UNION

Since 1823

2014

TABLE OF CONTENTS

An Overview of the University 3

2014–2015 Academic Calendar for Non-Cohort Programs 15

McAfee School of Business Administration 19

Master of Business Administration 19

Master of Accountancy 23

College of Education and Human Studies 26

School of Education 26

Master of Arts in Education 27

Master of Urban Education 44

Teacher Licensure 48

Master of Education 51

Education Specialist in Educational Leadership 56

..... 78

Master of Science in Nursing 79

Doctor of Nursing Practice 84

School of Pharmacy 94

Doctor of Pharmacy 94

School of Theology and Missions 104

Master of Christian Studies 105

Doctor of Ministry 108

Institute for International and Intercultural Studies 113

Master of Arts in Intercultural Studies 113

only to close again in 1873, largely because of its financial condition and an epidemic of cholera.

Southwestern Baptist University, the immediate predecessor of the present Union University, originated because of a desire by Tennessee Baptists, who still had a separate convention for each of the state's three Grand Divisions, for greater unification. Education became the core issue around which such unification was promoted. Committees of the three conventions met jointly in Humboldt in 1873 and issued a resolution supporting the establishment of a first-class regional university. An Educational Convention met in Murfreesboro in 1874, at which time a committee was appointed to select a location for the proposed university. The committee recommended the acceptance of the offer made by the citizens of Jackson to assume ownership of West Tennessee College.

In September 1874, the new Tennessee Baptist-related institution opened in Jackson, and in 1875 it was chartered as Southwestern Baptist University. In 1907, Dr. T. T. Eaton, a trustee at Southwestern from.5(a)0,rn 3UTf0 Tass

Our Statement of Faith

1. [illegible] The Scriptures of the Old and New Testament were given by inspiration of God, and are the only sufficient, certain and authoritative rule of all saving knowledge, faith, and obedience.
2. [illegible]. There is but one God, the Maker, Preserver and Ruler of all things, having in and of Himself, all perfections, being infinite in them all; and to Him all creatures owe the highest love, reverence and obedience. He exists eternally in three persons: Father, Son, and Holy Spirit each with distinct personal attributes, but without division of nature, essence or being. God ordains or permits all things that come to pass, and perpetually upholds, directs and governs all creatures and all events; yet so as not to destroy the free will and responsibility of intelligent creatures.
3. [illegible] God originally created humankind in His image, and free from sin; but through the temptation of Satan, they transgressed the command of God, and fell from their original righteousness, whereby all humans have inherited a sinful nature that is opposed to God, and are thus under condemnation. As soon as they are capable of moral action, they become actual transgressors.
4. [illegible] The second person of the Trinity is the eternal Son of God. In his incarnation Jesus Christ was conceived by the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature, yet without sin. He honored the divine law by His personal obedience, and by His substitutionary death on the cross He made provision for our redemption from sin. He was buried and rose again the third day, and ascended to His Father, at whose right hand He lives to make intercession for His people. He is the only Mediator, the Prophet, Priest and King of the Church, and Sovereign of the universe.
5. [illegible] The Holy Spirit is the Spirit of God, fully divine, who exalts Jesus Christ. The Spirit convicts men and women of sin, of righteousness, and judgment, enabling them to understand the truth. He calls men and women to the Savior, and brings about regeneration, which is a renewal of heart and nature.
6. [illegible] Salvation involves the redemption of the whole person, and is offered freely to all who believe in Jesus Christ as Lord and Savior; accepting and trusting in Him alone for justification and eternal life. Justification is God's gracious declaration of righteousness of sinners, who believe in Christ, from all sin, through the satisfaction that Christ has made. Believers are also sanctified by God's Word and Spirit dwelling in them. Sanctification is the process of progressing toward moral and spiritual maturity, enabled by the presence and power of the Holy Spirit. Those who are accepted in Christ and sanctified by the Holy Spirit will never totally nor finally fall away from the state of grace, but shall persevere to the end, and

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

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

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

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

Fesmire Fields and Fieldhouse

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

Smith Memorial Soccer Complex

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

Blasingame Academic Complex

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

Hammons Hall

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

Jennings Hall

Jennings contains the departments of Communication

Graduate Studies

All programs and objectives in Graduate Studies at Union University derive from the statement of Mission of Union University. Accordingly, Graduate Studies seeks to provide students with a quality educational experience in a Christian university environment. Specifically, Union expects graduate students to:

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

Graduate Studies seeks to reflect the Core Values of Union University in academics, Christian values, development of the whole person and personal attention to student needs. Its goals are to cultivate a Christian academic community which is excellence-driven, Christ-centered, people-focused and future-directed.

Graduate Governance and Admissions

Fourteen graduate programs currently exist at Union University: the M.B.A., the M.Acc., administered by the McAfee School of Business Administration; the M.A.Ed., the M.U.Ed., the M.Ed., the Ed.S. and the Ed.D. degrees administered by the College of Education and Human Studies; the M.S.W., administered by the School of Social Work; the M.S.N. and D.N.P., administered by the School of Nursing; the M.A.I.S., administered by the Institute of International and Intercultural Studies; the M.C.S. and D.Min., administered by the School of Theology and Missions; and the Pharm.D. administered by the School of Pharmacy.

The Master of Business Administration and the Master of Accountancy degree programs are administered by the M.B.A. Director and the Accountancy Coordinator respectively, and by the Dean, McAfee School of Business Administration. The Master of Arts in Education, the Master of Urban Education, the Master of Education, the Master of Social Work, the Education Specialist and the Education Doctorate degree programs are administered by Program Directors and the Dean, College of Education and Human Studies. The Master of Science in Nursing is administered by the M.S.N. Chair, Director of Nurse Anesthesia, and the Dean of the School of Nursing. The D.N.P. is administered by the Dean of the School of Nursing. The Master of Arts in Intercultural Studies is administered by the Associate Provost for International and Intercultural Studies in collaboration with the MAIS Advisory Council and the Academic Council comprised of all University deans. The Master of Christian Studies is governed by the M.C.S. Director and the Dean of the School of Theology and Missions. The D.Min. is administered by the Dean of the School of Theology and Missions. The Greater Faculty is responsible for approval of curriculum and graduate program policies. The Faculty considers recommendations from the University Curriculum Committee (UCC), which is responsible for examining graduate programs, course offerings, and policies relative to graduate studies at Union. Task teams may be created by the Deans of the Schools/Colleges to consider and make recommendations to the UCC. Thus, significant curriculum and policy changes and additions proceed from the Directors (and/or task teams) to the UCC to the Faculty. The graduate governance structure at Union University is completed by the Provost, the President, and the Board of Trustees.

The Program Directors are empowered to make admissions decisions based on the approved and published admission criteria. Admission decisions of the nursing graduate program are made by the Graduate Nursing Admissions Committee. The Graduate Nursing Admissions Committee is comprised of the Dean, School of Nursing, the MSN Director of Nurse Anesthesia Track, Chair of MSN, and three graduate nursing faculty appointed by the Dean on a yearly basis. The Graduate Business Admissions Committee, the Graduate Education Admissions Committee and the Graduate Theology and Missions Admissions Committee, comprised of business, education or Christian Studies, faculty and directors, respectively, receive recommendations from the appropriate Dean regarding candidates for admission who do not meet regular admission requirements. The MAIS Advisory Council, comprised of the director and the faculty across the disciplines, receive recommendations from the MAIS Program Director regarding candidates for admission who do not meet regular admission requirements. The respective Admissions Committees may recommend Conditional Admission for students who do not meet published criteria for admission.

Academic Policies

Class Attendance

Regular and successive attendance is expected of all students enrolled in all lecture, laboratory, and seminar classes. Each faculty member will determine how this policy will be administered in his/her classes. However, students must satisfy all testing, reporting, and required functions defined for the course.

Academic Integrity

Union University upholds the highest standards of honesty. Students are to refrain from the use of unauthorized aids during testing (including but not limited to technology devices such as digital cameras, cellphone cameras, pen-based scanners, translation programs, and text-messaging devices), to refuse to give or receive information on examinations, and to turn in only those assignments which are the result of their own efforts and research. Failure to provide correct documentation for material gleaned from any outside source, such as the Internet or any published/unpublished work, constitutes plagiarism, a form of cheating subject to strict disciplinary action. On the other hand, Faculty are responsible for discouraging cheating and will make every effort to provide physical conditions which deter cheating and to be aware at all times of activity in the testing area.

Any student found guilty by the professor of cheating will be subject to disciplinary action by the professor. The professor will file a report of the incident and the intended disciplinary action with the Office of the Dean or the MAIS Program Director. If the student deems this action unfair, he or she may file an appeal with the administrator with whom the report was filed. The administrator will convey the results to the student and to the instructor by email (copied to the Office of the Dean of Students).

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

Numbering of Courses

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

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

Grading System

Grades for graduate courses at Union University shall be interpreted as follows:

A	Superior academic performance.
B	Strong academic performance.
C	Below average, but passing academic performance.
P	Pass.
F, FF	Failure. (P or FF apply to pass-fail courses.)
I	Incomplete. An Incomplete must be removed within the first five weeks of the term following

Academic Probation and Suspension

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

Special Categories of Admission

Provisional Students

With limited exceptions, provisional students are enrolled in eligible programs for the purpose of obtaining a degree from Union University. These students do not have immediate access to official documents in order to be fully admitted. Any credit taken while in this status will not be transferred as regular matriculated credit until the status has officially been changed. Students will be required to submit all outstanding items to complete the admissions file in order for the provisional status to be changed.

The student will be bound by all general academic requirements imposed upon regular matriculated students so far as prerequisites, amount of work, and quality of work are concerned. All work completed or attempted will be fully documented in the Academic Center.

The student will sign a contract at the time of admission defining the status of a provisional student accepting the limitation of that status. The student must also sign a waiver so that Union University will have the right to request those documents needed to complete the admission file.

A student may remain on provisional status for only one semester and the subsequent short term unless special circumstances exist and permission for an extension is given in writing by the Program Director. A personal conference with the Program Director may be required before the student is accepted for admission on a provisional basis.

