester 2013
April 23 .....Deadline for Returning Application for
.....Summer Graduation
July 27.....Summer Commencement

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

Course Descriptions

Art (ART)

533. Internship (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)
All courses and their application must be de ned and approved prior to travel.

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

585. Special Studies in Art (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

598. Seminar (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

610. Theories and Processes in Drawing and Painting (3)
Exploration of concepts in drawing and painting with consideration of subject matter, media processes and developmental learning activities for art programs.

620. Theories and Processes in Sculpture (3)
Exploration of concepts and techniques in sculpture with

526. Instructional Methodology for Secondary School Speech and Theatre Arts (3)
A study of principles, practices, methods, and materials for teaching speech and theatre arts in the secondary school with emphasis on current research in the eld. Available for graduate credit only. Practicum required.

530. Secondary School Methods (3)
A study of the principles, methods, and best practices for teaching at the secondary level with emphasis on current research in the eld. Available for graduate credit only. Practicum required.

533. Internship (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

535. Portfolio Submission (0)
Post-baccalaureate teacher candidates seeking initial Tennessee licensure must submit the electronic teacher education portfolio at 3 stages throughout their program as outlined in the Portfolio Handbook. The portfolio's purpose is to verify the candidate has met the performance-based standards set by the TN Department of Education. The video of the portfolio workshop and the USB drive required for the portfolio are available through the School of Education. Graded Pass/Fail.

540. Using Games and Activities in the Elementary Classroom (3)
A study of the principles and practices related to the effective use of games and activities in the elementary classroom.

552. Instructional Design of Language Arts (4)
A practical study of the design and implementation of instruction of language arts and children's literature in the elementary (K-8) classroom with emphasis on current research in the eld. Includes eld experience.

553. Instructional Design of Reading (4)
A study of the design and implementation of instruction of reading with emphasis on current research and practice, including investigation of common reading problems, assessment methods, and remediation techniques. Field experience included.

619. Teaching and Worldview Thinking (3)
The teacher's role in the dynamics of curricular planning and the ethical treatment of diverse learners will be examined, through the lens of the Christian worldview of thinking. Worldview thinking is a vital for emphasizing re ection on personal faith, as a foundation for making all decisions and maintaining sensitivity for learners of diverse worldviews.

620. Curriculum Development and Implementation (3)
Investigation of the factors that have in uenced and will shape the school curriculum. Organizational patterns, trends, and issues are studied.

622. Mentoring Seminar I (2 + 2)
Teacher candidates in their 1st year of employment on an Alternative Type II license and enrolled in the Alternative Type II licensure program will meet with the university mentor on a regular basis to discuss classroom issues and the relevance of essential competencies to diverse classrooms. The university mentor will observe and evaluate the candidate in his/her classroom on a regular basis.

623. Mentoring Seminar II (2)
As a continuation from Seminar I university mentors meet with transitional licensure teacher candidates on a regular basis. The mentor will observe and evaluate the candidate in his/her classroom on a regular basis.

625. Classroom Management (3)
Comprehensive classroom management strategies which will center on interpersonal relationships, classroom organization and management, instruction, problem solving, behaviorism, and schoolwide discipline.

626. Reading in the Content Area (3)
Content area reading builds on skills to teach strategies related to speci c areas of the curriculum and is designed to teach students the speci c skills necessary to learn more effectively in science, social studies, literature, math, music, and physical education. Students in this course will create materials related to their speci c content area. Field Experience required.

629. Current Research in Early Childhood Education (3)
Study and analysis of current research related to children and educational programs for children, birth through grade three. Field Experience required.

630. The School and Community Relations (3)
A study of designing programs around needs and problems of the school and its special publics, dealing constructively and effectively with these needs, and promoting a positive school environment for the steady improvement of public education.

632. School Law (3)
A study of sources of school law, student rights, and legal issues affecting education.

633. Evaluation of Reading Programs & Instruction (3)
A critical study of research-based design, implementation and evaluation of instruction for students experiencing dif culty in reading. Development, maintenance and evaluation of reading programs using current research and various formal and informal assessment procedures are examined.

634. School Facilities (3)
Consideration of the school plant, grounds, and major equipment in relation to the educational needs of the community; factors in site selection; procedures in planning of school buildings; principles of design and construction; architectural and contractual services; and maintenance.

640. Special Studies in Education (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

650. Educational Measurement and Evaluation (3)
A study of the measurement of learning, attitudes and feelings, products and performances, and social interaction. Dif culty and discrimination of test items as well as validity and reliability of tests are emphasized. Descriptive statistics for sets of data are introduced.

651. Cognitive Development of the Young Child (4)
Prerequisites: EDU 629.
Students examine the theoretical and applied aspects of cognitive development in young children. Language development, qualitative thinking, and number concepts goals and concepts for other curriculum areas, as well as assessment principles and models are explored. Practicum required.

655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

657. Creative Development of the Young Child (4)
Prerequisites: EDU 629.
Students examine the development of creativity in young children with attention given to the use of the expressive arts for early intervention, meeting curricular objectives in all areas, and programming strategies for young children with special needs. Assessment principle a54 moin

660. Issues and Trends in Education (3)
A course designed to research the literature related to recent developments in education, including the aims, philosophies, methods, content, and problems related to the eld. Students will identify and develop a synthesis of research related to a potential line of research.

665. Research Design (3)
A study of research designs which control threats to the validity of research conclusions, including statistical treatment of data.

671. Standards, Strategies and Students (3)
Standards-based instruction is a process for planning, delivering, monitoring, and improving academic programs in which clearly de ned academic content standards provide the basis for content in instruction and assessment. This course is designed to help teachers optimize students' learning through using standards as a basis for lesson and assessment design in order to foster maximum student engagement and achievement.

675. Capstone Research Seminar (3)
Prerequisite: Completion of graduate coursework including EDU 665.
An extensive review of literature and synthesis of key learning based on the student's concentration area designed to provide a culminating experience of the M.A.Ed., non-thesis option. The nal product will be presented to faculty and peers. To be taken the semester before graduation.

676. Capstone Seminar: Curriculum Issues in Urban Settings (2)
Prerequisite: EDU 665.
Extensive review of literature and synthesis of key learning from the urban education experience, including issues of power and pedagogy in child and adolescent literacy, the role of anxiety in urban learning, articulation of an instructional stance as teachers, and different approaches to creating and managing an alternative class culture.

677. Resident Student Teaching in the Elementary School (6)
Fulltime resident student teaching 15 weeks in elementary schools supported by a weekly seminar that addresses common issues across the Partner School sites. Graded Pass/Fail.

678. Resident Student Teaching in the Secondary School (6)
Fulltime resident student teaching 15 weeks in secondary schools supported by a weekly seminar that addresses common issues across the Partner School sites.

680. Research in Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

685. Research in Education B (3)
A continuation of Research in Education A.

690. Thesis A (3)
Prerequisite: EDU 665.
A course designed to help the student complete the master's research and thesis. Students will complete a research proposal for a signi cant research problem in education, including a review of literature related to the research problem. Graded: Pass/Fail.

695. Thesis B (3)
Prerequisite: EDU 690.
A continuation of Thesis A. Students will gather and analyze research data and complete a written thesis and oral defense. Students are required to maintain continuous enrollment until the thesis is successfully defended for a maximum of 9 hours of credit. Graded: Pass/Fail.

English (ENG)

533. Internship (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)
All courses and their application must be de ned and approved prior to travel.

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

585. Special Studies in English (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

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

533. Internship (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)
All courses and their application must be de ned and approved prior to travel.

