2015-2016

Graduate Academic Catalogue

Announcements for the One Hundred and Ninety-second Year

Since 1823

2015

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AN OVERVIEW OF THE UNIVERSITY

Our Identity

Union Uni ersit is an academic comm nit , af liated

The Stephen Olford Center is an 18-acre facilit in so theast Memphis hich incl des more than 40 hotel-st le rooms for conference attendees; dining facilities; a patio and s imming pool; a ne l donated librar ith abo t 32,000 ol mes; classrooms and of ces; and a chapel.

Union also has an off-camp s site in Henderson ille, Tennessee. The Henderson ille camp s is located at the strategic intersection of Indian Lake Bl d. and Maple Dri e. The attracti e 26,000 sq. ft. m lti-p rpose facilit effecti el ser es the e panding program offerings in the middle Tennessee area.

An abbre iated description of Jackson camp s facilities follo s. A more detailed description of each b ilding as ell as the ser ices a ailable in each, is presented in the *Campus Life Handbook,* a ailable at *www.uu.edu/studentservices/handbook*.

Penick Academic Complex

The Penick Academic Comple ho ses the G.M. Sa age Memorial Chapel, Fred DeLa G mnasi m, E.T. Rock Palmer Acti ities Center, Of ce of Career Ser ices, W. D. Po ell Theatre, Waldrop Administrati e Center, Union Station, Information Technolog , Emma Waters S mmar Librar , H ndle Center for Academic Enrichment, and the Warren Jones Academic S ite. The Comple incl des the Arts & Sciences departments of Art, Comp ter Science, Engineering, English, Histor , Lang age, Mathematics, Ph sics, Political Science, Ps cholog , and Sociolog & Famil St dies; the Ed cation & H man St dies department of Ph sical Ed cation, Wellness & Sport.

The Waldrop Administrati e Center contains the of ces of the Registrar, B siness Ser ices, Of ce of the Pro ost, Of ce of the President, and the Instit te for International and Interc lt ral St dies.

The Emma Waters S mmar Librar has immediate access to a collection of o er 150,000 books, 19,000 e-jo rnals, and 40,000 e-books. Thro gh membership in regional and national cooperati es it has access to the collections of n

Hyran E. Barefoot Student Union Building

The Barefoot St dent Union B ilding ho ses the St dent Dining Hall, E ec ti e Dining Room, Le ington Inn, Eldon B rd Fac lt Lo nge, Barefoots Joe coffeeho se, Har e A ditori m, Uni ersit Ser ices and Mail Ser ices, of ces for St dent Ser ices (Dean of St dents, Assistant Dean of St dents, St dent Go ernment Association, St dent Acti ities Co ncil, Co nseling, St dent Leadership De elopment, Residence Life, Health Ser ices, Coordinator of Uni ersit Acti ities, and Camp s Sec rit), of ces of Undergrad ate Admissions, Financial Planning, Enrollment Ser ices, Camp s Ministries (Missionar -In-Residence), and Pra er Chapel.

Carl Grant Events Center

The Carl Grant E ents Center is named in honor of Carl J. Grant to recogni e his generosit to and s pport for Union Uni ersit . The bea tif l state-of-the-art e ents center as designed to host signi cant conferences, dinners, banq ets, and special e ents. This magni cent facilit also contains the ni ersit s Heritage Center, a splendid pictorial presentation of the ni ersit , portra ing man of the highlights in the ni ersit s histor from 1823-2007.

Graduate Studies

All programs and objecti es in Grad ate St dies at Union Uni ersit deri e from the statement of Mission of Union Uni ersit . Accordingl , Grad ate St dies seeks to pro ide st dents ith a q alit ed cational e perience in a Christian ni ersit en ironment. Speci call , Union e pects grad ate st dents to:

- Demonstrate ithin their disciplines ad anced kno ledge and skills.
- Displa competenc in critical e al ation of iss es, trends and methodologies.
- Demonstrate the abilit to appl research that e tends the bod of kno ledge in the eld.
- Enhance their ethical decision-making abilit thro gh an academic en ironment integrated ith a Christian faith.
- B ild intellect al and moral kno ledge to cope ith a pl ralistic orld and better ser e their comm nities, b sinesses and schools.

Grad ate St dies seeks to re ect the Core Val es of Union Uni ersit in academics, Christian al es, de elopment of the hole person and personal attention to st dent needs. Its goals are to c lti ate a Christian academic comm nit hich is e cellence-dri en, Christ-centered, people-foc sed and f t re-directed.