Non-Degree Seeking Students

Some students may be admitted in this category if they desire to take courses primarily for special interest or on a "visiting student" basis. Often these special students are enrolled in other institutions and are enrolled for only one or two terms at Union. Students must submit an application to the appropriate graduate school, pay the application fee (nonrefundable), and submit an official transcript as proof of at least the baccalaureate degree. Students must meet all requirements for admission to change from Non-Degree Seeking status to Degree Seeking status. A maximum of 6 hours may be taken as a Non-Degree student.

Registration Information

Registration dates for each term are given in the calendar of this catalogue. In order to accommodate the varied personal schedules of students, early registration is also allowed. The dates and times for early registration will be published for each term. Students can also obtain this information from the appropriate graduate program office.

n

University calendar (if withdrawing—100% less $40 per course matriculation fee)
2. Days one and two .....100% less $40 per course
3. Day three through day four 75%
4. Day five through day six 50%
5. Day seven through day eight..... 25%
6. After the eighth day, there is no refund.

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

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

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

After eight academic days there is no refund
Regulations for refunds for all terms are as follows:
1. Students refusing to conform to the disciplinary rules of the university forfeit all claims for refunds.
2. All above rules and regulations put the responsibility on the student. He/she saves money and avoids misunderstanding by immediately seeing the Senior Vice President for Business and Financial Services or the Assistant Vice President for Business and Financial Services.

Equipment

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

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

Financial Assistance

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

Veterans

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

Treatment of Financial Assistance when a Student Withdraws

Federal Aid – Return of Title IV Aid Regulations

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

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

Other Financial Assistance

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

Effect on the Student's Account

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

Employer Tuition Reimbursement

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

May

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

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

March

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

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

March

21, Saturday ..... Saturday Accelerated Classes Begin
23, Monday ..... Registration Closes for Monday Accelerated/Classes Begin
24, Tuesday..... Registration Closes for Tuesday Accelerated/ Classes Begin

Admission Information

Regular Admission Requirements

1. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted.
2. Completed application for the MBA program, including payment of a $25 application fee.
3. Submission of a recent (less than 5 years old) acceptable score on the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). The GMAT or GRE may be waived for a student who holds a graduate degree earned from a regionally accredited college or university at the discretion of the MBA Program Director. Additional information may be obtained from the Program Director.
4. The completion of 12 hours of prerequisite coursework is required for regular or conditional admission to the MBA program. These courses are PMBA 500, 502, 503, and 504. The prerequisite courses may be waived with the completion of equivalent undergraduate or graduate course work.
5. Immunization Record

Conditional Admission Requirements

Applicants who do not meet the regular admission requirements to the MBA program may be admitted conditionally at the discretion of the MBA Director and the Graduate Business Admissions Committee. Students seeking conditional admission must apply in writing to the MBA Director for consideration. Students who are conditionally admitted must attain regular admission within 6 hours of graduate study having been completed with a minimum 3.0 grade point average, and the specific cause for conditional admission having been removed.

Transfer of Credit

Graduate credit for courses earned at a regionally accredited college or university or at a recognized foreign college or university may be transferred to Union University if the courses are essentially the same courses as those required in the cohort program. The maximum number of semester hours that may be transferred to Union University and applied to the MBA degree is nine.

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

Academic Suspension

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

Graduation Requirements

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

Financial Information

There are three methods of payment for the program.

1. One-hundred percent of tuition expense for the entire program before the first night of class. Interest will be assessed on the unpaid balance at the rate of 1.5% per month.
2. The payment of tuition as billed monthly as a result of courses registered. Interest will be assessed on the unpaid balance at the rate of 1.5% per month.
3. FACTS payment plan. Please see details at *www.uu.edu/admissions/financialinfo/facts/*
4. Tuition reimbursement is offered by many employers. The University allows the completion of the current student schedule to meet eligibility requirements for payment. Prompt payment is requested to prevent interruption of registration.

Tuition is $530 per semester credit hour.
The following are non-refundable fees:

Application Fee:	$25
Graduation Fee:	$25

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

This course will develop business analytical tools using

Available on the Jackson Campus

The MAcc Academic Program

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

Program Emphasis

There are ten courses in the Union MAcc curriculum. These courses are 3 semester hours of graduate credit each. Six of these courses are accounting courses. The remaining four courses are MBA courses. The accounting

Transfer of Credit

Graduate credit for courses earned at a regionally accredited college or university or at a recognized foreign college or university may be transferred to Union University if the courses are essentially the same courses as those required in the cohort program. The maximum number of semester hours that may be transferred to Union University and applied to the MAcc degree is nine.

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

Academic Suspension

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

Graduation Requirements

A. Completion of 30 hours to include:
   1. ACC 515, 516, 570, 619, 624
   2. One of the following: ACC 612, 625, 650, 675, 684
   3. Four of the following: MBA 610, 620, 628, 630, 635, 640, 642, 6,43, 648 (see MBA program for course descriptions)

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

Financial Information

There are three methods of payment for the program.

1. One-hundred percent of tuition expense for the entire program before the first night of class. Interest will be assessed on the unpaid balance at the rate of 1.5% per month.
2. The payment of tuition as billed monthly as a result of courses registered. Interest will be assessed on the unpaid balance at the rate of 1.5% per month.
3. FACTS payment plan. Please see details at *www.uu.edu/admissions/financialinfo/facts/*
4. Tuition reimbursement is offered by many employers. The University allows the completion of the current student schedule to meet eligibility requirements for payment. Prompt payment is requested to prevent interruption of registration.

Tuition is $530 per semester credit hour.
The following are non-refundable fees:
Application Fee: $25

Course Descriptions: Master of Accountancy (MACC)

Prerequisite: ACC 314
This course is a study of the Financial Accounting Standards Board pronouncements for general accounting use. Emphasis is given to the interpretation of pronouncements and applications in problem-solving settings as applied to advanced topics in financial accounting.

Prerequisite: ACC 350
This course explores systems planning, acquisition, delivery, and monitoring from a risk and control perspective while analyzing systems as processors of data for financial reporting and control of economic organizations.

Prerequisite: ACC 314
Accounting practices and theories for business combinations and partnerships.

Prerequisite: ACC 311
This course focuses on effective managerial accounting tools to be used for decision making in business analysis including strategic position analysis and value chain analysis.

Prerequisite: ACC 315
This course focuses on the taxation of corporations and pass-through entities including partnerships, S corporations, and estates and trusts.

Prerequisite: ACC 423
This seminar examines internal auditing concepts and proper internal controls for financial reporting and business operations along with compliance with applicable laws, regulations, and policies.

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

Prerequisite: ACC 314
Operation of the accounting structure and financial reporting for governmental and not-for-profit entities to include colleges and universities, medical care facilities, and social service agencies.

Prerequisite: ACC 314
This course is designed to introduce students to empirical thinking, empirical methods, and empirical writing in accounting.

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

SCHOOL OF EDUCATION

Degrees Offered

Available on the Jackson, Gateway, and Henderson Campuses

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

Available at the Gateway Campus/MTR

- Master of Urban Education

Available fully online

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

School of Education Mission Statement

The mission of the School of Education is *to prepare educators of character and competence who reflect Christ as they serve and lead in their school and communities*. The graduate programs are guided by the conceptual framework of the Educator Preparation Program: *A teacher-student dynamic of sensitivity, reflection, and faith*.

Graduate Opportunities in Education

The graduate programs in education are designed to provide, within a service oriented Christian environment, quality graduate study opportunities to meet the educational needs of five distinct groups.

- Persons who are licensed teachers and wish to complete graduate degrees in their professional teaching fields, by completing either the M.A.Ed. or M.Ed.
- Persons with baccalaureate degrees who are not licensed to teach and who do not desire to qualify for a license, but who wish to increase their knowledge of children, young people, and education by completing the M.A.Ed. degree;
- Persons with baccalaureate degrees who are not licensed to teach but who wish to be. (These persons may choose to apply graduate courses taken to meet licensure requirements toward the M.A.Ed. degree.);
- Persons with baccalaureate degrees who do not wish to pursue a graduate degree at this time, but who want to take graduate courses for personal or professional growth through M.A.Ed. course offerings. These persons may or may not hold a teaching license.
- Persons with advanced degrees who wish to pursue a degree in Educational Leadership, either at the master's level (M.Ed.), the specialist level (Ed.S.), or at the doctoral level (Ed.D.).

Program Purpose

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

Objectives of the Program

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

1. Enhance their knowledge, skills and values relating to the major issues facing today's practitioners in education.
2. Apply research skills to current education problems.
3. Augment current licensure with new licensure programs.
4. Initially prepare, for some individuals with non-education degrees, to become licensed teachers.
5. Be encouraged in their Christian commitment and service to society.

Assessment of Outcomes

The M.A.Ed. utilizes these means of assessment for the five objectives above. The number of each objective to be assessed is listed in parentheses beside each means of assessment.

- Coursework and teacher-devised assessments. (1,2,3,4,5)
- Course evaluations (1,2,5)
- Alumni questionnaire (1,2,5)
- Thesis (for thesis-track students) (1,2,5)
- Capstone Research Seminar (1,2,5)
- Field experience (1,2,3,4,5)

Admission to Graduate Coursework

All students, whether degree-seeking or non-degree-seeking in the M.A.Ed. program, who desire to take graduate courses in education at Union University must meet prescribed admission criteria. After admission, the student may take courses for personal or professional growth, seek teacher licensure, or pursue the Master of Arts in Education Degree. Some students may choose to seek the M.A.Ed. as they complete their teacher licensure.

Applicants desiring to take graduate courses in education should submit the following to the Office of Graduate Studies in Education:

1. Completed Graduate Studies in Education Application.
2. Application processing fee of $25.
3.

II. Select one concentration

A. Concentration: Early Childhood Education, Licensure (15 core + 27 concentration hours)
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in Early Childhood PreK-4.
1. Courses with Field Experience component: EDU 552, 553, 554, 555
2. EDU 510
3. EDU 629, EDU 651, EDU 657

B. Concentration: Elementary Education, Licensure (15 core + 24 concentration hours)
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in Elementary K-8.
1. Courses with Field Experience component: EDU 552, 553, 554, 555
2. EDU 510
3. EDU 629 and 658

C. Concentration: Library Information Specialist, Licensure (15 core + 41 concentration hours)
With appropriate prerequisites, initial license, and Praxis II Specialty Tests, this program leads to a Library Information Specialist PreK-12.
1. SE 625 and PSY 610 (or EDU 614)
2. LSC 610, 621, 631, 640, 651
3. EDU 510 and EDU 616
4. EDU 437, Enhanced Student Teaching PreK-12, 14 hours

For initial licensure, substitute student teaching or Mentoring Seminar I and II for LSC 646 and add EDU 625 and 604.