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

585. Special Studies in Social Sciences (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

598. Seminar (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640. Special Studies in Social Sciences (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

680. Research in Social Science Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

685. Research in Social Science Education B (3)
A continuation of Research in Social Science Education A.

Language (LANG)

533. Internship (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)
All courses and their application must be de ned and approved prior to travel.

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

585. Special Studies in Language (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

598. Seminar (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640. Special Studies in Language (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

680. Research in Language Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

685. Research in Language Education B (3)
A continuation of Research in LANG 680.

Library Information Specialist (LSC)

533. Internship (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

621. School Library Administration (3)
An exploration of the unique leadership role the school librarian plays in the administration of a contemporary school library media center. This includes examination of issues related to the planning, implementing, and evaluation of the center and includes practice in collaborating with others in the development of curriculum and programs. Field experience required.

631. Collection Management and Organization (3)
Routine operations of collection management and organization of a school library with emphasis on acquisition of materials, bibliographic control, cataloging, preservation and weeding of materials. It is designed to provide background information and current rules regarding the Dewey Decimal System Classi cation and the Anglo-American Cataloging Rules. Hands on practice is required in creating and editing cataloging records based on Machine Readable Format. Field experience required.

640. Young Adult Literature (3)
Focus on the variety of literature available for middle and high school students, including multicultural, classical, and contemporary literature. Also covers selecting, promoting, and evaluating young adult literature, media for youth, and identifying the worldview of each work read.

646. Practicum (2-6)
Prerequisite: 6 hours from LSC 610, 621, 631, 651.
Library experience and training in elementary, middle and secondary school requiring 20 clock hours per credit hour under the supervision of a licensed school media specialist and college supervisor.

651. General Reference and Instruction (3)
An introduction to basic printed reference and electronic resources for school library media centers and how to use them effectively. Focuses on how to use strategies in seeking answers to reference questions. The reference resources studied will serve as a selection guide for school libraries. Attention is given to developing instructional skills for use with print and electronic resources. Field experience required.

655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

680. Research in Library Science A (3)
A course designed to help the student complete the 8l1ion (ent3T otiuatm needours)1_2 gci0k4092an <<3MCID 3431

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

585. Special Studies in Music (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

598. Seminar (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640. Special Studies in Music (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

680. Research in Music Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

685. Research in Music Education B (3)
A continuation of Research in MUS 680.

Physical Education, Wellness, and Sport (PEWS)

533. Internship (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)
All courses and their application must be de ned and approved prior to travel.

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

585. Special Studies in Physical Education and Health (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

598. Seminar (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640. Special Studies in Physical Education and Health (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

660. Issues and Trends in Physical Education (3)
A course designed to research the literature related to recent developments in Physical Education including the aims, philosophies, methods, content, and problems related to the eld. Students will identify and develop a synthesis of research related to a potential line of research.

680. Research in Physical Education and Health Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

685. Research in Physical Education and Health Education B (3)
A continuation of Research in Physical Education and Health Education A.

Psychology (PSY)

533. Internship (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)
All courses and their application must be de ned and approved prior to travel.

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

585. Special Studies in Psychology (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

598. Seminar (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

610. Advanced Educational Psychology (3)
This course involves an in-depth study of the eld of educational psychology. Emphasis will be upon applying current research and issues such as human development, learning, and motivation to the educational setting.

614 Learning Theories and Styles (3)
Prominent theories of learning and learning styles in the context in which they were originated, their in uences upon contemporary psychological and educational thought, and their present applications.

624. Comparative Study of Child Development Theories (3)
For the student who did not take a course in child development as an undergraduate, it is a critical study of the prominent theories relating to physical, social, emotional, and cognitive growth of children, as well as factors which impact development. The roles of the teacher and other professionals who work with young children are explored.

625. Learning and Behavioral Characteristics of Persons with Exceptionalities (3)
A study of the learning and behavioral characteristics of students with exceptionalities. Theoretical models and experimental results will be examined.

640. Special Studies in Psychology (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

680. Research in Psychology Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

685. Research in Psychology Education B (3)
A continuation of Research in Psychology Education A.

Sociology (SOC)

610. Current Research in Behavior Management of

Teaching English as a Second Language (TESL)

510. Language and Acquisition (3)
The tenets of human language, focusing on 1st and 2nd language acquisition considering its psycholinguistic and sociolinguistic aspects.

515. Language & Literacy (3)
The critical context of literacy and where students consider composition theory, critical theories of literacy, and practical literacy issues in a variety of learning contexts.

520. Critical Contexts of Language Assessment (3)
Critical theory and practice of language testing and design. Students will have opportunity to explore the impact of testing and standards on learners and learning while critically re ecting their own test designs.

530. Theory & Practice: Language Curriculum Development (3)
The critical context of curriculum development, allowing students to explore language curriculum design and develop an extensive, detailed language curriculum.

533. Internship (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)
All courses and their application must be de ned and approved prior to travel.

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

585. Special Studies in Teaching English as a Second Language (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

598. Seminar (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640. Special Studies in Teaching English as a Second Language (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

680. Research in Teaching English as a Second Language A (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

685. Research in Teaching English as a Second Language B (3)
A continuation of Research in TESL 680.

Admission Information

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

1. Completed Graduate Studies in Education Application.
2. Of cial transcript(s) showing all coursework, completion of the baccalaureate degree(s), all graduate credit previously attempted from regionally accredited institutions, and cumulative

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

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

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

Graduation Requirements

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

1. Successfully complete the thirty semester hours required of the program as de ned for either the Secondary Concentration or the Elementary Concentration.
2. Demonstrate a minimum GPA of 3.0 cumulative for the program.
3. Successfully complete the Resident Internships as well as the Capstone Seminar.

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

Summer (June –July)

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

Fall (August –December)

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

Spring (January – May)

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

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

Summer (June –July)

EDU 618 Cultural Foundations of Education (3)
EDU 504 Technology in the Classroom (2)

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

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

TEACHER LICENSURE

POST-BACCALAUREATE REQUIREMENTS FOR INITIAL AND ADD-ON ENDORSEMENT

Conceptual Framework

A Teacher-Student Dynamic of Sensitivity, Re ection and Faith

Mission Statement

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

Description of the Statement

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

Candidate Outcomes

1. Content Knowledge: Candidates demonstrate academic competence in a broad base of general education and in a major appropriate for the licensure being sought.
2. Knowledge of Learners: Candidates understand the growth and development of children and adolescents with sensitivity to their diverse learning needs.
3. Pedagogy & Instruction: Candidates demonstrate knowledge of a variety of effective teaching methods and materials which utilize skills that effectively apply content knowledge and knowledge of children and adolescents to the learning environment.
4. Assessment, Re ection, Response: Candidates use appropriate assessment strategies to evaluate learning in the classroom and re ect on instruction, assessment, and evaluation to improve teaching and learning.
5. Management of the Learning Environment: Candidates create a learning environment of self-motivation and engagement while modeling Christian character dispositions among students, colleagues, parents and community.
6. Personal Professional 7 >>BDC B deve& D( )]TJ ET C en /Span <</MCID 4104 >>BDC BT /T1_2 114f 10 0 0 10 84.6

Graduate Studies in Education Application; $25 non-refundable application fee; official transcripts sent directly to Union from every college/university attended; Application for Admission to the Post-baccalaureate Teacher Education Program; Consent to Fingerprinting, Background Check, and Release of Information form and background check received directly from TBI (*http://www.uu.edu/programs/tep/applications.cfm*); and score report showing that Praxis II content knowledge test for the intended endorsement has at least been attempted.