Graduate Governance and Admissions

Fo rteen grad ate programs c rrentl e ist at Union Uni ersit : the M.B.A., the M.Acc., administered b the McAfee School of B siness Administration; the M.A.Ed., the M.U.Ed., the M.Ed., the Ed.S. and the Ed.D. degrees administered b the College of Ed cation and H man St dies; the M.S.W., administered b the School of Social Work; the M.S.N. and D.N.P., administered b the School of N rsing; the M.A.I.S., administered b the Instit te of International and Interc lt ral St dies; the M.C.S. and D.Min., administered b the School of Theolog and Missions; and the Pharm.D. administered b the School of Pharmac .

The Master of B siness Administration and the Master of Acco ntanc degree programs are administered b the M.B.A. Director and the Acco ntanc Coordinator respecti el , and b the Dean, McAfee School of B siness Administration. The Master of Arts in Ed cation, the Master of Urban Ed cation, the Master of Ed cation, the Master of Social Work, the Ed cation Specialist and the Ed cation Doctorate degree programs are administered b Program Directors and the Dean, College of Ed cation and H man St dies. The Master of Science in N rsing and the DNP is administered b the ario s track chairs and the Associate Dean for Grad ate Programs. The Master of Arts in Interc lt ral St dies is administered b the Associate Pro ost for International and Interc lt ral St dies in collaboration ith the MAIS Ad isor Co ncil and the Academic Co ncil comprised of all Uni ersit deans. The Master of Christian St dies is go erned b the M.C.S. Director and the Dean of the School of Theolog and Missions. The D.Min. is administered b the Dean of the School of Theolog and Missions. The Greater Fac lt is responsible for appro al of c rric l m and grad ate program policies. The Fac lt considers recommendations from the Uni ersit C rric l m Committee (UCC), hich is responsible for e amining grad ate programs, co rse offerings, and policies relati e to grad ate st dies at Union. Task teams ma be created b the Deans of the Schools/Colleges to consider and make recommendations to the UCC. Th s, signi cant c rric l m and polic changes and additions proceed from the Directors (and/or task teams) to the UCC to the Fac lt . The grad ate go ernance str ct re at Union Uni ersit is completed b the Pro ost, the President, and the Board of Tr stees.

The Program Directors are empo ered to make admissions decisions based on the appro ed and p blished admission criteria. Admission decisions of the n rsing grad ate program are made b the Grad ate N rsing Admissions Committee. The Grad ate N rsing Admissions Committee is comprised of the Dean, School of N rsing, Associate Dean of Grad ate Programs, and track chairs. The Grad ate B siness Admissions Committee, the Grad ate Ed cation Admissions Committee and the Grad ate Theolog and Missions Admissions Committee, comprised of b siness, ed cation or Christian St dies fac lt and directors respecti el , recei e

recommendations regarding candidates for admission ho do not meet reg lar admission req irements. The MAIS Ad isor Co ncil, comprised of the director and the fac lt across the disciplines, recei e recommendations from the MAIS Program Director regarding candidates for admission ho do not meet reg lar admission req irements. The respecti e Admissions Committees ma recommend Conditional Admission for st dents ho do not meet p blished criteria for admission.

Student Life

Grad ate st dents are elcomed and are enco raged to participate in the man religio s, c lt ral, and ed cational acti ities that take place on the Uni ersit camp s. For more information on st dent life, grad ate st dents ma cons lt the latest edition of *The Campus Life Handbook* at *www.uu.edu/studentservices/handbook*.

Student Conduct

At Union Uni ersit all members of the Uni ersit comm nit ha e a responsibilit to the al es of the Uni ersit and to one another. The commitment to these al es is e pected at an time a st dent is enrolled, hether or not school is in session. When st dents are accepted for admission to Union Uni ersit , the Uni ersit belie es the are capable of cond cting themsel es in a manner hich in ol es restraint and self-control hen s ch are necessar . Written r les and reg lations cannot be pro ided for e er act or condition that ma occ r in the li es of se eral tho sand st dents. Ho e er, the general polic of cond ct at Union Uni ersit is that st dents cond ct themsel es as persons of faith ho stri e to e emplif the character of Jes s Christ thro gho t their dail li es.