D. Concentration: Secondary Education, Licensure (15 core + 24 concentration hours)
With appropriate prerequisites, including those in the teaching content field, this program leads to an initial licensure in a secondary (Grades 7-12) field. Praxis II Tests and student teaching semester, or 2 years of successful teaching experience on a transitional license appropriate to the endorsement area, are required for licensure but not for the degree.
1. EDU 510
2. EDU 530, 604, 625, 626
3. PSY 610 and SE 625
4. Education Electives, advisor-approved, 3 hours

E. Concentration: Reading Specialist PreK-12, Licensure (15 core + 23 concentration hours)
1. EDU 552, 553, 633
2. EDU 595: Workshop/Making the Match, Best Practice Reading Comprehension Strategies for All Students
3. EDU 616, 626; SE 645

F. Concentration: Special Education, Licensure (15 core + 24 concentration hours)
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in SE-Modified K-12.
1. SE 605, 610, 631, 632, 641, 645
2. Education Electives, advisor-approved, 6 hours

G. Concentration: Curriculum and Instruction, Non-Licensure (15 core + 24 concentration hours)
1. EDU 604, 616, 625, 626
2. PSY 610 or EDU/PSY 614
3. Education Electives, advisor-approved, 9 hours

H. Concentration: Human Growth and Development, Non-Licensure (15 core + 24 concentration hours)
1. SE 625, PSY 610, EDU/PSY 614, EDU 629
2. EDU 651 or EDU 657
3. Education Electives, advisor-approved, 8 hours

* Praxis II Specialty Area Tests appropriate to the endorsement are required for licensure but not for the degree.

Admission to Candidacy for the Master of Arts in Education Degree

An important step in the student's progress toward the Master of Arts in Education Degree (thesis and non-thesis options only) is admission to Candidacy. Students will be admitted to degree candidacy status only when the following conditions have been met.

1. Interview with the M.A.Ed. Program Director.
2. Development of a program of study.
3. Completion of at least 18 semester hours in the program, including EDU 650, Educational Measurement and Evaluation.
4. Completion of EDU 665, Research Design.
5. A minimum grade point average of 3.0.

Additional Candidacy Requirement for Thesis-Option Students: Students completing the thesis option of the program must have degree candidacy before beginning the master's research. In addition to the candidacy requirements above, thesis option students will be required to submit a research proposal which has been approved by the student's research committee. It is the responsibility of the student to consult with the M.A.Ed. Program Director regarding the formation of the research committee. The approved research proposal must be filed in the Office of the College of Education and Human Studies before candidacy is granted.

The student will receive written notification when degree candidacy status has been achieved.

Full-Time Students

A graduate student enrolled for 9 or more hours during Fall or Spring Semester will be considered full-time. A student enrolled for 6 or more hours during the Summer or 3 or more graduate hours in term less than 15 weeks will be considered full time.

Maximum Load

The maximum load for a graduate student is 15 hours during the Fall or Spring semesters and 6 hours during the Winter term. The maximum load for the 8-week Summer session is 12 hours. No more than 6 hours may be taken during any Summer term. Fall and Spring Semester schedules are designed for teachers. An optimum load for teachers is six hours, one course per term.

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

(Thesis and Non-Thesis Options Only)

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

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

Courses Taken f1yon-Thgree PrTJETEMC /Spar

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

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

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

Calendar for M.A.Ed. 2014-2015

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

Fall Semester 2014
Session I*

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

Session II

October 14 .....M.A.Ed. Classes Begin
December 5.....
M.A.Ed. Registration Deadline for Winter/Spring 2013
December 13 ..... Fall Commencement

Winter Semester 2015*

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

Spring Semester 2015
Session I*

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

Session II

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

Summer Semester 2015

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

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

Course Descriptions

Biology (BIO)

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

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

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

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

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

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

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

[illegible]
A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

[illegible]
A continuation of Research in Biology Education A.

Business Administration (BAD)

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

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

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

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

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

[illegible]
The seminars will focus on basic theories of economics at both the macroeconomic and microeconomic level. The workshops will stress practical applications of economic principles and basic classroom methods for teaching economics.

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

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

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in Business Education A.

Chemistry (CHE) and Physics (PHY)

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

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

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

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

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

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

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

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in Science Education A.

Communication Arts (COM)

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

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

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

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

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

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

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

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in Communication Education A.

Education (EDU)

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

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

A study of the most recent technology advancements utilized to enhance student achievement in the elementary, middle, and high school classroom with emphasis on the many facets of the computer as a teaching tool. Prior technology experience needed.

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

This course provides an exploration of the content, materials, and methods of K-8 mathematics. Students will reflect on their own personal experiences in mathematics classrooms as they are challenged to explore a teaching methodology that emphasizes the importance of using models and clarifying language to teach mathematics. Additionally, students will be encouraged to reflect upon best practices of teaching mathematics while maintaining a sensitivity to individual differences fouaoyun amined,lBT/T13 -6 -0.063 Tw 10 0 0 0 307.286 Ts9Toflect upoSTm[Tf0.023 Tc 0.125JETI

A study of principles, practices, methods, and materials

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

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

Graduate credit offered in concentrated format for license renewal and elective credit. Maximum of 6 hours can count toward a degree. Selected topics may vary each year.

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

A study of pluralistic society and the expression of diversity in families and schools with emphasis on current research and best teaching practices.

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

See PSY 614 for course description.

Basic theories of economics at both the macroeconomic and microeconomic level. The workshops will stress practical applications of economic principles and basic classroom methods for teaching economics.

A critical analysis of each genre of literature for children as a basis for the appreciation, selection, and use of suitable materials to foster active learning, personal growth, and recreational reading. This course is intended for the student who did not take a course in children's literature as an undergraduate.

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

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

Investigation of the factors that have influenced and will shape the school curriculum. Organizational patterns, trends, and issues are studied.

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.

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

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

A study of the measurement of learning, attitudes and feelings, products and performances, and social interaction. Difficulty and discrimination of test items as well as validity and reliability of tests are emphasized. Descriptive statistics for sets of data are introduced.

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

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

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

Design and implementation of instruction in the middle school with attention to the philosophy and structure of the middle school and to issues, problems and practices in building a community of learners and collaboration with colleagues and support personnel based on current research in the field. Includes Field Experience.

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

A study of research designs which control threats to the validity of research conclusions, including statistical treatment of data.

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

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

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.

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.

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

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in Education A.

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

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)

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

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

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

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

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

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

Individual research and study u 3cf/Span93my(idance of a)3.

Library Information Specialist (LSC)

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

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

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

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

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

A study which traces the development of library history from its earliest existence through the 20th century. It includes a study of the types of libraries, services, trends, issues, problems and challenges in libraries. Emphasis is placed on developing a personal philosophy of librarianship.

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.

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

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.

Prerequisite: 6 hours from LSC 610, 621, 631, 651.
Library experience and training in elementary, middle and

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

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in Mathematics and Computer Science Education A.

Music (MUS)

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

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

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

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

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

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

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

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in MUS 680.

Physical Education, Wellness, and Sport (PEWS)

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

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

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

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

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

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

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

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

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in Physical Education and Health Education A.

Psychology (PSY)

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

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

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

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

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

This course involves an in-depth study of the field of educational psychology. Emphasis will be upon applying current research and issues such as human development, learning, and motivation to the educational setting.

Prominent theories of learning and learning styles in the context in which they were originated, their influences upon contemporary psychological and educational thought, and their present applications.

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.

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

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

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

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in Psychology Education A.

Sociology (SOC)

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

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

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

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

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

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

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

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in Sociology Education A.

Special Education (SE)

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

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

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

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

Graduate credit offered in concentrated format for license renewal and elective credit. Maximum of 6 hours can count toward a degree. Selected topics may vary each year.

An investigation of assessment procedures for persons with special needs. Attention is given to the research base related to appropriate techniques and instruments and interpretation and transformation of test data into programmatic guidelines for instructional objectives.

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

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

A study of the diagnostic criteria of particular disability categories with emphasis on the individual educational needs of individuals with mild to moderate exceptionalities, including a study of Federal and State law, behavioral and psychosocial aspects, and pedagogy involved in relevant educational trends such as inclusion. Includes observation field experience.

A study of the psychological and educational characteristics and needs of persons with severe and profound emotional and behavioral problems, with considerations given to the assessment and intervention strategies for individuals with these disabilities in light of current trends and legislation. Includes observation field experience.

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

Prerequisite: SE 631 or 632.
A study of the content, objectives, and pedagogy of instructing students with exceptionalities in the area of mathematics and science in grades K-8. Field Experience included.

Prerequisite: SE 631 or 632.
A study of the content, objectives, and pedagogy of instructing students with exceptionalities in the area of language arts and social studies in grades K-8. Field Experience included.

Prerequisite: Red Cross First Aid with CPR
A study of the theoretical and applied research for teaching individuals with severe and profound handicaps including special and adaptive equipment, techniques, and materials.

An investigation of the assessment methods for identification and diagnosis of learning problems in infants and young children and of the research related to effective techniques for early intervention.

Prerequisite: EDU 629.
Theoretical and applied aspects of cognitive development in young children. Language development, quantitative thinking, number concepts, goals and concepts for other curriculum areas, as well as assessment principles and models are explored. Field Experience required.

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

Prerequisite: EDU 629.
Development of creativity in young children with attention to use of the expressive arts for early intervention, meeting curricular objectives in all areas, and programming strategies for young children with special needs. Assessment principle and models are explored. Field Experience required.