Transcript evaluations. After the candidate has submitted the aforementioned items, the candidate should call the Assistant Dean for Teacher Education and Accreditation for an appointment for a transcript evaluation. Post-baccalaureate candidates must have a transcript evaluation completed by the Assistant Dean prior to starting classes; if the licensure program takes more than two years to complete, the post-baccalaureate candidate should have another evaluation completed. At this meeting the candidate will be apprised of course work that remains, TEP status, Praxis II requirements, any proposed changes in licensure requirements, and alternative licensure options.

Application to the TEP. The application to the TEP is submitted with the Graduate Studies in Education Application. The candidate must be fully admitted to the TEP by the completion of 9 semester hours. Candidates must be fully admitted to the TEP prior to student teaching.

Admission to the TEP. Post-baccalaureate candidates for initial licensure must meet the following requirements for admission to the Teacher Education Program.

1. Satisfactory score on the Praxis II Speciality Area Content Knowledge Test for the intended endorsement.
2. Minimum GPA of 3.0 from all undergraduate courses taken or provisional admission to graduate course work
3. Two positive reference forms
4. Three dispositional evaluations completed by the student and the professors of the student's rst two classes.
5. Successful completion of rst submission of portfolio.
6. Submission of criminal background check and ngerprinting from TBI.

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

Admission to student teaching. Candidates must le an application to student teach before the posted deadline during the semester prior to student teaching. Applications are available at *www.uu.EMC /Span /MCID ipn /Ms/tepID BDC BT/T Tfpan /MCID BDC BsBT/T Tf In, co provisi*

Assessment of Outcomes

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

Assessment Strategy

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

Curriculum for the Master of Education Degree

M.Ed. Core (9 hours)
EDU 639 Teacher Effectiveness (3)
EDU 643 Methods and Design for Classroom Research (2)
EDU 647 Faith and Ethics in Education (3)
EDU 652 Performance Exhibition (1)

Curriculum for Teaching and Learning Concentration (21 hours)
EDU 6001 Community Involvement to Improve Schools (2)
EDU 602 Educational Computer Technology (2)
EDU 606 Accountability for Greater Student Learning (3)
EDU 608 Learning Theories into Practice (3)
EDU 611 Differentiated Instruction (3)
EDU 612 Literacy Across the Curriculum (3)
EDU 6171 Positive Discipline (3)
EDU 648 Engaging Diversity in School Cultures (2)

Curriculum for Instructional Leadership Concentration (21 hours)
EDU 659 Supervision (3)
EDU 664 Organizational Decision-Making (3)
EDU 654 Legal Issues in School Governance (3)
EDU 624 Curriculum and School Improvement (3)
EDU 653 Leadership Issue I – Theories and Strategies (3)
EDU 669 Leadership Issues II – Planning and Finance (3)
EDU 661, 662, 663 Leadership Practicum I, II, III (3)

Total Program Semester ……30

Admission Information

Candidates for admission to the M.Ed. program must have a minimum of a Bachelor's degree and teaching experience (one year for the Teaching & Learning concentration and three years for the Instructional

4. Veri cation of Experience form completed by

611. Differentiated Instruction (3)
This course views Differentiated Instruction as the development of multiple methods of instruction to address the needs of students of varying abilities. It assumes that children learn differently and methods effective for some students are ineffective for others.

612. Literacy Across the Curriculum (3)
This course emphasizes the integration of reading comprehension and written composition into all coursework. Emphasis will be placed upon content reading skills and consideration of thematic units.

6171. Positive Discipline (3)
A focus on the use of proactive strategies by teachers to provide clear guidelines for the academic and social performance of students. Primary goals include students' responsible actions, thoughtful choices, and self-control. Such techniques promote students' self-esteem and dignity.

621. Faith and Ethics in Educational Leadership (3)
A critical analysis of faith issues, ethical decision-making, worldview frameworks, and values questions in the context of schools and educational leadership, especially in the public sector but not excluding the private. Techniques and tools are identi ed and practiced to analyze, clarify, and evaluate ethical issues within educational contexts.

624. Curriculum and School Improvement (3)
Study and evaluation of modern practices and strategies in curriculum development with the emphasis on school improvement. The process of curriculum planning with a focus on system accountability and student learning is studied.

639. Teacher Effectiveness (3)
An in-class, clinically focused course incorporating intentional and re ective pedagogical techniques. In addition to analyzing online excerpts of real teaching scenarios, students will record samples of their own teaching using iPad and video technology. Upon self-evaluation and peer feedback, students will use the currentÍG p20ua 10 63 340.29 Tm [(An in-class, cET EMC /p0.29 Tm [(evn p

664. Organizational Decision-Making (3)
Theoretical approaches to understanding complex organizations are examined and applied to educational organizations, drawn from organizational theory, development, and behavior. Students develop effective solutions for interpersonal, structural, and organizational problems experienced in contemporary educational communities. Models of decision making, strategic planning for educational change, risk taking, the role of data, and the use of technology are studied.

669. Leadership Issues II – Planning and Finance (3)
An application of leadership issues related to planning and nance, including school improvement planning, policies for equity and diversity, the management of collective bargaining, scal and non- scal resources for districts, budget planning and management, collaborative planning, uses of media and more.

EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

Available on the Jackson, Germantown and Hendersonville Campuses

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

Objectives of the Program

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

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

The objectives are met within the context of a set

or EDU 734—Leadership Internship
EDU 786—Seminar: Multicultural and Diversity Issues in Education
Total: 39 hours
Exit Assessment:
Completion of Practicum or Internship–end of June
Completion of SLLA Exam–middle of June
Leadership Growth Paper–end of June
Graduation– rst weekend in August

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

Prerequisites: Human Growth and Development, Instructional Technology, Educational Assessment
Transfer Credit by Petition: Maximum of 9 Semesters Hours May Be Applied.
EDU 610—History and Philosophy of Education
EDU 613—Brain-Based Learning
EDR 700—Research Issues in Educational Leadership
EDU 702—Engaged Learning
EDU 703—Supervision
EDU 706—Organizational Decision Making
EDU 707—Legal Issues in School Governance
EDU 708—Curriculum and School Improvement
EDU 714—Leadership Issues I–Theories and Strategies
EDU 715—Leadership Issues II–Planning and Finance
EDU 723—Faith and Ethics in Educational Leadership

Academic Requirements for Progression, Probation, and Suspension

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

After completion of nine graduation hours at Union University, an Ed.S. student whose cumulative GPA from courses taken at Union for graduate credit is below 3.0 will be placed on academic probation. A student placed on academic probation has one semester to increase his/her cumulative GPA to 3.0 or higher.

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

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

Graduation Requirements

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

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

In addition to the above criteria, students completing the Instructional Leadership licensure track must:

3. Successfully complete the required Practicum or Internship.
4. The candidate for the Ed.S. degree (Instructional Leadership track) MUST PASS the Praxis II SLLA test in order to complete the Ed.S./ Instructional Leadership program. The test will be taken in the second year of the program; results should be received mid-July so that the candidate will know if he/she will complete the Instructional Leadership license. If the test is not passed, the candidate can receive the Ed.S. in Curriculum and Supervision (non-licensure).

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

Financial Information

702. Engaged Learning (3)
A contemporary account of the principles of learning with emphasis on engaging the learner in the classroom. Topics: Concepts of teaching, learner characteristics, designs for learning environments, and effective teaching. Research in cognition, learning, and teaching forms a foundation for the course.

703. Supervision (3)
Analysis of supervisory models and techniques, management techniques and group processes, staf ng patterns and organizational structures to support teaching and learning. Students develop skills in all aspects of instructional planning.