Union Uni ersit grad ate st dents are bo nd b the policies and proced res listed in the *Campus Life Handbook* and the s pplemental departmental and/ or program handbooks. Where there ma be con icting policies, the policies listed in the *Campus Life Handbook* ill take precedent. For more information abo t Uni ersit comm nit al es or the j dicial process at Union Uni ersit , please refer to the latest ersion of the *Campus Life Handbook* at *www.uu.edu/studentservices/handbook*.

Chapel and Spiritual Life

Chapel is one of the distincti e feat res of the Christian college and is for the strengthening of faith in God, for instr ction, and for the enrichment of the spirit al life of the total ni ersit famil .

Chapel attendance is not comp lsor for grad ate st dents. Ho e er, grad ate st dents are in ited to attend as ell as participate in other spirit al acti ities incl ding acti ities sponsored b the Of ce of Uni ersit Ministries, the Baptist N rsing Fello ship, and the Fello ship of Christian Athletes.

Con dentiality of Student Records

hose GPA from co rses taken at Union is belo 2.5 ill be s spended from the grad ate degree program. While s spended from the degree program, the st dent ma , in an effort to impro e the GPA, repeat co rses in hich a grade of C or F has been recei ed. When the st dent's GPA has been raised to 2.5 or higher, the st dent ma appl for readmission to the degree program. See also each program for program speci c progression policies. (For pharmac st dents, this component is monitored b the Academic and Progression Re ie Committee of the School of Pharmac . Contin ed enrollment eligibilit in the School of Pharmac is deemed to be satisfactor academic progress for nancial aid eligibilit since the Schools standards are more stringent than Federal req irements.)

A grad ate st dent s spended from the grad ate program is not eligible to le for Veterans Administration Bene ts.

Appeal Procedures

A st dent ho ishes to appeal for a ariance from grad ate policies or proced res sho ld direct a ritten petition to the academic dean or the Associate Pro ost for International and Interc lt ral St dies req esting the ariance and caref ll o tlining the reasons for the req est. The req est m st be recei ed no later than 90 da s after the iss ance of the grade. After consideration of the petition, the Dean/Associate Pro ost ill determine hether the petition can be granted and ill inform the st dent, in riting, of the decision.

If the st dent is dissatis ed ith the Dean's/Associate Pro osts response to the petition, the st dent ma then appeal the Dean's/Associate Pro osts decision to the Grad ate Appeals Committee. The Grad ate Appeals Committee ill re ie the petition, gather information as it is needed, and render a decision. The Committee ill inform the st dent, in riting, of their decision.

If the st dent is dissatisfied ith the decision of the Grad ate Appeals Committee, that decision can be appealed to the Pro ost. The decision of the Pro ost in cons ltation ith the President ill be nal. Copies of all correspondence related to all formal petitions and appeals ill be kept for f t re reference in the st dent's le in the of ce of the respecti e Grad ate school.

Academic Grievance

Orderl proced res are pro ided b hich a st dent ma be heard concerning a j st academic grie ance. Proced res are o tlined in the *Campus Life Handbook* for the st dent ho ishes to register dissatisfaction ith the q alit of instr ction or performance of a professor.

Both the *Campus Life Handbook* and the *Faculty Handbook* detail the proced re for a formal grade appeal. The st dent sho ld rst ask the instr ctor ho the grade as determined. It is hoped that most problems can be resol ed at this le el.

Admission Information

General Admission Requirements

1. Completed application for the speci c program, incl ding pa ment of a $25 application fee.
2. Of cial transcript(s) sho ing all co rse ork, completion of baccala reate degree(s), and all grad ate credit pre io sl attempted.

Other program specific admission req irements are incl ded in the program sections of this Catalog e.

Additional Admission Requirements for International Students

All international st dents ill meet the same req irements for reg lar admission to the Uni ersit and for admission to the speci c grad ate program intended. International st dents ill be req ired to complete the International St dent Application for Admission as ell as the application for admission to the speci c grad ate program intended and a $50.00 application fee. All doc ments m st be in English, and the of cial transcripts m st be certi ed English translations. The follo ing additional req irements m st be met:

A. A ph sical e amination.
B. St dent ins rance appro ed b Union Uni ersit .
C. A nancial af da it.
D. A TOEFL score of at least 560 (Internet-based 80). Speci c programs ma req ire a higher score.

From a co ntr here the nati e lang age is English, st dents ill be admitted on academic credentials itho t regard to lang age req irements. Academic req irements ill be the same as for reg lar admission.

From a co ntr here the nati e lang age is not English, st dents ill s bmit of cial TOEFL score reports of not less than 560 for admission to Union Uni ersit .