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

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in SE 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 Office of Graduate Studies in Education:

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

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

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

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

Graduation Requirements

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

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

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

Summer (June –July)

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

Fall (August –December)

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

Spring (January – May)

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

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

Summer (June –July)

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

Fall (August—December)

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

Spring (January—May)

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

Course Descriptions: Education (EDU)

A study of the principles, methods, and best practices for teaching at the secondary level with emphasis on current research in the field. Available for graduate credit only. Practicum required.

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.

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

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

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.

Post-Baccalaureate Requirements

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

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

[illegible] After the candidate has submitted the aforementioned items, the candidate should call the Assistant Dean for Teacher Education and Accreditation for an appointment for a licensure evaluation. Post-baccalaureate candidates must have a licensure evaluation completed by the Assistant Dean ccal mus(s4 Tc 10 0 0 10 arET clas)

MASTER OF EDUCATION

Available on the Jackson, Germantown, and Hendersonville Campuses

Program Purpose

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

Program Description

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

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

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

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

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

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

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

The M.Ed. with a concentration in Instructional Leadership is delivered in a traditional face-to-face format on campus and in a blended-online format. w5Tm[coton in T)11

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

Assessment of Outcomes

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

Assessment Strategy

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

Curriculum for the Master of Education Degree

M.Ed. Core (9 hours)

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

Curriculum for Teaching and Learning Concentration (21 hours)

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

Curriculum for Instructional Leadership Concentration (21 hours)

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

Total Program Semester Hours
…….30

Admission Information

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

1. Teacher Licensure;
2. A minimum G.P.A. of 3.00 based on a 4.00 scale (undergraduate and post-baccalaureate credits combined);
3. Writing Sample. All candidates, regardless of GPA, must successfully complete the M.Ed. writing sample, demonstrating adequate graduate level writing skills;
4. An interview with the Director of the M.Ed. program;
5. Application to Graduate Studies in Education along with the non-refundable application fee;
6. Official transcripts to be sent directly to the Office of Graduate Studies in Education from all previously attended colleges or universities;
7. Recommendation forms (provided) from 4 persons: One must be completed by the applicant's current principal or supervisor; two must be completed by fellow teachers/colleagues; and one by a character/ personal reference (non-family member);
8. Certificate of Immunization.

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

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

4. Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience;
5. Recommendation form completed by the Director of the school system where the applicant is employed;
6. Interview with Instructional Leadership Screening Committee. The candidate is interviewed by an admission screening committee comprised of university and public school personnel who will make a recommendation to the Dean and Graduate Admission Committee concerning admission to the Instructional Leadership program.

Conditional Admission. Persons not qualifying for Admission may be granted Conditional Admission after successfully completing a Writing Sample and upon the recommendation of the Graduate Education Admissions Committee and the Dean of the College of Education and Human Studies. Conditionally admitted students may be granted Admission after 9 hours of (minimum) 3.00 grade average work and a recommendation from the Dean. Failure to be fully admitted to the M.Ed. program after 9 hours of coursework will result in termination from the program. A student may appeal termination through the regular appeals process outlined in this Graduate Catalogue.

Graduation Requirements

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

1. Successfully complete the 30 semester hours of required course work.
2. Demonstrate a minimum GPA of 3.0 cumulative for the program.
3. Successfully complete the Performance Exhibition

In addition to the above criteria, students completing the Instructional Leadership Licensure concentration must:

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

Financial Information

The following payment plans are available:

1. Full payment may be made for the program of 30 semester hours.
2. Payment may be made by the semester, with 50% due before classes begin that semester, and 50% due one month later.
3. Monthly payments may be made in using the FACTS Plan, an automatic debit from your bank account.

Tuition is $460 per semester hour effective June 2014.

The following are Non-Refundable Fees:

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

Financial Assistance

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

1. Be admitted to the M.Ed. degree program.
2. Not be in default on a former loan or owe a refund on any grant.
3. Complete the FAFSA and Graduate Application for Financial Assistance by April 1 for Summer through Spring semesters and by April 1 again of the following year to cover the remaining Summer semester. A Master Promissory Note must also be on file in the Student Financial Planning Office.

Course Descriptions: Education (EDU)

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

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

This course views accountability as a joint effort between instructor and student. The following areas have been identified as essential factors in improving student performance: multiple methods of instruction, the use of formative evaluation, student perceptions, self-observation and critical reflection (teacher and student), and creative avenues for communicating content mastered.

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

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.

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.

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.

A critical analysis of faith issues, ethical decision-making, worldview frameworks, and values questions in the context of schools and educational leadership, especially in the public sector but not excluding the private. Techniques and tools are identified and practiced to analyze, clarify, and evaluate ethical issues within educational contexts.

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.

An application of leadership issues related to planning and finance, including school improvement planning, policies for equity and diversity, the management of collective bargaining, fiscal and non-fiscal resources for districts, budget planning and management, collaborative planning, uses of media and more.

EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

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

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

Objectives of the Program

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

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

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

Program Description

The Education Specialist (Ed.S.) in Educational Leadership is offered along three concentrations: (1) Instructional Leadership (IL), a licensure track designed to prepare school principals and supervisors of instruction; (2) Teacher Leadership, a non-licensure track designed for teacher leaders who desire knowledge of concepts and strategies for school and classroom leadership; and (3) Leadership is School Reform, a non-licensure track for educators with a degree, license, or experience in school leadership. The degree is based on Union's conceptual framework of A Teacher-Student Dynamic of Sensitivity, Reflection and Faith. Union University desires to prepare school leaders who are grounded in and committed to excellence in teaching and learning with values based on our Judeo-Christian heritage.

. The program accepts students in groups to pursue each course together in a cohort. Lifelong friendships are developed through this format, and learning takes place in a spirit of unity, rigor, and cooperation.

Students will be accepted into cohorts who will complete the program utilizing an innovative delivery system designed to meet the needs of educators. Ed.S. students will begin the program with a course offered on Saturdays in February and March. The Summer term involves an intensive two months. Time is provided during the summer for library research, group projects, independent reading, and Practicum hours. In the fall, instruction occurs on Saturdays for a course in September and October, followed by other courses offered on Saturdays in November-December. Saturdays are utilized for courses offered January through May. The guiding principle is that students will complete one course before moving to another.

Instructional Leadership students begin the Practicum in their second semester. The Practicum runs through May of the second spring of the program. Students and faculty maintain online contact during the intervening weeks and months in support of course assignments. Saturdays are also utilized for courses offered January through May. In May students complete their Practicum and, with Teacher Leadership students, present their Leadership Growth Papers.

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

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

Each cohort is presented its unique calendar for the complete program. Current Ed.S. calendars are available at *www.uu.edu/eds/*

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

EDU 702—Engaged Learning
EDU 703—Supervision
EDU 706—Organizational Decision Making
EDU 707—Legal Issues in School Governance
EDU 708—Curriculum and School Improvement
EDU 714—Leadership Issues I–Theories and Strategies
EDU 715—Leadership Issues II–Planning and Finance
EDU 723—Faith and Ethics in Educational Leadership
EDU 737, 738, 739—Leadership Practicum I, II, III or EDU 734—Leadership Internship
EDU 786—Seminar: Multicultural and Diversity Issues in Education
Total: 39 hours

Completion of Practicum
Completion of SLLA Exam
Leadership Growth Paper
Graduation

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

: Human Growth and Development, Instructional Technology, Educational Assessment

Maximum of 9 Semesters Hours May Be Applied.

EDU 610—History and Philosophy of Education
EDU 613—Brain-Based Learning
EDR 700—Research Issues in Educational Leadership
EDU 702—Engaged Learning
EDU 703—Supervision
EDU 706—Organizational Decision Making
EDU 707—Legal Issues in School Governance
EDU 708—Curriculum and School Improvement
EDU 714—Leadership Issues I–Theories and Strategies
EDU 715—Leadership Issues II–Planning and Finance
EDU 723—Faith and Ethics in Educational Leadership
EDU 732—Leadership Growth Paper
EDU 786—Seminar: Multicultural and Diversity Issues in Education
Total: 39 hours

Presentation of Leadership Growth Paper–May

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

Maximum of 9 Semesters Hours May Be Applied.

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

Admission Information

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

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

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

1. Copy of current teacher license.
2. Grade Point Average—Undergraduate GPA of 3.0 or higher. Prior Graduate GPA of 3.2 or higher.
3. Teacher Licensure—Teacher licensure and three years teaching experience.
4. Student Goals—Goals aimed at becoming a teaching team leader, principal or supervisor.
5.

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

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

[redacted] Persons not meeting either of the GPA requirements (undergraduate or graduate) may be granted Conditional Admission following the successful completion of the Ed.S. writing sample. After successful completion of 9-10 hours of Ed.S. coursework with a minimum GPA of 3.0, the student will be removed from conditional admission status and granted admission to the Ed.S. program.

Academic Requirements for Progression, Probation, and Suspension

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

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

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

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

Graduation Requirements

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

1. Successful completion of the required 39 semester hours of coursework with a minimum 3.0 GPA in the program.
2. Successful presentation of the Leadership Growth Paper (Teacher Leadership concentration).

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

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

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

SCHOOL OF EDUCATION

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

School of Education Mission Statement/Conceptual Framework

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

Ed.D. Description and Purpose

The Doctor of Education (Ed.D.) is the highest professional degree in education. Individuals who have earned this degree are recognized for their wide knowledge of theory and research and for their commitment to the application of knowledge for the improvement of educational policy and practice. The Union Ed.D. is designed for active professionals who will graduate ready to assume leadership and teaching roles in Preschool-Grade Twelve schools, universities, government and business. Ed.D. graduates can positively contribute to administration, teaching, policy and curriculum formation, and research. Each doctoral degree is designed to be a blend of theory and practice, classic knowledge and current research, analysis and synthesis, macro-perspective and micro-functionality.

Union University offers the doctoral degree in educational leadership with two areas of specialization:

1. The Ed.D. in Educational Leadership with a specialization in Preschool-Grade Twelve (P-12) School Administration, and
2. The Ed.D. in Educational Leadership with a specialization in Higher Education.