706. Organizational Decision Making (3)
Theoretical approaches to understanding complex organizations are examined and applied to educational organizations, drawn from organizational theory, development and behavior. Students develop effective solutions for interpersonal, structural, and organizational problems experienced in contemporary educational communities. Strategic planning for educational change, including technological, is studied.

707. Legal Issues in School Governance (3)
Areas of the law as it impacts school administrators are studied, including, but not limited to, sources of the law and the courts, the law and students and educational personnel, desegregation and its effects, school nance issues and school district liability, federal law and
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DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Available on the Jackson, Germantown, and Hendersonville Campuses

School of Education Mission Statement/Conceptual Framework

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

Ed.D. Description and Purpose

The Doctor of Education (Ed.D.) is the highest professional degree in education. Individuals who have earned this degree are recognized for their wide knowledge of theory and research and for their commitment to the application of knowledge for the improvement of educational policy and practice. The Union Ed.D. is designed for active professionals who will graduate ready to assume leadership and teaching roles in Preschool-Grade Twelve schools, universities, government and busineEd3. a3mis r7[ls1 de9chbusi

Time Limitations

All requirements for the doctoral degree must be completed within 6 years from the first semester of enrollment. Students needing more than 6 years to complete the degree must le a time extension petition with the Dean of the College. After successful completion of coursework, doctoral students must maintain continuous enrollment status until graduation by enrolling in EDR 790 Dissertation each session.

Graduation Requirements

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

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

Financial Information

Tuition for the Ed.D. program for the 2012-2013 year is $505.

The following are non-refundable fees:

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

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

1. Payment may be made by the semester with 50% due before classes begin and 50% due one month later.
2. FACTS monthly electronic draft from checking or savings.
3. Financial Aid. The Federal Stafford Loan (subsidized or unsubsidized) is available to Ed.D. students who need nancial assistance. A Master Promissory Note must be on le in the Student Financial Planning Of ce. To qualify for a student loan, the graduate student must:
   1. Be accepted to the Ed.D. Degree program.
   2. Not be in default on a former loan or owe a refund on any grant.
   3. Complete the FAFSA
   4. Complete all applicable Graduate Application forms for Financial Assistance.

Doctoral Processes

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

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

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

The Comprehensive Exams serve as an integrated measure of assessment, and are directed at practical application of knowledge across the curricula. These examinations cover issues, practice, and research in educational leadership. The written exam is prepared by program directors with speci c input from professors who write the examination questions and takes place over the course of three days. The written exam consists of questions designed to provide students the opportunity to demonstrate an ability to analyze and

synthesize pertinent knowledge in educational leadership while addressing signi cant problems and issues in their eld. The exam is administered under supervision without the aid of texts or related materials. An oral Critique/ Clari cation with the student's dissertation committee follows. Successful completion of the comprehensive examination advances the student to doctoral candidacy, a requirement for registration for dissertation hours. No more than two attempts to pass the examination are permitted.

The Dissertation. The doctoral dissertation is the culminating experience and exit requirement of the Doctor of Education program. The dissertation is scholarly inquiry

Interstate School Leaders Licensure Consortium (ISLLC).

2. Curriculum and Supervision (C&S). The C&S concentration is identical to the IL concentration; however, the C&S concentration does not require the practicum/internship course necessary for Tennessee Instructional Leadership License (C&S students take EDU 613 instead). This area of concentration is for doctoral students who desire the knowledge, skills, and dispositions of a school leader without the licensure.

Course of Study

Both concentrations in the Ed.D. in Educational Leadership P-12 School Administration degree requires completion of a minimum of 60 semester hours with a maximum of 9 hours allowable for transfer by petition from regionally accredited masters programs and an additional transfer of 9 hours permissible from regionally accredited education specialist programs. Thirty-six of the first 39 hours (EDR 707 enrolls only Ed.D. students) of Union's doctoral program are cross listed with the Union Education Specialist Degree in Educational Leadership. Ed.S. and Ed.D. students enroll in common courses in cohort style, with Ed.D. students meeting doctoral level expectations in research and reflection in all courses. Doctoral students complete a total of 60 semester hours of educational leadership courses that are designed to meet doctoral standards at the national level through NCATE and ISLLC.

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

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration
Concentration: Instructional Leadership

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

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

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

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

Leadership Issues (15 hours)
EDU 610—History and Philosophy of Education
EDU 707—Legal Issues in School Governance
EDU 714—Leadership Issues I: Theories and Strategies
EDU 715—Leadership Issues II: Planning and Finance
EDU 723—Faith and Ethics in Educational Leadership

Leadership Practice (18 hours)
EDU 702—Engaged Learning
EDU 703—Supervision
EDU 706—Organizational Decision Making

706. Organizational Decision Making (3)
Theoretical approaches to understanding complex organizations are examined and applied to educational organizations, drawn from organizational theory, development and behavior. Students develop effective solutions for interpersonal, structural, and organizational problems experienced in contemporary educational communities. Strategic planning for educational change, including technological, is studied.

707. Legal Issues in School Governance (3)
Areas of the law as it impacts school administrators are studied including, but not limited to, sources of the law and the courts; the law, students and educational personnel; desegrdes

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

SCHOOL OF SOCIAL WORK

COLLEGE OF EDUCATION AND HUMAN STUDIES

Degrees Offered

Available on the Jackson Campus

- Master of Social Work

Master of Social Work Mission Statement

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

Program Outcomes

The goals of the Master of Social Work Program are:

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

they earn lower than a B. Elective courses with a grade lower than a B need not be repeated, but no credit will be given toward graduation. Students earning less than a B in eld practicum will be referred to the Committee on Student Academic and Professional Evaluation (CSAPE), a faculty committee, for action, which may include termination from the program. Students whose cumulative GPA falls below 3.0 will be referred to CSAPE who will act in accordance with the policies that are identi ed in the MSW Student Handbook.

2. Complete a Union Financial Aid Application and forward to the Union University Student Financial Planning Of ce.
3. For more information, contact the Student

Course Descriptions: Social Work (SW)

500. Human Behavior and the Social Environment I: Theoretical Foundations (3)
A foundational course providing a framework for creating, organizing, and understanding theory, research, and practice issues of human behavior and the social environment.

501. Human Behavior and the Social Environment II: Assessment through the Lifespan (3)
Prerequisite: SW 500.
This course uses a person-in-environment theoretical framework to provide the knowledge, values, and skills necessary for understanding human behavior as a function of biological, psychological, social, spiritual, and cultural systems across the lifespan.

510. Social Welfare and Social Justice (3)
An introductory background to the history, policy, programs, practice, and values of the social work profession.

520. Practice I: Communities and Organizations (3)
An examination of practice theory and methods with communities and organizations, including community organization and development, organizational theory and behavior, and advocacy.

521. Foundations for Research (3)
The conceptual foundations and methods of evidence-based research. Qualitative and quantitative research will be explored, as well as beginning practice research.

530. Practice II: Individuals and Families (3)
An examination of practice theories and methods for work with individuals and families. The course will emphasize client engagement, assessment, cultural competence, and problem-solving.

535. Policy Analysis and Advocacy (3)
Social policy focusing on major social welfare issues to equip students to analyze and evaluate policy and to develop knowledge and skills for advocacy.

540. Social Work with Groups (3)
An introduction to group theory, group development and methods of practice, various types of groups, and ethical issues that arise in work with groups.

590. and 591. Field Seminar I and II (3 each)
Students participate in Field Seminar when placed in a eld practicum. Field Seminars I and II are designed to assist the student with processing the graduate level foundation year field experiences and in applying classroom learning to practice.