From another accredited instit tion of higher learning in the United States, international st dents ill be req ired to meet the same req irements for admission as all other transfer st dents as ell as meeting the req ired TOEFL score.

Each international st dent shall prepa or sho responsible e idence (s ch as a go ernment scholarship) of ha ing an adeq ate s m of mone for one academic ear. This mone shall be eno gh to co er t ition and other e penses for the st dent hile enrolled at Union Uni ersit . Declaration of Finances forms are a ailable in the Admissions Of ce.

An I-20 form ma be iss ed onl after admission req irements and the abo e monetar req irements ha e been satis ed.

Special Categories of Admission

Provisional Students

With limited e ceptions, pro isional st dents are enrolled in eligible programs for the p rpose of obtaining a degree from Union Uni ersit . These st dents do not ha e immediate access to of cial doc ments in order to be f ll admitted. An credit taken hile in this stat s ill not be transferred as reg lar matric lated credit ntil the stat s has of ciall been changed. St dents ill be req ired to s bmit all o tstanding items to complete the admissions le in order for the pro isional stat s to be changed.

The st dent ill be bo nd b all general academic req irements imposed pon reg lar matric lated st dents so far as prereq isites, amo nt of ork, and q alit of ork are concerned. All ork completed or attempted ill be f ll doc mented in the Academic Center.

The st dent ill sign a contract at the time of admission de ning the stat s of a pro isional st dent accepting the limitation of that stat s. The st dent m st also sign a ai er so that Union Uni ersit ill ha e the right to req est those doc ments needed to complete the admission le.

A st dent ma remain on pro isional stat s for onl one semester and the s bseq ent short term nless special circ mstances e ist and permission for an e tension is gi en in riting b the Program Director. A personal conference ith the Program Director ma be req ired before the st dent is accepted for admission on a pro isional basis.

Non-Degree Seeking Students

Some st dents ma be admitted in this categor if the desire to take co rses primaril for special interest or on a isiting st dent basis. Often these special st dents are enrolled in other instit tions and are enrolled for onl one or t o terms at Union. St dents m st s bmit an application to the appropriate grad ate school, pa the application fee (nonref ndable), and s bmit an of cial transcript as proof of at least the baccala reate degree. St dents m st meet all req irements for admission to change from Non-Degree Seeking stat s to Degree Seeking stat s. A ma im m of 6 ho rs ma be taken as a Non-Degree st dent.

Registration Information

Registration dates for each term are gi en in the calendar of this catalog e. In order to accommodate the aried personal sched les of st dents, earl registration is also allo ed. The dates and times for earl registration ill be p blished for each term. St dents can also obtain this information from the appropriate grad ate program of ce.

Late Registration and Class Changes

Late registration and changes of classes are allo ed in some co rses and in accordance ith p blished deadlines in the Academic Center. A late registration fee or a class change fee ill be charged for these changes. Those considering late registration for a cohort program sho ld contact the appropriate grad ate program of ce.

A st dent making a change in his/her class sched le after completing registration ill follo this proced re:

1. Obtain proper forms from the appropriate grad ate of ce,
2. Sec re the signat re of his/her ad isor,
3. Present the forms to the appropriate grad ate of ce for the sched le change.

Withdrawal from Classes

St dents ill be allo ed to ithdra thro gh 11 eeks or its eq i alent and ill recei e the notation on their permanent records Withdre from all Classes as of the date the ithdra al as processed. St dents discontin ing class attendance itho t permission ill recei e an F in those co rses. In e ceptional cases, s ch as e treme illness or other circ mstances be ond the st dents control, the Registrar ma assign a grade of W for a ithdra al after the allo able period.

A st dent ithdra ing from all classes m st complete a ithdra al form and s bmit it to the appropriate grad ate program of ce.

Readmission

A candidate for the graduate degree must:

F. Ref nd polic for the e eek term is as follo s:
1. On or before the second da beginning ith the of cial da of registration as indicated on the Uni ersit calendar (if ithdra ing100% less $40 per co rse matric lation fee)
2. Da s one and t o . . . . . .100% less $40 per co rse
3. Da three 75%
4. Da fo r 50%
5. Da s e and si 25%
6. After da si , there is no ref nd.