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

The Ed.D. in Educational Leadership Higher Education degree, offered only on the Jackson campus, is designed to prepare college and university professionals to serve as administrators, teachers, policy-makers, and researchers, with special attention to the needs of smaller independent institutions of higher education. The degree program is delivered in a combination of campus, blended online/campus, and fully online courses to ensure service to a national community. Its goals include the university's guiding principles of academic excellence, Christian values, development of the whole person, and future-driven scholastic agendas.

The Cohort Approach and Calendar

Each degree program or concentration is a cohort-based enrollment program with the exception of the dissertation, which is highly individualized. The cohort approach to program delivery accepts students in groups who begin their series of courses and experiences together. P-12 School Administration doctoral students begin their courses each February. Higher Education doctoral students begin each June. Each degree program offers courses in 3 ½ to 4-year cycles. Hallmarks of the cohort-approach are lifelong friendships, collaboration and mutual support, faculty attention to individual student needs, course sequencing, and the student-centered certainty of course delivery.

Each cohort is presented its unique calendar for the complete program. Current Ed.D. calendars are available at *http://www.uu.edu/academics/graduate/edd/*

Doctor of Education Admissions Process

Union University offers two specializations in its Ed.D. in Educational Leadership degree program: P-12 School Administration and Higher Education. Each degree program is a cohort-based enrollment program with the exception of the dissertation, which is highly individualized. The cohorts for the P-12 School Administration program begin each February on the Jackson, Germantown, and Hendersonville campuses as well as online for the Leadership in School Reform concentration. The cohort for the Higher Education program begins each June on the Jackson campus only. Please visit the Union website at www.uu.edu for program calendars.

Admission Criteria. Candidates for admission to the Ed.D. in Educational Leadership at Union University will submit the following criteria:

- Application Form: A completed application form submitted in a timely manner
- Application Fee: A nonrefundable application fee of $50. Checks should be made to Union University to the address indicated below.

- Official Transcripts: Official transcripts from ALL undergraduate and graduate schools attended. The minimum requirement for admission is an official Master's degree transcript from a regionally accredited college/university with a minimum GPA of 3.20. In addition, students must ensure that transcripts received from non-US institutions are translated and evaluated by a recognized agency, and forwarded directly to Union University to the address indicated below.
- Test Requirements: Official test scores from the Graduate Record Exam (GRE) must be forwarded to Union University (Institution Code: 1826), reflecting scores for all three sections of the GRE (verbal, quantitative, and writing). Results must be current within the last five years. For all applicants who are not native English speakers, a TOEFL test is required and official test scores must be forwarded to Union University (Institution Code: 1826).
- Documentation of at least five years of relevant professional experience in the Education sector (Verification of Experience form).
- Career Aspiration Essay: Students must submit an essay, typewritten and not to exceed 750 words, that addresses their reasons for seeking this degree and program, their leadership career aspirations, and their future professional goals.
- Recommendations: Rating forms from four persons: one from the applicant's employer (principal or supervisor for P–12 specialization); one from a previous graduate professor; and two from professional colleagues.
- Interview: Once the application has been reviewed, students may be scheduled for a personal interview with the program director.
- Leadership Role: Students are expected to have served a minimum of two years in a leadership position.
- Students applying for admission to the Ed.D. in Educational Leadership Program with a specialization in P-12 School Administration Instructional Leadership license concentration must provide the following additional items:
  1. Proof of teacher licensure
  2. Personal Summary including brief professional development plan and documentation of data showing improvement in student achievement (summary of TVAA/TCAP data, Gateway scores, etc.); copy of most recent performance appraisal (In TN, the Framework for Evaluation and Professional Growth).
  3. Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience.
  4. Recommendation form completed by the Director of the school system where the applicant is employed.
  5. Current professional resumé.
  6. Instructional Leadership Screening Committee Interview. Candidate is interviewed by an admission screening committee comprised of university and public school personnel who will make a recommendation to the Dean and Graduate Admission Committee concerning admission to the Instructional Leadership program.
- Mailing Address: Applications, fees, and supplementary materials should be sent to:
  Union University Box 1876
  Office of Graduate Studies in Education
  1050 Union University
  Jackson, TN 38305-3697
  OR
  Union University Germantown
  Office of Graduate Studies in Education
  2745 Hacks Cross Road
  Germantown, TN 38138
  OR
  Union University Hendersonville
  205 Indian Lake Blvd.
  Hendersonville, TN 37075
- Notification: Each student will be notified in writing of the decision regarding his/her admittance into the program.

[redacted]. The Graduate Education Admission Committee must screen all students who have completed application for admission to the Doctor of Educational Leadership program. Incomplete applications will not be presented to the committee. The committee, charged with selection of the best candidates for admission, reviews and evaluates each student's potential for admission according to a portfolio of the admission criteria.

The appointed Graduate Education Admission Committee utilizes uniform evaluation forms. After study of the student's admission portfolio, the committee recommends *full* acceptance, *provisional* acceptance, or *rejection*. A student provisionally accepted must complete designated criteria before being fully accepted to the program; however, she/he must take a maximum of 9 course credits on a provisional basis.

Program of Study

At the time of admission, a student may petition to transfer up to 9 graduate semester hours (recent "A" or "B" work from a regionally accredited institution) into the doctoral program with the approval of the Program Director. In addition, students in the P-12 School Administration specialization may petition to transfer a maximum of 15 semester hours of education specialist credit from regionally accredited institutions. Transferred credits become a part of an official Program of Study that is furnished to the student. It is the student's responsibility to follow the Program of Study carefully in scheduling classes.

Academic Requirements for Progression, Probation, and Suspension

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

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

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

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

Time Limitations

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

Graduation Requirements

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

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

Financial Information

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

The following are non-refundable fees:

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

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

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

Doctoral Processes

[illegible] 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 9-month period (Sept.–May) in the student's first year and a half of enrollment. This seminar serves as experimental ground for creating a scholarly community among doctoral students while they explore communication essentials, such as evaluating research articles, writing academic pieces including abstracts and literature reviews, and examining

the Qualifying Paper to a symposium of doctoral students, faculty, and community as an exit requirement for EDR 707.

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

-

Areas of Concentration

The Union University doctoral degree in Educational Leadership with a specialization in P-12 School Administration is offered on the Jackson, Germantown, and Hendersonville campuses as well as online for the Leadership in School Reform concentration. In each, doctoral courses and processes form a scholarly community to support students in their personal transformation and in identifying and addressing critical educational issues at the local, state, national, and international levels. The degree program has three areas of concentration:

1. Instructional Leadership (IL). The IL concentration offers a license program which can earn the graduate the Tennessee Instructional Leadership License. Through this concentration, which includes a practicum or internship that is closely supervised and directly related to the student's individual needs, doctoral students can earn licensure as a principal or supervisor under national standards approved by NCATE and Interstate School Leaders Licensure Consortium (ISLLC).
2. Teacher Leadership. The Teacher Leadership concentration is identical to the IL concentration; however, the Teacher Leadership concentration does not require the practicum/internship course necessary for Tennessee Instructional Leadership License (Teacher Leadership students take EDU 613 instead). This area of concentration is for doctoral students who desire the knowledge, skills, and dispositions of a school leader without the licensure.
3. Leadership in School Reform. The purpose of the Leadership in School Reform concentration is to create and actualize a vision for leadership in 21st century schools, embodying the best of research and practice in policy, child development, learning, teaching, and leadership within the context of school reform. In keeping with the trend of modern students and technology in learning, this degree is delivered fully online.

Course of Study

The Ed.D. in Educational Leadership P-12 School Administration degree requires completion of a minimum of 60 semester hours with a maximum of 9 hours allowable for transfer by petition from regionally accredited masters programs and an additional transfer of 15 hours permissible from regionally accredited education specialist programs. Thirty-six of the first 39 hours (EDR 707 enrolls only Ed.D. students) of Union's doctoral program are cross listed with the Union Education Specialist Degree in Educational Leadership. Ed.S. and Ed.D. students enroll in common courses in cohort style, with Ed.D. students meeting doctoral level expectations in research and reflection in all courses. Doctoral students complete a total of 60 semester hours of educational leadership courses that are designed to meet doctoral standards at the national level through NCATE and ISLLC.

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

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration
Concentration: Instructional Leadership/Span /MCID 638 BDC BTnSuDC BTiP

[illegible] (27 hours)
EDR 700—Research Issues in Educational Leadership
EDR 707—Leadership Research Seminar
EDR 712—Dissertation Seminar
EDR 710—Intermediate Statistics

(30 hours)
EDR 700—Research Issues in Educational Leadership
EDR 710—Intermediate Statistics
EDR 720—Research Methods and Design
EDR 725—Advanced Statistics and Design
EDR 750—Research in Higher Education
EDR 751—Dissertation Research
EDR 790—Dissertation (12)

- Minimum of 3.2 GPA in Ed.D. courses
- Dissertation Proposal (with Approval by Committee)
- Comprehensive Examination
- Oral Defense of Comprehensive Examination
- Dissertation
- Oral Defense of Dissertation

Course Descriptions

Education (EDU)

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

A study of teaching strategies which focus on student learning such as constructivism, brain-based teaching and learning, integrated thematic instruction, inquiry and multiple intelligence learning styles.

A critical examination of key theories, functions and practices involving leadership and organizations with specific emphasis on individual and organizational responses to change. In addition to traditional applications, students will analyze leadership styles and organizational case studies through multiple frameworks.

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.

Analysis of supervisory models and techniques, management techniques and group processes, staffing patterns and organizational structures to support teaching and learning. Students develop skills in all aspects of instructional planning.

The social, psychological, cultural and historical contexts of the student in higher education. Current trends, projections and models for practice will be considered and analyzed.

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.

Areas of the law as it impacts school administrators are studied including, but not limited to, sources of the law and the courts; the law, students and educational personnel; desegregation and its effects; school finance issues and school district liability; federal law; and regulations involving special education.

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.

Legal processes as well as legal rights, responsibilities, duties and liabilities of faculty, administrators and students within the context of higher education. Included will be studies from constitutional, statutory and case law.

An examination of the historical and philosophical system of education in the United States considering issues to include: American system of education, survey of theories of education, and factors and forces changing American education philosophies.