599. Advanced Standing Bridge Course (3)
A concentrated, rigorous seminar-styled course designed to prepare the Advanced Standing student for the concentration year of the M.S.W. curriculum. It links the student's undergraduate BSW education and practice experience in preparation for the nal year of the M.S.W.

605. Psychopathology: Assessment, Diagnostics, and Treatment (3)
Preparation for clinical social work practice by establishing the knowledge and skills for assessment, diagnostics, and treatment in mental health and mental disorders.

623. Theory and Ethics for Advanced Practice (3)
The capstone course for the Masters in Social Work degree addressing the integration of professional knowledge, values, and skills under a rubric of theoretical and ethical practice.

631. Practice and Program Evaluation (3)
Advanced graduate level research course designed to offer the student an opportunity to demonstrate advanced theoretical and practical approaches to program planning, development, grant writing, evaluation, and monitoring.

650. Advanced Practice with Individuals and Families (3)
An advanced course in social work practice with individuals and families focusing on evidences iasd

SCHOOL OF NURSING

Degrees Offered

Master of Science in Nursing

- Education track (on-line)
- Nursing Administration track (on-line)
- Nurse Practitioner tracks: Family, Pediatric, and Adult/Geriatric (Jackson, Germantown, and Hendersonville campuses)
- Nurse Anesthesia (Jackson campus)

Post-master's Certi cate

- Education (on-line)
- Administration (on-line)
- Nurse Practitioner: Family, Pediatric, and Adult/Geriatric (Jackson, Germantown, and Hendersonville campuses)

Doctor of Nursing Practice (Jackson campus)

Mission Statement for the School of Nursing

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

Employer Tuition Reimbursement

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

Acceptance Deposits

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

Graduation Requirements

1. Completion of the course work within each specified track.
2. A minimum grade point average of 3.0 for the required course of study.
3. File an application for graduation with the Graduate

Semester 4—Fall
Textbooks.....300
Simulation Fee.....750
Lab Fees.....750
Liability Insurance.....variable

Semester 5—Spring
Textbooks.....300

Semester 6—Summer
Tuition .....$700.

Semester 7—Fall
Tuition .....$700.
Insurance.....variable

Semester 8—Spring
Tuition .....$700.

Semester 9—Summer
Tuition .....$700.
Certification Exam.....700

These are approximate costs only and are subject to change.
* Personal Validation
Signed physical form and all immunizations current. Must have an active nursing license in TN and KY.

Post-Master's Certi cate Program in Nursing Description

The School of Nursing endeavors to provide curricula that encourage individuals to pursue Christ-centered excellence in their nursing vocation as the future needs of the nursing profession come into view. The certi cate program fits with the mission of the University to provide Christ-centered higher education that promotes excellence and character development in service to Church and society.

This program is ideal for nurses who have obtained their master's degree in nursing in another advanced practice area and now nd themselves in positions that require advanced preparation in either nursing education or nursing administration. For example, if an M.S.N. graduate with a major in nursing administration desired to acquire a certi cate in nursing education, that individual could enroll in this program. Another example might be that of an individual with a nurse practitioner degree desiring advanced study in nursing administration.

Financial Information

Tuition is $495 per semester hour for Education and Administration Post-Master's Certi cate programs and $460 for Nurse Practitioner Track. Full payment for a term is expected at the time of registration for classes.

Certi cate/Program Completion fee: $25

Any combination of the following payment methods is available:

1. Check, cash, or credit card.
2. Employer reimbursement.

507. Applied Anatomy & Physiology II (3)
Prerequisite: BIO 221 and 222
A continuation of 505 focusing on the normal complex physiological processes of blood components and coagulation and the respiratory, renal, endocrine, digestive and nervous systems.

510. Advanced Human Gross Anatomy (4)
Prerequisites: BIO 505 & 507, or BIO 221 & 222.
This course will incorporate the dissection of cadavers and viewing of anatomical models in understanding the nervous, endocrine, cardiovascular, respiratory, digestive, and urinary systems of the human body. Additional emphasis is placed on the needs of professional health care personnel..

Course Descriptions: Nursing (NUR)

507. Curriculum Design (3)
This course will focus on the development of curricula using outcomes-based learning experiences by addressing individual attitudes, knowledge, and skills that are assessable, transferable and useful in a multicultural world.

515. Advanced Statistics for the Health Sciences (3)
Prerequisite: undergraduate statistics
This course serves to build upon basic statistical knowledge. Topics include a review of descriptive statistics, probability, and probability distributions; con dence intervals and classical hypothesis tests for one and two samples; analysis of variance; hypothesis tests for categorical variables; regressions and correlation; and nonparametric methods, all with an emphasis on applications in the health sciences. Appropriate statistical software will be utilized throughout the semester. This course will use online (MoodleRooms) method of delivery.

516. Informatics and Healthcare (3)
This course is designed to provide the student with the knowledge and skills regarding the uses of information technology to support nursing practice, education, and leadership through a Christian worldview. The course will provide an overview of informatics topics including: computer systems and system development; standardized clinical terminology; informatics standards; electronic health records; retrieval and critical analysis of digital data, information, and knowledge; simulation strategies; and technology-aided instruction.

517. Educational Strategies in Advanced Nursing Practice (3)
The purpose of this course is to examine models and methods of teaching and learning. Bio-psychosocial, spiritual, cultural influences that affect learning will be incorporated. The nursing process will be used as a framework for an outcome based teaching-learning session.

519. Professional Aspects of Nurse Anesthesia Practice (3)
An introduction to the role of the nurse anesthetist as an advanced practice nurse. The course presents the Christian worldview of nurse anesthesia, the historical development of anesthesia, anesthesia as a specialty of nursing, the role of the nurse anesthetist within the context of the health care system, legal aspects of anesthesia practice, current practice and health policy issues, the personal and professional impact of substance abuse, the role of professional organizations of nurse anesthesia.

521. Basic Principles of Anesthesia I (3)
The presentation of basic cognitive and psycholomotor concepts associated with the safe and effective practice of nurse anesthesia and their implication on preoperative, intraoperative, and postoperative surgical periods.

522. Basic Principles of Anesthesia II (3)
A continuation of 521 addressing the implication of these learned concepts in relation to the preoperative, intraoperative, and postoperative surgical periods.

523. Clinical Prevention and Population Health in Advanced Nursing Practice (2)
This course is designed to prepare the student to apply evidence-based principles of wellness, disease prevention, and health risk in individuals, families, communities, and aggregate/clinical populations. The course also focuses on the study of culturally appropriate and holistic professional nursing care of persons in this pluralistic global society. Emphasis is placed on sensitivity to and respect for cultural diversity, communication, critical thinking, research, and theories of intercultural nursing.

525. Introduction to Administrative Nursing Practice (3)
This course will integrate information about delivery systems, organizational mission, structure, culture, personnel motivation, management and networking. The focus will be on exploring these concepts from a nursing perspective and a wholistic Christian worldview.

526. Theory and Ethics for Advanced Nursing Practice (2)
This course explores central ethical and bioethical questions in nursing and health care, critiques and applies nursing theory to the advanced practice nursing role in the delivery of equitable and culturally relevant health care.

528. Nursing Administration and the Law (3)
A general background to the elements and characteristics of health, administrative, criminal, civil law and the implications for nurse practicing in an administrative role looking at malpractice, risk management, tort law and tort reform, OSHA regulations, construction, organizational management, laws affecting subsidiary corporations and tax law. Emphasis will be placed on administration of human resources including labor and legal issues, collective bargaining, labor laws, and the design of effective policies and procedures to re ect these laws.