G.Ref nd polic for the si eek term is as follo s:
1. On or before the second da beginning ith the of cial da of registration as indicated on the Uni ersit calendar (if ithdra ing100% less $40 per co rse matric lation fee)
2. Da s one and t o . . . . . .100% less $40 per co rse
3. Da three thro gh da fo r 75%
4. Da e thro gh da si 50%
5. Da se en thro gh da eight 25%
6. After the eighth da , there is no ref nd.

H.Ref nd polic for the eight eek terms is as follo s:
1. On or before the fo rth da beginning ith the of cial da of registration as indicated on the Uni ersit calendar (if ithdra ing100% less $40 per co rse matric lation fee)
2. Da s one thro gh fo r . . .100% less $40 per co rse
3. Da s e thro gh ten 75%
4. Da s ele en thro gh fteen. 50%
5. Da s si teen thro gh eighteen 25%
6. After the eighteenth da , there is no ref nd.

I. Reg lations for ref nds for all terms are as follo s:
1. St dents ref sing to conform to the comm nit al es of the Uni ersit forfeit all claims for ref nds.
2. All ref nd reg lations p t the responsibilit on the st dent. He/she sa es mone and a oids mis nderstanding b immediatel seeing the Vice President (or Assistant Vice President) for B siness and Financial Ser ices.

J. Proration of nancial assistance pon ithdra al
Information regarding proration of nancial assistance pon ithdra al from all classes or dropping of class(es) ma be fo nd belo in the Scholarship and Financial Aid section.

After eight academic da s there is no ref nd
Reg lations for ref nds for all terms are as follo s:

Fall Semester 2015 (16-week semester, 2015FFA)

August
18, T esda

May

6, Frida ..... Last Da to Withdra from All Spring Classes
16-19, Monda Th rsda ..... *Final E aminations
21, Sat rda ..... Grad ation

Summer Terms, 2016

First Term/June (4-week accelerated semester, 20161S)

June

1, Wednesda .....RegistrationDa and E ening Classes Begin
2, Th rsda ..... Late Registration; Last Da to Add a Class
6, Monda ..... Deadline to Drop (Co rse Does Not Appear on Transcript)
10, Frida ..... Deadline to Drop (Co rse Appears on Transcript ith DR)
23, Th rsda ..... Last Da to Withdra from All Term I Classes
28, T esda ..... Final E aminations

Second Term/July (4-week accelerated semester, 20162S)

June

30, Th rsda .....Registration--Da and E ening Classes Begin

July

1, Frida ..... Late Registration; Last Da to Add a Class
4, Monda .....Independence Da Holida
6, Wednesda .....ol.....aF4T12.1Tf10...Span<</MCID 15>>BDC q 0.1 0 290.7 Tm /Span<</MCID 16>>BDC /T(11/T12 1 Tf0 T
12, T esda ..... Deadline to Drop (Co rse Appears on Transcript ith DR)
22, Frida ..... Last Da to Withdra from all Term II Classes
28, Th rsda ..... Final E aminations
30, Sat rda .....Ad lt St dies and Grad ate St dies S mmer Grad ation

Third Term/August (3-week accelerated semester, 20163S)

August

1, Monda g st

21, Frida ..... Registration Closes for Sat rda Accelerated Classes
22, Sat rda ..... Sat rda Accelerated Classes Begin

2, T esda .....Registration Closes for T esda Accelerated/Classes Begin
4, Th rsda .....Registration Closes for Th rsda Accelerated/Classes Begin
8, Monda ..... Deadline to Drop (Co rse Does Not Appear on Transcript)
17, Wednesda .....Additional Class for Monda Accelerated Classes
22, Monda ..... Deadline to Drop (Co rse Appears on Transcript ith "DR")
24, Wednesda ..... Additional Class for T esda Accelerated Classes

March

2, Wednesda ..... Additional Class for Th rsda Accelerated Classes
4, Frida .....Last Da to Withdra from Febr ar Accelerated Classes
12-17, Sat rda -Th rsda ..... Final E ams for Febr ar Accelerated Session

April 8-Week Accelerated Semester, 2016 (2016ASP)

March

19, Sat rda ..... Sat rda Accelerated Classes Begin
28, Monda ..... Registration Closes for Monda Accelerated/Classes Begin
29, T esda .....Registration Closes for T esda Accelerated/ Classes Begin
31, Th rsda .....Registration Closes for Th rsda Accelerated/Classes Begin

April

1, Frida .....Last Da to Register for a Sat rda Class
4, Monda ..... Deadline to Drop (Co rse Does Not Appear on Transcript)
7, Th rsda ..... Priorit Registration Begins for S mmer and Fall, 2016
22, Frida ..... Deadline to Drop (Co rse Appears on Transcript ith DR)