This seminar is offered to Union Ed.S. students only as one of the two bridge courses for admission to the Ed.D. in Educational Leadership—Specialization in P-12 Administration. This course is designed to allow the doctoral student to analyze and synthesize current knowledge related to issues in politics, public policy and school instructional practices. The course will focus on relationships between public policy and education; recognizing policy issues; and relating policy initiatives to student welfare. Current philosophical and cultural issues reflective of local, regional, national and global contexts will be studied.

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

Prerequisite: approval from Office of Graduate Studies in Education.
The practicum for the Administration and Supervision concentration (Standard Route) is an eight-month, mentored experience in a cooperating school system. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students in the Education Specialist Administration and Supervision concentration develop and present a "Leadership Growth Paper" in the context of their practicum work. Pass/Fail.

Continuation of 737 using a graded format.

The Internship is an approved, mentored, experience that provides the Higher Education student the opportunity to engage with issues impacting the nature and function of higher education in a workplace environment. Students prepare an "Executive Summary" that reflects the context of their internship experience.

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

Prerequisite: EDU 741
Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

Current policy and assessment issues in with specific attention to the nature and function of policies that impact administrative posts in higher education as well as assessment strategies and procedures in diverse higher education settings.

This Series introduces the student to the diverse, interdisciplinary issues of higher education while considering current issues and trends in higher education and encouraging engagement between the areas of practice, research, and theory.

Prereq: successful completion of all EdD coursework and Comprehensive Exams.
Doctoral-level course offers an opportunity, within one semester, to extend the time needed by EdD students to develop the dissertation proposal. Special permission for this course should be requested through the Dean's office. Pass/Fail.

A seminar course dealing with the theoretical and applied bases of educational administration in multicultural contexts. Students examine through readings the needs and characteristics of various cultural groups with the focus on translation to practice and policy.

A variable topics course in either Leadership Issues or Leadership Practice that do not appear in regular course offerings. These group studies may be offered as needed.

Education Research (EDR)

Students learn to locate, critique, and report research findings; apply introductory methods of analyzing, synthesizing and evaluating research evidence; compare types of qualitative and quantitative educational research; and design a "Problems Paper" utilizing action research in an educational leadership context.

Prerequisite: EDR 700
This course provides students opportunity to demonstrate clear understanding of the interrelated nature of the experiences from the educational leadership courses in their doctoral program through critical discourse on contemporary issues. The seminar series will serve as experimental ground for creating a scholarly community among doctoral students while they explore communication essentials, such as evaluating research articles, writing academic pieces including abstracts and literature reviews, and examining effective presentation skills. The final product of the 3rd segment of the seminar is the completion of the Qualifying Paper, a substantial critical analysis of the theoretical and empirical literature related to educational leadership, which may or may not be related to the student's dissertation topic. The first enrollments are graded IP (In Progress) if work is satisfactory or F if not. The final satisfactory enrollment will award 3 graded hours that repeat the IP from the previous enrollments such that the student earns a total of 3 hours when fully successful.

Prerequisite: EDR 700.
This course is designed to provide the student an opportunity to analyze data from experimental designs using analysis of variance and multiple regression and to apply the data for school improvement.

Prerequisite: EDR 707

This course is offered in seminar format in 3 segments. It serves as experimental ground for creating a scholarly community among doctoral students, coinciding with enrollment in EDR 710, 720 and 725. The seminar assesses researchable questions in leadership and administration in a student's area of specialization resulting in a Dissertation Proposal. Repeated for a maximum of 3 hours credit. The first enrollments are graded IP (In Progress) if work is satisfactory or F if not. The final satisfactory enrollment will award 3 graded hours that repeat the IP from the previous enrollments such that the student earns a total of 3 hours when fully successful.

Prerequisite: EDR 710.

This course is designed to provide the student an opportunity to explore the issues, procedures, and problems associated with methods and design of qualitative and experimental models. Students are required to begin the dissertation prospectus process during this course.

Prerequisite: EDR 720.

This course is designed to address multivariate statistical analysis and advanced design analysis in educational research. Specific attention is given to individual student research and the completion of the dissertation proposal.

The Series introduces students to the diverse, interdisciplinary issues of higher education while considering current issues and trends in higher education and encouraging engagement between the areas of practice, theory and research.

Prerequisite: EDR 750

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

cm2-4BT/T11 1 Tf10 0 0 10 321.75 9sciplinary issues of higvar(Prerequis

SCHOOL OF SOCIAL WORK

Degrees Offered

Available on the Jackson and Germantown Campuses

- Master of Social Work

Master of Social Work Mission Statement

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

Program Outcomes

The goals of the Master of Social Work Program are:

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

Program Delivery

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

www.uu.edu/msw/

Accreditation

The M.S.W. program is accredited by the Council on Social Work Education (CSWE).

Graduate Program Admission Requirements

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

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

Program Options:

Full-time Program (Two years):

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

Part-time Program (Three years):

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

Advanced Standing Program:

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

1. A minimum GPA of 3.0 in the undergraduate program.
2. At least a grade of "B" in the Advanced Standing

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

Provisional Admission

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

Transfer of Credit

Graduate credit for courses earned at a regionally accredited university and in a CSWE-accredited MSW program may be transferred to Union University if the courses are essentially the same as those required in the MSW program. Evidence of similarity may be requested by presenting course descriptions or a syllabus from the institution where the course was taken. Such transfer credit will not be allowed for courses used to satisfy another degree at another institution. The maximum number of semester hours that may be transferred to Union University and applied to the MSW degree is nine hours, unless extenuating circumstances are presented such as to require special faculty approval otherwise.

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

Financial Information

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

Course Descriptions: Social Work (SW)

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

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.

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

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

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

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.

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

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

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

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

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

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.

Advanced graduate level research course designed to offer the student an opportunity to demonstrate advanced theoretical and practical approaches to program planning,

Social Work Electives

The School of Social Work offers a selection of elective classes each year. Nine hours of elective credit are required for the M.S.W. These elective classes give students an opportunity to specialize in particular fields of social work practice or to explore social problems in depth.

[illegible]

Prepares students with resources to successfully submit competitive proposals and state and federal applications for

SCHOOL OF NURSING

Degrees Offered

Master of Science in Nursing

without previously earned Bachelor's degree
- Nursing Administration (online)
- Nursing Education (online)
- Nurse Practitioner (Family, Pediatric, Adult/Geriatric)

with previously earned Bachelor's degree in a field other than nursing
- Nursing Administration (online)
- Nursing Education (online)
- Nurse Practitioner (Family, Pediatric, Adult/Geriatric)

with previously earned Bachelor of Science in Nursing Degree
- Nursing Administration (online)
- Nursing Education (online)
- Nurse Practitioner (Family, Pediatric, Adult/Geriatric)

Post-master's Certificate

(online)
(online)
(Family, Pediatric, Adult/Geriatric)

Doctor of Nursing Practice

without previously earned Bachelor's degree
- Executive Leadership (online with scheduled on-campus intensives)
- Nurse Practitioner (Family, Pediatric, Adult/Geriatric)

with previously earned Bachelor's degree in a field other than nursing
- Executive Leadership (online with scheduled on-campus intensives)
- Nurse Practitioner (Family, Pediatric, Adult/Geriatric)
- Nurse Anesthesia

with previously earned Bachelor of Science in Nursing Degree
- Executive Leadership (online with scheduled on-campus intensives)
- Nurse Practitioner (Family, Pediatric, Adult/Geriatric)
- Nurse Anesthesia

(intended for Nurse Leaders and post-certification NPs and CRNAs; offered online with scheduled on-campus intensives)
- Executive Leadership
- Nurse Practitioner (Family, Pediatric, Adult/Geriatric)
- Nurse Anesthesia

Mission Statement for the School of Nursing

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

MASTER OF SCIENCE IN NURSING

SCHOOL OF NURSING

Available on the Jackson, Hendersonville, and Germantown Campuses

Mission Statement

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

Program Goals

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

Program Outcomes

The graduate of the master's nursing program will be able to:

1. Incorporate theory and research in advanced nursing practice.
2. Assume leadership roles in one's speciality area of nursing to promote health and well being of persons in an intercultural world.
3. Integrate knowledge of health care economics and policy into the delivery of cost effective, ethically responsible nursing care.
4. Manage information using technology to influence nursing practice.
5. Demonstrate competency in the selected nursing practice.

The Cohort Approach and Calendar

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

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

Program Admission Requirements for All Tracks

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

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

include a Science GPA of 3.0 on 4.0 scale, defined as Anatomy and Physiology 1 and 2, and Statistics is preferred.

Applicants are required to submit the following:

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

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

3. The following undergraduate nursing courses must be completed with a grade of "B' or above by May 31st of the year the applicant plans be considered for the MSN cohort. The nursing courses may be in progress when the applicant notifies the coordinator of their readiness to be considered for the MSN applicant pool.
   - NUR 306 Scientific Writing
   - NUR 330 Research

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

1. Applicants must complete or show evidence of completion of the following undergraduate courses:
   - Anatomy and Physiology 1 and 2 – 8 hrs.
   -

MSN, Education, Administration, Nurse Practitioner Tracks

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

I. MSN Core Requirements—17 hours
   A. NUR 515, 516, 523, 526, 533, 545, 559

II. Education Track—41 hours
   A. Complete the MSN Core (above)
   B. BIO 500; NUR 507, 517, 537, 544, 607, 622, 538, 642

III. Administration Track—39 hours
   A. Complete the MSN Core (above)
   B. Specialty: 525, 528, 535, 548, 572, 593, 615, 693A, 695B

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

Post-Master's Certificate Program in Nursing Description

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

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

A Post-Master's Certificate in Nursing is not available for the Nurse Anesthesia track.

Mission Statement

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

Program Outcomes

The nursing education certificate prepares nurses for educator positions in various settings such as staff development, patient education, schools and colleges. The nursing administration certificate prepares nurses for a variety of administrative and leadership positions in health care delivery systems. The nurse practitioner certificate prepares nurses to serve in a variety of clinical practices.

Schedule

The certificate program is part-time study with classes generally occurring one day per week or online. Clinical requirements of practicum commonly require more than one day per week.