529. Healthcare and Missions (3)
This course affords the graduate nursing student the opportunity to be involved in the development and implementation of a short-term healthcare mission trip by serving in a transcultural healthcare setting. The educational service provided in the transcultural healthcare setting will be based on the student's nursing expertise and guided by the presence of a faculty member.

531. Anesthesia Pharmacology I (3)
An examination of the different classes of medications taken by surgical patients that may impact the practice of the nurse anesthetist including an overview of organic chemistry principles and how these apply to the anesthesia for the surgical patient. Adjunct anesthetic agents that impact the pharmacological principles associate with the administration of anesthetic agents will be presented.

532. Anesthesia Pharmacology II (3)
An extensive examination of the pharmacological principles associated with the administration of anesthetic agents. An understanding of the physiologyical impact on the body in relation to the absorptive, medabolic, and elimination processes of each anesthetic agent will be examined.

533. Advanced Nursing Research and Evidence-Based Practice (3)
Prerequisite: NUR 511
This course emphasizes analysis and interpretation of clinical research and evidence based practice, preparing the student to use translational science in clinical decision making to improve patient outcomes. Speci c aspects of the research process, quantitative and qualitative research, and systematic reviews will be studied.

535. Nursing Quality Management (3)
Prerequisite: NUR 525.
This course examines the quality of health care in relationship to nursing care delivery. It will include the concepts and information systems that are necessary in the identi cation, tracking, and evaluation of quality indicators. Emphasis is placed in terminology and information systems speci c to nursing administration and quality.

536E. Advanced Ethical Concepts in Nursing (1)
Prerequisite: approved acceptance of an advanced theoretical concepts in nursing course without the ethical concepts component.
This course focuses on the application of ethical thinking to nursing practice with a Christian perspective.

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547. Primary Care of Family: Health Promotion (4)
Prerequisite: BIO 500. Pre- or Corequisite: NUR 544 and 622.
The purpose of this course is to enhance knowledge and skill in diagnostic reasoning, advanced health assessment, health promotion, health maintenance and disease prevention with regard to the family. Students will explore family concepts and theories relevant to advanced nursing practice and research. Special emphasis will be placed on meeting goals and objectives of Healthy People 2010. Clinical experiences will provide opportunities in the community for students to develop advanced practice interventions to promote health and disease throughout the lifespan.

548. Organizational Behavior and Leadership (3)
Corequisites: NUR 535
This course provides an overview of organizational concepts, theories, perspectives, and research relevant to nursing administration, patient care delivery systems, and nursing practice organization. Emphasis is on management principles and organizational processes applicable to quality work environments and the influence of the external and internal environment on these organization, and the role and relationship of nurse leaders to the nursing practice environment and to the greater organization.

551. Chemical and Physical Principles of Anesthesia Practice (3)
An exploration of the basic biochemical principles and laws of physics associated with the administration of anesthesia. Emphasis is placed on an understanding of the basic principles of chemistry, biochemical drug interactions, and laws of physics that explain the movement of substances throughout the body. The laws of physics will also be applied to the mechanical functioning of the anesthesia machine and other intraoperative equipment.

554. Clinical Practicum I (5)
An introduction to the clinical practice of nurse anesthesia to begin the development of fundamental skills necessary to provide a safe and effective anesthetic. Critical thinking skills will be applied and developed through the synthesis of knowledge acquired from prior didactic coursework and simulation experiences. Pass/Fail grading.

557A. Primary Care of Adult/Geriatric Populations: Health Promotion (4)
557C. Primary Care of Children: Health Promotion (4)
Prerequisite: BIO 500; Pre- or Corequisite: NUR 544 and 622.
Toward enhancing knowledge and skill in diagnostic reasoning, advanced assessment, health promotion, health maintenance and disease prevention of adult/geriatric populations (A) and children (C) with regards to family environment, special emphasis will be placed on meeting goals and objectives of Healthy People 2020. Clinical experiences will provide opportunities in the community for students to develop advanced practice interventions to promote health and disease prevention.

558. Transitions to Advanced Practice Nursing (2)
Prerequisite: NUR 555.
Prepares the student for transition from student role to Advanced Practice role; emphasis placed on professional topics such as reimbursement, licensure, credentialing, prescriptive privileges, interviewing for and securing employment, contract negotiation, and portfolio preparation. Also encompasses legal issues pertinent to the APN role.

559. Role Development and Collaborative Strategies in Advanced Nursing Practice (2)
The purpose of this course is to enhance the student's knowledge of advanced nursing practice roles and interprofessional roles in healthcare delivery. Emphasis is on integrating philosophical inquiry, theory analysis, and translational research ndings to improve healthcare outcomes for culturally diverse individuals and teams.

564. Advanced Principles in Anesthesiology (3)
This course builds on the basic sciences in examining the pathophysiology of major organ systems (e.g. cardiothoracic, hepatic, endocrine, and pulmonary) that are impacted by the administration of anesthetics.

565. Anesthesia Techniques (3)
This course introduces the ability of the student nurse anesthetist to integrate foundational anesthesia and scienti c knowledge with learned clinical skills.

572. Nursing Administration Residency (2)
Prerequisites: NUR 526, 528, 541, 542, 548, 595; Corequisite: NUR .615
A practicum experience designed for synthesis of theory and practice where students develop, implement, and evaluate advanced practice leadership strategies in a health care systems area of focus. An understanding of systems structures, processes, and outcomes is gained through practical experiences, personal re ection, and seminar discussions. Graded Pass/Fail.

574. Clinical Practicum II (6)
The focus of this clinical is to solidify the process of implementing an organized, safe and effective approach for the administration of anesthesia for general types of surgical procedures. The student will assume increasing responsibility for the independent delivery of anesthesia care to the surgical patient. Clinical preceptors at the various institutions will provide direction and supervision based on required clinical experiences. Pass/Fail grading.

579. External Domestic Study Programs (1-4)
All courses and their application must be de ned and approved prior to travel.

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

585-586-587. Special Studies in Nursing (1-6)
Group studies which do not appear in the school course offerings. Content will be determined by need.

593. Nursing Administration Practicum I (1)
Experiential application of the concepts examined in Nursing Administration in a workplace setting with a preceptor in nursing management. Pass/Fail.

598. Seminar (1-3)
A non-lecture research and discussion course. Course content will be determined by need. To be used at the discretion of the department.

600. Primary Care Provider Procedures (2)
Toward enhancing advanced practice skills in performing procedures such as casting, splinting, suturing, dermatologic procedures, and basic surgery techniques, the student will experience clinical presentations that highlight pathophysiological processes and psychological needs of adults and their families.

607. Educational Assessment and Evaluation Processes (3)
While focusing on the systematic processes of assessment of learners' needs and methods of evaluation of educational outcomes, formative and summative methods of evaluation will be designed in relation to content as well as curricula of educational programs. In addition, methods of analysis and interpretation of data and uses of results are explored. Each aspect of the assessment and evaluation processes is used to guide future actions.

611. Obstetrical Anesthesia: Perspectives of Anesthetic Care (2)
An intense examination of the practice of obstetrical anesthesia emphasizing normal maternal and fetal changes of pregnancy, abnormal pathophysiological conditions of pregnancy, and anesthetic techniques and implications of obstetrical anesthesia.

612. Pediatric Anesthesia: Perspectives of Anesthetic Care (2)
This course is an in-depth examination of the practice of pediatric anesthesia. An emphasis will be placed on normal growth and development of the newborn through fourteen years of age, common pathophysiological conditions of this age group, and anesthetic techniques and implications of pediatric anesthesia.