May

6, Frida .....Last Da to Withdra from April Accelerated Classes
14-19, Sat rda -Th rsda ..... Final E ams
21, Sat rda ..... Grad ation

Extended Summer 8-Week Accelerated Semester, 2016 (2016XS)

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

May

31, T esda .....Registration Closes for T esda Accelerated/Classes Begin

June

2, Th rsda .....Registration Closes for Th rsda Accelerated/Classes Begin
3, Frida .....Registration Closes for Sat rda Accelerated Classes
4, Sat rda ..... Sat rda Accelerated Classes Begin
6, Monda ..... Registration Closes for Monda Accelerated/Classes Begin
11, Monda ..... Deadline to Drop (Co rse Does Not Appear on Transcript)
15, Wednesda .....Additional Class for Monda Accelerated Classes
24, Frida ..... Deadline to Drop (Co rse Appears on Transcript ith DR)
29, Wednesda .....Additional Class for Monda Accelerated Classes

July

4, Monda .....Independence Da Holida
15, Frida ..... Last Da to Withdra from S mmer E tended Classes
2328, Sat rda -Th rsda ..... Final E aminations
30, Sat rda .....S mmer Grad ation (Grad ate and non-traditional ad lt programs onl)

Special Projects Summer Term, 2016
(11-week Semester for approved projects, 2016CS)

April 15.....Registration Closes and Special Projects Classes Ma Begin
Bet een Ma 18 and J l 7 ..... When applicable, Class To r or St d Abroad occ rs as anno nced
J l 8 .....Deadline for Project completion

COLLEGE OF ARTS AND SCIENCES

Mission Statement

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

Goals

Excellence driven: The College of Arts and Sciences is committed to excellence in every aspect of the academy, including teaching, scholarship, and service.

Christ-centered: The College of Arts and Sciences seeks to foster spiritual growth and the development of a vital Christian worldview in both faculty and students.

People-focused: The College of Arts and Sciences consists of faculty and staff committed to modeling the concept of servant leadership.

Future-directed: The College of Arts and Sciences seeks to nurture lifelong learning skills, empowering students and faculty to impact their local and global communities.

Courses

The following courses are designed to provide a one-year graduate-level post-baccalaureate experience for students interested in improving their preparation for health-related professional programs.

Course Descriptions: Biology (BIO)

505. Applied Anatomy & Physiology I (3) F
Prerequisites: BIO 221 and 222 or permission of instructor.
An intensive examination of the human body that addresses the normal complex physiological processes of the cell, uids and electrolytes, acid-base balance, temperature regulation, vascular hemodynamics, mobilization of uids through the body and lymphatic system, musculoskeletal systems and function of the myocardium. The acquired information will provide the student with a body of knowledge to critically evaluate co-existing conditions of the surgical patient.

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

508. Preparation for Pre-professional Biologists (1) F
This course is designed to develop critical professional skills in students interested in a career in the biological sciences, with special emphasis on gaining acceptance into professional programs such as medicine, dentistry, and pharmacy. The course will focus on guiding students through the application process, including improving essay writing and interviewing. In addition, it will stress the signi cance of networking and shadowing in professional and social development, help the students nd the best t for their professional education or career goals, and educate them on alternative career paths in the biological sciences.

510. Advanced Human Gross Anatomy (3) F
Prerequisites: BIO 221 & 222 or BIO 505 & 507 or permission of instructor.
This course will incorporate the dissection of cadavers and viewing of anatomical models in understanding the nervous, endocrine, cardiovascular, respiratory, digestive, and urinary systems of the human body. Additional emphasis is placed on the needs of professional health care personnel.

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

514. Immune Response to Infectious Disease (3) F
This course reviews the organisms associated with infections in humans with application directed towards those most commonly encountered in the United States. This will be integrated with a study of the immune system, how the body responds to various types of infections, and relevant clinical treatment methods.

515/515L. Genetics (3) and Genetics Lab (1) S
A study of the principles of heredity including both classical and molecular genetics. Three hours lecture and optional 3 hours laboratory/week.

516/516L. Physiology (3) and Physiology Lab (1) S
A study of the principles of physiology, emphasizing metabolic processes common to many organisms. Three hours lecture and option 3 hours laboratory/week.