Curricular needs of full-time MSN cohort students will be given priority.08The312.rse/m com6268celg2a1u1995 ɘividual cou3ƎBy9

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

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

Financial Information

Tuition is $525 per semester hour for Education and Administration Post-Master's Certificate programs and $510 for Nurse Practitioner Track. Full payment for a term is expected at the time of registration for classes.

Certificate/Program Completion fee: $25

Any combination of the following payment methods is available:

1. Check, cash, or credit card.
2. Employer reimbursement.
3. FACTS (and electronic monthly draft from a savings or checking account) The cost of books is approximately $150 per course.

Employer Tuition Reimbursement Policies

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

Certificate Program Completion Requirements

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

1.

Academic Standards, Requirements for Progression, Probation, and Dismissal

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

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

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

Financial Information

Tuition Rates

RN to DNP tuition
- Nurse Practitioner
  - Undergraduate..... $420/credit hour
  - BSN to DNP.....$14,300/year
- Executive Leadership
  - Undergraduate..... $420/credit hour
  - BSN to DNP.....$12,750/year
- Nurse Anesthesia
  - Undergraduate..... $420/credit hour
  - BSN to DNP.....$26,500/year

BSN to DNP tuition
- Nurse Practitioner .....$14,300/year (F, S, Su)
- Executive Leadership.....$12,750/year (F, S, Su)
- Nurse Anesthesia.....$26,500/year (F, S, Su)

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

Application Fee

Course Descriptions: Biology (BIO)

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

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

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.

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)

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.

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

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.

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.

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.

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.

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

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.

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.

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

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

Prerequisites: NUR 593, 694A, 695B
A practicum experience designed for synthesis of theory and practice where students develop, implement, and evaluate advanced practice leadership strategies in a health care systems area of focus. An understanding of systems structures, processes, and outcomes is gained through practical experiences, personal reflection, and seminar discussions. Graded Pass/Fail.

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.

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

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

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

Experiential application of the concepts examined in Introduction to Administrative Nursing Practice in a workplace setting with a preceptor in nursing management. Pass/Fail.

2eminar (1-3) A non-lecture research and discussion course. Course esearetial applicay fart9 Tm. Pass/Fail.

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.

Prerequisites: NUR 593, 693A
A practicum experience designed for synthesis of theory and practice where students develop, implement, and evaluate advanced practice leadership strategies in a health care systems area of focus.

Prerequisites: NUR 514, 530.
This course enables the implementation of the research proposal developed in the nursing research course. This project will focus on a problem in a school/college of nursing or health care delivery system. The subject of health care improvements is emphasized through nursing research utilization. Pass/Fail.

Prerequisites: NUR 514, 530.

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

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

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

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

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

DOCTOR OF PHARMACY

Available on the Jackson Campus

Union University's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE, *www.acpe-accredit.org*), the national organization that accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and selected non-U.S. sites. Questions about the status of the University's accreditation may be posed to the Dean of the School of Pharmacy's office (731.661.5958) or to ACPE (312.664.4652).

Mission Statement

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

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

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

Program Outcomes

- Provide compassionate patient-centered care to patients from various socio-economic and cultural backgrounds
- Solve patient-care problems and develop appropriate pharmacotherapy plans via evidence-based decisions
- Successfully manage a patient-centered practice, including the management of personnel
- Provide pharmaceutical care, including the development of disease state management programs
- Provide appropriate health and wellness services to the patients for which they provide care
- Communicate appropriately with patients, their family members and other health professionals
- Function as members of interdisciplinary patient care teams
- Effectively evaluate professional literature and use these findings to improve patient care
- Utilize informatics as appropriate throughout their practices
- Practice in a legal and ethical manner

Graduate Program Admission Requirements

The pre-professional educational design for candidates applying to the School of Pharmacy is based on college-level course work in the areas of basic chemistry,

Progression of Students

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

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

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

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

Students may appeal in accordance with procedures detailed under "The Appeal Process" in the *Campus Life Handbook*.

Remediation

Didactic

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

Process for Remediation

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

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

Qualifications for Remediation

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

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

5. Failure in this remedial course will count as failure similar to any other course with respect to the student's official transcript, calculation of the cumulative grade point average, and academic standing.
6. Both course grades will appear on the transcript and will be used in calculation of the student's cumulative grade point average. Academic standards are in place and failure a second time in the course(s) may have serious consequences and may result in dismissal from the program.
7. Remediation is not a guaranteed right of the student and should be regarded as a privilege, which must be earned by a student through active participation in the educational program as demonstrated by regular class attendance,

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

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

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

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

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

This elective course covers a broad range of community pharmacy management topics, including scheduling, inventory, employment law, claims adjudication, and personnel issues. Special attention is also given to effective communication and conflict negotiation skills. In-class

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

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

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

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

This elective course is designed strengthen the student's knowledge of infectious disease topics with emphasis on application of primary research 0.0p7urrent guidelines in various disease states. The course will utilize group discussion of primary literature including reviews, guidelines 0.0pprimary research 0rticles on selected topics in the area of infectious disease therapeutics. Students will also give presentations on other related topics that will extend their knowledge beyond that provided in previous coursework.

Concepts 0.0ptheories of pharmacoeconomics 0.0phuman resource management in all pharmacyppractice settings: planning, implementation, 0.0panalysis processes as related to personnel along with fiscal management at the systems, pharmacyp0.0ppatient level.

Ha.0s-on opportunity for students to apply concepts of physical assessment a.0pinterviewing in a clinical laboratory environment. Students will be able to assess response to drug therapy by combining physical assessment with patient interviewing a.0pwill also develop their skills in communicating with patients.

This course introduces the concepts of pharmaceutical carepprior to advanced pharmacyppractice experiences by placing students in the clinical environment. Students will have the opportunity to have direct patient contact, 0.0p

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

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

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

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

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

Advanced Pharmacy Practice Experience (APPE)

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

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

SCHOOL OF THEOLOGY AND MISSIONS

Degrees Offered

Available On li e a d . he Jack . , Ge a , He de . ille Ca e

- Master of Christian Studies

Available a he Olf d Ce e . f he Ge a Ca e

- Doctor of Ministry with an Emphasis in Expository Preaching

Available i a e hi i h he Ba i The l gical Se i a , Si ga . e

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

Mission Statement

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

MASTER OF CHRISTIAN STUDIES

SCHOOL OF THEOLOGY AND MISSIONS

Purpose Statement

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

Program Emphases

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

Expected Student Learning Outcomes

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

Required Courses Include:

Old Testament I: Promise, Covenant, and Praise .. 3 hrs.
Old Testament II: Wisdom, Justice, and God's Rule ... 3 hrs.
New Testament I: Gospels and Acts..... 3 hrs.
New Testament II: Letters of the New Testament . 3 hrs.
Bible Study for Preaching and Teaching ..... 3 hrs.
Theology I: God, Revelation and Humanity..... 3 hrs.
Theology II: Christ, the Spirit, and Last Things.... 3 hrs.
Church History I: Early and Medieval Christianity 3 hrs.
Church History II: Reformation and Modern Christianity..... 3 hrs.
Introduction to Christian Ethics ..... 3 hrs.
Christian Leadership..... 3 hrs.
Total: ..... 33 hrs.

Academic Calendars and Schedules

Calendars and Schedule of Course offerings for the M.C.S. program follow those for non-cohort programs. For additional information see *http://www.uu.edu/academics/graduate/mcs/*

Admission Requirements

1. A Baccalaureate degree from a regionally accredited institution as documented on official transcripts, which must include all postsecondary academic work
2. A minimum college cumulative grade point average of 2.4 (on a 4.0 scale). Applicants with a college cumulative grade point average below 2.4 (on a 4.0 scale) are accepted on academic probation on an individual basis.
3. Complete Union M.C.S. Application Form and $25 application fee.
4. Three personal letters of recommendation.
5. An Autobiographical Essay of 3-5 pages, describing the applicant's spiritual pilgrimage.
6. If English is not a student's first language, minimum scores of 560 or 220 computer must be achieved on the TOEFL.

Transfer of Credit

Up to nine semester hours of graduate credit from a regionally accredited college or university may be transferred into the degree program at the time the student is admitted provided the grades earned were B or higher.

Financial Information

Application Fee: $25
Graduation Fee: $25
Tuition per Semester Hour: $305

Paymer 434.790535Gradue3.cepteewmjETEMC /Span ≠MCID 3BD6 Tr

Course Descriptions: Master of Christian Studies (MCS)

An investigation of the theological implications of God's promises that were given to his covenant people, as well as the people's response to God in praise and lament. This course will analyze these themes through the study of the history, background, literary genre, structure, and theology of Genesis through Psalms. Exegetical methodologies for analyzing narrative and poetic texts will be introduced.

An investigation of how practical principles of divine wisdom impact human behavior and doubting, how God's plan to create a world of justice and trust impacted Israelite and world history, and how God's sovereign power will one day triumph and usher in the messianic kingdom. This course will introduce a method of analyzing the prophet's messages in order to perceive how they attempted to transform the worldview of their audiences by persuading them to change their thinking and behavior.

Offered as needed

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

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

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

Graduate studies seminar to be used at the discretion of the department.

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

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

DOCTOR OF MINISTRY

SCHOOL OF THEOLOGY AND MISSIONS

Purpose Statement

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

Program Emphases

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

Expected Student Learning Outcomes (Stephen Olford Center)

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

Expected Student Learning Outcomes (Singapore)

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

Calendar (Olford Center)

The Doctor of Ministry is delivered in two semesters per year. All seminars are delivered on site at the Stephen Olford Center. Seminars will require pre-seminar assignments. The student begins the program with the Summer/Fall Semester by enrolling in the July Seminar(s). Seminar 1 will meet Monday through Friday of the second week, beginning the second Monday following

Application Deadlines

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

b. The dissertation chair recruits the dissertation committee, consisting of two other persons. One of these will be an STM faculty member. The third person may be an STM faculty member, but may also be a UU faculty member from another discipline or may be a qualified non-faculty member, such as a pastor.
c. The professor of the research seminar has responsibility for assigning the grade for the DMIN 620 seminar.