613. Cardiovascular/Pulmonary Anesthesia: Perspectives of Anesthetic Care (3)
An intense examination of the practice of intrathoracic anesthesia for adult surgical patients, this course will focus on pathophysiological conditions and surgical procedures associated with the heart and pulmonary systems that may impact the delivery of anesthesia. Anesthetic implications and techniques will be presented based on the noted conditions.

614. Neurosurgical Anesthesia: Perspectives of Anesthetic Care (2)
An in-depth examination of the practice of neurosurgical anesthesia in the adult population with emphasis on common pathophysiological conditions associated with neurological disorders. Anesthetic techniques and implications will be presented based on neurological conditions and surgical procedures.

615. Resource Management (3)
The management of resources in the health care environment. Focus is managing the revenue and expense aspects of the budget and the management of personnel. This course provides guidelines for professional self-assessment of nancial management.

617. Primary Care of Family: Pediatric and Women's Health (4)
Prerequisite: BIO 500; Pre- or Corequisite: NUR 544 and 622.
Designed to enhance knowledge and skills related to management of maternal child health care, this course emphasizes acute episodic and chronic conditions in the context of primary care. Management consists of identifying, monitoring, treating and maintaining health care problems in children and child-bearing women utilizing research and evidence-based practice. Clinical experiences will provide opportunities in a variety of primary care settings.

622. Advanced Pharmacology (3)
This course is designed to expand the student's knowledge and understanding of pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. The purpose of the course is to provide the student with pharmacologic knowledge and skills needed to assess, diagnose, and manage a client's health problems in a safe, high quality, and cost-effective manner. This course will also cover professional, legal and ethical issues pertinent to the prescription and monitoring of pharmacologic agents.

625. Teaching/Learning Through the Lifespan (4)
Examine models and methods of teaching and learning, learner characteristics at each developmental stage and how these in uence learning will be incorporated using the nursing process as its framework.

627A. Primary Care of Adult/Geriatric Populations: Acute Management (4)
627C. Primary Care of Children: Acute Management (4)
Prerequisite: NUR 544; Pre- or Corequisite: NUR 622 and BIO 500.
The purpose of this course is to develop advanced practice knowledge and skill in the accurate diagnosis and management of acute health care problems in adult/geriatric populations (A) and children (C) with consideration of the family environment. Management consists of identifying, monitoring and treating acute health care problems utilizing scienti c research and evidence-based practice. Clinical experiences will provide opportunities in various acute and community based settings.

Applicants may take a maximum of 2 D.N.P. core courses prior to being enrolled in their respective D.N.P. track cohort. Enrollment in core nursing courses does not guarantee acceptance into a speci c track.

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

Academic Standards, Requirements for Progression, Probation, and Dismissal

After completion of 9 graduate hours at Union University, a graduate student whose cumulative GPA from courses taken at Union University for graduate credit is below 3.0 will be placed on academic probation. A student placed on academic probation has one semester to increase his or her GPA to 3.0 or greater to be removed from a probationary status.

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

Students must maintain an overall B average. The program faculty recognize that situations may arise which prevent students from successfully matriculating through the program. Students who are concerned about their academic standing should contact his or her advisor. If it appears the student may not be able to achieve a minimum passing Tw 10 ai.0 0 10 312.1 >>B.w1inn 0 1ragd bys the

program towithdrawd from the program

Degree Requirements

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

NUR 720, Faith and Science.....3
NUR 705, Organizational Leadership & Management.....3
NUR 710,Methods for Evidence-Based Practice.....3
NUR 715,Technological Transformation of Health Care.....3
NUR 725, Health Care Policy and Economics.....3
NUR 730, Epidemiology.....3
echnologic7.....

Progression of Students

Continued enrollment eligibility in the School of Pharmacy is deemed to be satisfactory academic progress for nancial aid eligibility since the School's standards are more stringent than Federal requirements.

A period of academic probation includes the semester immediately following successful completion or successful remediation of the de cient course. The student will be noti ed by the Academic Standing and Promotion Review (ASPR) subcommittee when the academic probationary period ends. Each semester that the student meets conditions for probation will count as a separate probationary period. Academic probation will be imposed upon a student when the student's academic performance meets any of the following conditions:

1. The cumulative grade point average earned at the conclusion of any semester, including the rst semester, is less than 2.33.
2. The grade point average earned for any one semester is less than 2.00.
3. A student receives a grade of "F" in any required course. Additionally, students with outstanding de ciencies in the professional curriculum (incomplete or "F") may not attend courses in the next semester without af rmative action by the Academic Standing and Progression Review

Remediation

Didactic

For students who meet de ned criteria, The School of Pharmacy will consider allowing remediation and the opportunity to continue progression through the curriculum despite setbacks in didactic courses. Introductory and Advanced Pharmacy Practice Experiences cannot be remediated and must be repeated if the student receives a grade of "F."

Process for Remediation

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

Students have the right to appeal the decision made by ASPR as outlined in the Progressions policy in the Pharmacy Student Handbook.

Quali cations for Remediation

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

- The student's semester grade point average is > 2.0 and overall academic grade point is > 2.33 on a 4 point scale.

5. Failure in this remedial course will count as failure similar to any other course with respect to the student's of cial transcript, calculation of the cumulative grade point average, and academic standing.
6. Both course grades will appear on the transcript and will be used in calculation of the student's cumulative grade point average. Academic standards are in place and failure a second time in the course(s) may have serious consequences and may result in dismissal from the program.
7. Remediation is not a guaranteed right of the students and should be regarded as a privilege, which must be earned by a student through active participation in the educational program as demonstrated by regular class attendance, individual initiative, and utilization of available academic resources. Students should recognize that the need to remediate coursework may delay the timetable for their graduation from the Pharmacy program.

Financial Information

Tuition is $28,990 per year with a $1,600 student services fee ($800/semester) for the Doctor of Pharmacy. Full payment for a term (Fall, Winter, Spring, Summer Semesters or other non-regular terms) is expected at the time of registration for classes.

Application Fee.....$50
Laptop.....actual cost*
Cap & Gown Purchase

505. Applied Anatomy & Physiology I (3)
An intensive examination of the human body that addresses the normal complex physiological processes of the cell, uids and electrolytes, acid-base balance, temperature regulation, vascular hemodynamics, mobilization of uids through the body and lymphatic system, musculoskeletal systems and function of the myocardium. The acquired information will provide the student with a body of knowledge to critically evaluate co-existing conditions of the surgical patient.

507. Applied Anatomy & Physiology II (3)

713. Critical Care (2)
Elective course designed to strengthen student's knowledge of common critical care topics with emphasis on applications of primary research in various disease states. The course will utilize group discussion of literature including reviews, guidelines, and primary research articles on selected topics in the area of critical care therapeutics. Students will give presentations to extend their knowledge beyond that provided in previous coursework.

714. Neuroscience (2)
An elective pharmacotherapy subspecialty course covering the drug therapy management of neurologic and psychiatric diseases and conditions. The primary purpose is to enable students to apply knowledge of pathology,

760. Pharmacotherapy V (3)
Drug therapy management of diseases and conditions associated with specific organ systems and will enable students to apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classi cation, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes. This course covers critical care/nutrition topics.

761. Pharmacotherapy VI (3)
Drug therapy management of diseases and conditions associated with speci c organ systems and will enable students to apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes. This course addresses medical conditions related to oncology, hematology, HIV/AIDS, dermatology, rheumatology, men's and women's health, and toxicology.