517/517L. Developmental Biology (3) and Developmental Biology Lab (1) F
A study of development in organisms, including both classical, descriptive embryology and contemporary investigations of processes involved in morphogenesis and differentiation. Three hours lecture and optional 3 hours laboratory/week.

521/521L. Advanced Human Anatomy & Physiology I (3) and Advanced Human Anatomy & Physiology I Lab (1) F
The 1st of a 2-semester sequence designed to establish a knowledge base of human anatomy and physiology. Body systems studied include the integumentary, skeletal, muscular, and nervous systems. Three hours lecture and optional 3 hours laboratory/week.

522/522L. Advanced Human Anatomy and Physiology II (3) and Advanced Human Anatomy & Physiology II Lab (1) S
Prerequisite: BIO 521.
A continuation of BIO 521 studying body systems: endocrine, cardiovascular, respiratory, urinary, digestive, and lymphatic. Three hours lecture and optional 3 hours laboratory/week.

523/523L. Cell Biology (3) and Cell Biology Lab (1) S
A study of biological systems at the cellular and subcellular levels emphasizing functional aspects such as protein procession and sorting, membrane systems, energy generation in mitochondria and chloroplasts, and cell signaling. Three hours lecture and optional 3 hours laboratory/week.

525/525L. Molecular Biology (3) and Molecular Biology Lab (1) F
Basic principles of molecular biology focusing on recombinant DNA methods as applied to a variety of biological questions. Students will learn basic research laboratory skills through a wide range of methods from gel electrophoresis to subcloning. Three hours lecture and optional 3 hours laboratory/week.

539. Ecotoxicology (4) W
A comprehensive overview of the ecological consequences of environmental pollution, the effects of toxic substances on the ecosystem as a whole and on individuals with that ecosystem, and the methodology of assessing pollutant damage. Three hours lecture and 3 hours laboratory/week.

540. (4)

Statistical anal sis of data in a biological conte t. St dents ill be gi en the opport nit to identif a ariet of biological problems, de elop speci c q estions, design and cond ct e periments to address these q estions, form late and test h potheses, choose and r n the appropriate statistical test, and interpret the o tcomes of s ch test. Three ho rs lect re and 3 ho rs laborator / eek.

541. (4)

The branch of anatom that deals ith str ct re, composition, design and f nction of bod tiss es as it relates to the principles of ph siolog , biochemistr , molec lar biolog and medicine. Three ho rs lect re and 3 ho rs laborator / eek.

542. (4)

Parasitolog is a co rse that ill appl information learned in a ariet of Biolog co rses to the st d of parasites and parasitic diseases. Speci call , this co rse ill address the ecolog , epidemiolog and biochemistr of parasites and diseases ca sed b parasites. The laborator ill foc s on the identi cation of important parasite gro ps and methods for host e amination and diagnosis. Three ho rs of lect re and 3 ho rs laborator / eek.

5 5. ,

Variable content co rse designed to address c tting-edge topics in cell and molec lar biolog .

Admission Information

Regular Admission Requirements

1.

Course Descriptions: Master of Business Administration (MBA)

625. . . . . . **(3)**

Anal sis of the capital str ct re, di idend polic , and
orking capital polic of the rm. Additional am5pics incl de:-261
risk measre,ment, al aiona, costof tapital and
tools sed forthe acq istionaandA628 MStrategic Marketng c(3))TJEMC /Span <</MCID 23564>>BDC /T11 1 Tf0.0073T 0 -1.2 TD(Anaan

MASTER OF ACCOUNTANCY
MCAFEE SCHOOL OF BUSINESS ADMINISTRATION

Available on the Jackson Campus

The MAcc Academic Program

The Master of Acco ntanc (MAcc) degree pro ides ad anced st d in acco nting for indi id als interested in careers in the acco nting eld.

Program Emphasis

There are ten co rses in the Union MAcc c rric l m. These co rses are 3 semester ho rs of grad ate credit each. Si of these co rses are acco nting co rses. The remaining fo r co rses are MBA co rses. The acco nting co rses are sched led d ring the da according to the traditional sched le. The MBA co rses can be completed at night or online. The entire 30-semester ho r MAcc program can be completed in one ear.

The strength of the Union MAcc program is the q ali ed fac lt that ser e o r st dent bod . Unions b siness fac lt combine practical ork e perience ith strong academic backgro nds. This d al emphasis on practic m and ed cation pro ides a rich and rele ant classroom e perience for o r MAcc st dents. Fac lt p rs e inno ati e teaching concepts hile contin ing to cond ct and p blishes acco nting and b siness-related research.