[illegible]

1. The dissertation chair works with the student in research and further development of the project.
2. The dissertation chair works with the student and with the IRB (Institutional Review Board) to gain any necessary IRB approval.
3. The dissertation proposal is submitted to the DMin Committee of the STM faculty, a committee appointed annually by the Dean of the School of Theology and Missions. The DMin Committee works with the dissertation committee and the student until the DMin Committee approves the proposal.

[illegible]

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

Graduation Requirements

- Complete required semester hours for the degree with a cumulative GPA of 3.0.
- Complete all required seminars for the track in which the student is enrolled (expository preaching or leadership).
- Complete and successfully defend the dissertation as defined in “Doctoral Processes.”
- File the Application for Graduation with the Doctor of Ministry Office. The deadline is March 1 for candidates who plan to complete requirements by the May Commencement and October 1 for candidates who plan to complete requirements by the December Commencement.
-

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

Prerequisite: DMIN 610.
An introduction to methods of research necessary for completion of the DMinEP dissertation or project.

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

Prerequisites: DMIN 610 and 615.
Aspects of sermon content will be studied with a view to improving message content. Also, there will be an analysis and assessment of the dynamics of communication in relations to the practice of expository preaching. Biblical principles related to communication will be explored, as well as contemporary theory and models.

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

Prerequisites: DMIN 610 and 615.
An in-depth study of the genres of literature in the New Testament, focusing on hermeneutical and homiletical issues related to preparing expository messages from the New Testament.

Prerequisites: DMIN 610 and 615.
An in-depth study of the genres of literature in the Old Testament, focusing on hermeneutical and homiletical issues related to preparing expository messages from the Old Testament.

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

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

Prerequisites: DMIN 610 and 615.
A consideration of how preaching engages culture and the world. Focuses on the dynamics of evangelistic preaching and preaching cross-culturally.

Prerequisite: Successful completion of all nine DMIN seminars and permission of the Doctor of Ministry Program Director.
The writing of an original dissertation that contributes significantly to the praxis of expository preaching or ministry leadership.

Other Variable Credit and Variable Content Courses

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

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

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

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

MASTER OF ARTS IN INTERCULTURAL STUDIES

Mission

To provide a rigorous interdisciplinary program in intercultural studies designed to complement academic and professional preparation in a variety of fields.

Admission Information

Admissions requirements

All students, whether degree-seeking or non-degree-seeking, who wish to take M.A.I.S. courses must meet the prescribed admission criteria.

Academic Calendar and Schedules

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

Graduation Requirements

1. Completion of the 27 hours of required M.A.I.S. course work.
2. Completion of a 12-hour professional emphasis approved by the program director.
3. A minimum grade point average of 3.0 for the required course of study.
4. Transfer credit: maximum 12 hours with grades of B or higher and approval of Director.

Financial Information

Application Fee: ..... $ 25
Graduation Fee: 25
Tuition/semester hour: 420

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

Financial Assistance

M.A.I.S. students on the Jackson campus may qualify for Federal Stafford Loans.

Study Abroad/External Academic Programs

All students participating in external academic programs in the United States or abroad must officially notify the University prior to beginning the registration process for the program. Failure to do so may jeopardize appropriate transfer of credits and/or applicable funding. All students who study abroad or other external academic program pay a $125 fee to cover administrative costs involved in the study abroad program. Additional fees may be assessed as necessary to cover specific expenditures required for study in a particular program. For additional information, contact the Institute.

Course Offerings in Intercultural Studies (ICS)

[illegible]

An examination of intercultural communication with a focus on self-awareness and developing effective communication.

[illegible]

An introduction to the professional intercultural environment designed to help the student develop an awareness and understanding of the knowledge and skills needed to develop a professional framework for employment in other cultures.

[illegible]

A study of organizational systems encountered across cultures. Emphasis is on developing skills necessary for the recognition and assessment of systems and strategies for successful interaction with these systems.

[illegible]

A course designed to provide students with conceptual tools and research skills in the area of comparative cultural studies. The hands-on approach helps students prepare

[redacted]

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

[redacted]

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

[redacted]

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

[redacted]

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

BOARD OF TRUSTEES

Alphabetically with Year When Terms Expire

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

Trent Bullock, *Paris, Tennessee* (2015)
Trent Butler, *Jackson, Tennessee* (2014)
Bob Campbell, *Jackson, Tennessee* (2016)
Bill Dement, *Jackson, Tennessee* (2015)
Craig Fitzhugh, *Ripley, Tennessee* (2015)
Gil Fletcher, *Humboldt, Tennessee* (2015)
Polk Glover, *Obion, Tennessee* (2014)
Tommy Moore, *Dresden, Tennessee* (2016)
Frank Page, *Nashville, Tennessee* (2015)
Brian Palmieri, *Swansea, South Carolina* (2014)
Jeff Perkins, *Greenfield, Tennessee* (2014)
Roland Porter, *Medon, Tennessee* (2015)
Linda Shoaf, *Horn Lake, Mississippi* (2014)
Danny Sinquefield, *Bartlett, Tennessee* (2015)
Harry Smith, *Germantown, Tennessee* (2016)
Catherine Via, *Bells, Tennessee* (2014)
Patti Waggoner, *Nashville, Tennessee* (2016)
Fred Ward, *Huntingdon, Tennessee* (2014)
John Woods, *Jackson, Tennessee* (2014)

Trustees Emeritus

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

( ) Date of Employment

President

(2014) President. B.S., Baylor University; M.S. and Ph.D. Texas A&M University.

Office of the Provost

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

(1976). Associate Provost for International and Intercultural Studies, University Professor of Language and Director of the Institute for International and Intercultural Studies. B.A., Mississippi College; M.A. and Ph.D., Louisiana State University; Additional study, Vanderbilt University, University of Kentucky, and the Intercultural Communication Institute.

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

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

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

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

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

Deans

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Vice Presidents

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

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

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

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

(1978) Vice President for Institutional Research and Hammons University Professor of Chemistry. B.S., Union University; Ph.D., University of Illinois; Additional study, University of Florida, Oak Ridge Associated University, Argonne National Laboratory; Harvard University, and Oxford University, England.

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

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

Program Administration

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

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

(2005) Director of Master's Programs—Jackson and Professor of Education. B.S., Union University; M.Ed., University of Memphis; Ed.S. and Ed.D. Union University.

(2000) Director of Ed.D., online programs and Professor of Education. B.A., Lambuth University; M.Ed. and Ed.D., Vanderbilt University.

(1998) Coordinator, Graduate Nurse Anesthesia Program.

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

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

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

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

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

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

▼ ▪ ▪ ▪ ▪ l (2006) Associate Professor of Engineering. B.S.M.E. and M.S.M.E., Rose-Hulman Institute of Technology; Ph.D., Northwestern University.

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

▪ ▪ ▼ ▪ ▼ ▪ ▪ (2003) Professor of Social Work. B.S., Sam Houston State University; M.S.W. and Ph.D., Barry University; A.C.S.W., L.C.S.W.

▼ ▪ ▪ ▪ ▼ ▪ (2006) Professor of Biology and Department Chair. B.A., Hanover College; Ph.D., University of North Carolina.

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

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

(2003) Assistant Professor of Library

[illegible] (2010) Associate Professor of Engineering. B.A., Samford University; B.S. and M.S., Washington University; Ph.D., University of Colorado.

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

[illegible] (2010) Assistant Professor of Physics. B.A., Wheaton College; M.S. and Ph.D., University of Illinois.

[illegible] (1995) Professor of Sport Management. B.S., and M.S., [illegible] (and M.[illegible]

Chair, Undergraduate Program—Germantown and Associate Professor of Nursing. A.A., Itawamba Junior College; B.S.N., Mississippi University for Women; M.S.N. and D.N.Sc., University of Tennessee Health Science Center.

(2010) Professor of Management. B.S. and M.S., Oklahoma State University; Ph.D., University of Houston.

(2013). Assistant Professor of Economics. B.B.A. and M.B.A., University of North Alabama; Ph.D., University of Mississippi.

(2001) Professor of Engineering and Director of Accreditation. B.S. and M.S., University of Illinois; M.Sc. and Ph.D., New Jersey Institute of Technology; P.E., CEM.

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

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

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

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

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

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

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

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

(1987) Professor of Nursing and Assistant Director of the Honors Community. B.S.N., Murray State University; M.S.N., University of Evansville; Ph.D., University of Tennessee, Health Science Center.

INDEX

A

Academic Calendars, 15–18
Academic Requirements, 12
Admission, 7
Application Fee, 7
Art Education (MAEd), 29
Athletics, 6
Attendance, 12
Audit, 12

B

Biblical Studies (MAIS), 114, 115
Business Administration
  DMin, 111
  MBA, 20, 24

C

Calendars, 15–18
Christian Ministry (MAIS), 114, 115
Classification of Students, 12
Counseling (MAEd), 28
Curriculum and Instruction
  EdD, 64
  EdS, 57

D

Degrees Offered
  DMin, 111
  DNP, 87
  EdD, 63
  EdS, 58
  MAEd, 28–29
  MAIS, 113
  MBA, 20, 24
  MCS, 105
  MEd, 53
  MSN, 81
  MSW, 75
  PharmD, 96

H

Higher Education, EdD, 67
History of Union University, 3
Housing, 7
Human Growth and Development (MAEd), 28, 29

I

Instructional Leadership
  EdD, 65
  EdS, 56
Intercultural Studies (MAIS), 114, 115

L

Library, 6
Library Information Specialist (MAEd), 29

M

Mission Statement of the University, 3

N

Nurse Practitioner (MSN), 82

P

Post (MSN) Master's Certificate, 82–83
Purpose of Union University, 3

R

Reading Specialist (MAEd), 29
Refunds, 13

S

Secondary Education (MAEd), 29
Special Education (MAEd), 29

T

Teacher Licensure, 48, 56, 57, 65, 66
Trustees, 117

U

Urban Education, 44

W

Withdrawal from Classes, 12

UNION
UNIVERSIT

1050 Union University Drive | Jackson, TN 38305-3697
2745 Hacks Cross Road | Germantown, TN 38138
205 Indian Lake Blvd. | Hendersonville, TN 37075

www.uu.edu/catalogue/graduate