765. Pharmacoeconomics and Health Systems

720. Ambulatory Care (4)
This Advanced Pharmacy Practice Experience (APPE) is a required course. The course is designed to offer the student advanced experience in an ambulatory care pharmacy practice setting. Students will be expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to communicate

Admission Requirements

1. A Baccalaureate degree from a regionally accredited institution as documented on of cial transcripts, which must include all postsecondary academic work
2. A minimum college cumulative grade point average of 2.4 (on a 4.0 scale). Applicants with a college cumulative grade point average below 2.4 (on a 4.0

Available at the Stephen Olford
Center of the Germantown Campus

Purpose Statement

Graduation Requirements

Required Courses: Expository Preaching

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

Required Courses: Leadership

DMIN 612, Leadership in a Congregational Church ..... 3 hours
DMIN 618, Leadership through Preaching ..... 3 hours
DMIN 620, Ministry Research Seminar ..... 3 hours
DMIN 624, Missions, Evangelism, and Ministry ..... 3 hours
DMIN 629, Strategic Planning ..... 3 hours
DMIN 636, Spiritual Formation of the Minister ..... 3 hours
DMIN 639, Spiritual Formation of the Congregation ..... 3 hours
DMIN 785-6-7, Doctoral Elective Seminar ..... 3 hours
DMIN 785-6-7, Doctoral Elective Seminar ..... 3 hours
DMIN 800, Project and Dissertation ..... 6-12 hours
Total Program Hours ..... 33-39 hours

Doctoral Processes

Phase 1: Ministry Research Seminar (DMIN 620).

1. Pre-seminar week: students prepare at least three

Course Descriptions: Doctor of Ministry (DMIN)

610. Critical Issues in Expository Preaching (3)
Summer
Corequisite: DMIN 615.
An examination of biblical, theological, incarnational, and practical principles related to the practice of ministry

Course Offerings in Intercultural Studies (ICS)

510. Intercultural Communication (3)
An examination of intercultural communication with a focus on self-awareness and developing effective communication.

515. International Professional Realities and Opportunities (3)
An introduction to the professional intercultural environment designed to help the student develop an awareness and understanding of the skills needed to develop a professional platform for employment in other cultures.

CERTIFICATE IN INTERNATIONAL HEALTH CARE

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

Faculty

Timothy Smith (2005). Dean of the School of Nursing and Professor of Nursing. Diploma, Baptist College for the Health Sciences; B.S.N., University of Memphis; Diploma in Anesthesia, University of Tennessee, Knoxville Graduate School of Medicine; M.S.N. and Ph.D., University of Tennessee Health Sciences Center.

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

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

The Institute for International and Intercultural Studies in partnership with the Center for Excellence in Health Care Practice offers two certi cate programs in International Health Care. The purpose of the program is to enh>BDC BT /TP10 0 0 10 30 10Rersityo(Ca3ter)5( )]TJ ET EMC /Span <</MCID710167 >>B

BOARD OF TRUSTEES

Alphabetically with Year When

( ) Date of Employment

President
David S. Dockery (1996) President and University Professor of Christian Thought and Tradition. 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.

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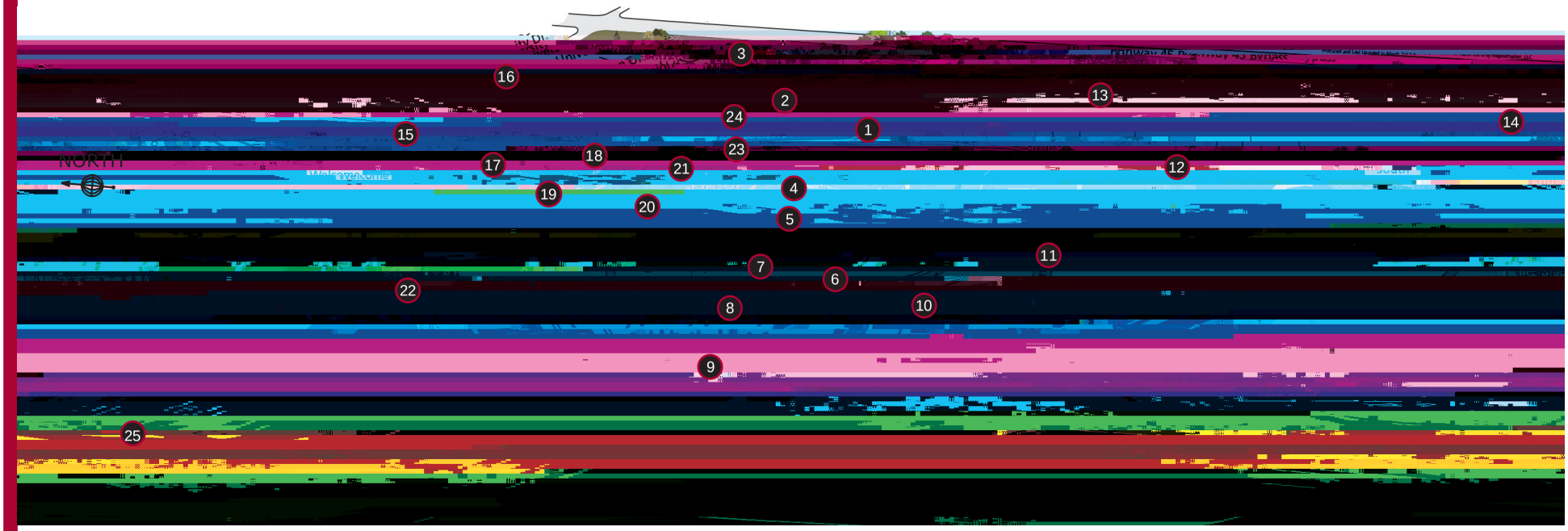
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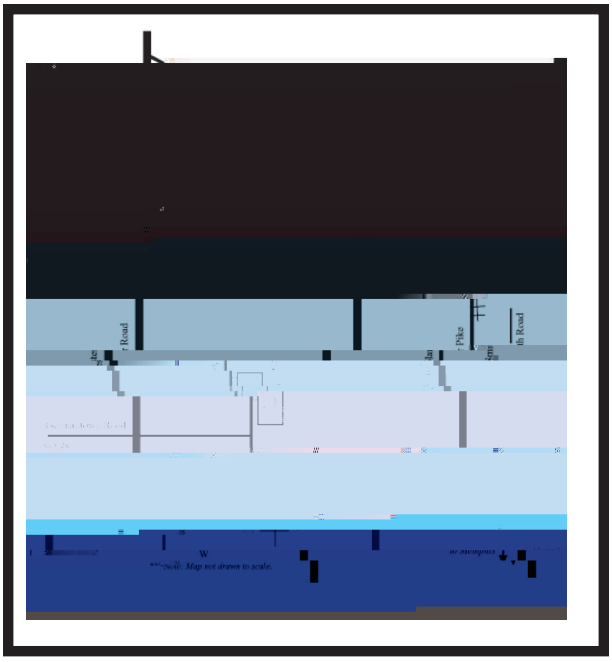

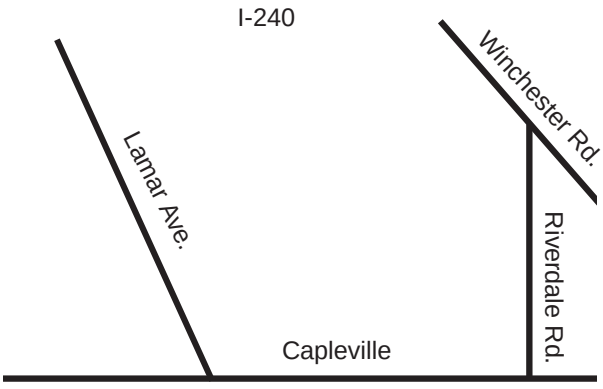
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