Expected Outcomes

The MAcc program stri es to de elop the follo ing kno ledge and skills in each st dent:

1. Ad anced kno ledge in the f nctional areas of acco nting.
2. Abilit to tili e research skills in acco nting.
3. Effecti e comm nication skills both ritten and oral.
4. Critical thinking and decision-making skills, as s pported b the appropriate anal sis of ad anced acco nting problems.
5. Abilit to demonstrate and make personal and b siness decisions based on al es informed b the Christian orld ie .

Dual-Degree Program

A d al degree program is offered bet een the MBA and the Master of Acco ntanc . The Master of Acco ntanc req ires t el e ho rs from the MBA program. St dents in either the MBA or the Master of Acco ntanc programs ma elect to be d all enrolled in both programs. D al enrollment ill allo st dents to earn both degrees hile co nting 12 ho rs of MBA co rse ork to ard both degrees.

Admission Information

Regular Admission Requirements

1. Of cial transcript(s) sho ing all co rse ork, completion of baccala reate degree(s), and all grad ate credit pre io sl attempted.
2. Completed application for the MAcc program, incl ding pa ment of a $25 application fee.
3. S bmission of a recent (less than 5- ears old) acceptable score on the Grad ate Management Admission Test (GMAT) or the Grad ate Record E amination (GRE). The GMAT or GRE ma be ai ed in the follo ing sit ations:
   MBA & MACC:
   a. A st dent ho holds a grad ate degree earned from a regionall accredit college or ni ersit at the discretion of the MBA/Master of Acco ntanc Program Director. Additional information ma be obtained from the Program Director.
   MBA:
   b. St dents p rs ing a d al-degree ith the Doctor of Pharmac or the Doctor of N rsing Practice.
   MACC:
   c. Union b siness majors possessing a 3.0 GPA.
4. The completion of 12 ho rs of prereq isite co rse ork is req ired for reg lar or conditional admission to the MAcc program. These co rses are ACC 311, 313, 314, 315, 350, and 413. The prereq isite co rses ma be ai ed ith the completion of eq i alent ndergrad ate or grad ate co rse ork.
5. Imm ni ation Record

Five-Year Program

Undergrad ate Acco nting majors ma appl to the MAcc program d ring the latter half of their j nior ear. All reg lar admission req irements m st be met e cept the req irement to possess a bachelors degree. After admission to the program, ndergrad ate st dents ma take p to 9 ho rs of 500 or 600-le el co rses that are req ired in the MAcc hile completing the B.S.B.A. The 500/600-le el co rses are treated as reg lar ndergrad ate co rses for both t ition and nancial aid p rposes. 500/600-le el co rses taken after grad ation from the bachelors degree are charged at the normal MBA grad ate rate. St dents ill not be req ired to complete the MAcc before recei ing the B.S.B.A.

Conditional Admission Requirements

Applicants ho do not meet the reg lar admission req irements to the MAcc program ma be admitted conditionall at the discretion of the MAcc Director and the Grad ate B siness Admissions Committee. St dents seeking conditional admission m st appl in riting to the MAcc Director for consideration. St dents ho are conditionall admitted m st attain reg lar admission ithin 6 ho rs of grad ate st d ha ing been completed ith a minim m 3.0 grade point a erage, and the speci c ca se for conditional admission ha ing been remo ed.

Transfer of Credit

Grad ate credit for co rses earned at a regionall accredited college or ni ersit or at a recogni ed foreign college or ni ersit ma be transferred to Union Uni ersit if the co rses are essentiall the same co rses as those req ired in the cohort program. The ma im m n mber of semester ho rs that ma be transferred to Union Uni ersit and applied to the MAcc degree is nine.

2015-2016

2. T o completed Reference E al ation forms. These references m st be from persons ho are familiar ith the applicants professional or academic abilities. If the applicant is c rrentl teaching, at least one recommendation sho ld be from an administrator or s per isor ho is familiar ith the applicants ork as a teacher. Forms are a ailable in the Of ce of Grad ate St dies in Ed cation. If the st dent is seeking teacher licens re, forms are a ailable in the of ce of the Assistant Dean for Teacher Ed cation and Accreditation.
3. An st dent seeking initial teacher licens re m st s bmit a Pra is II score in their intended endorsement area before beginning co rse ork. A Pra is T torial ill be offered to those st dents ho ha e not alread passed the test.

Conditional Admission to the Master of Arts in Education Degree Program

St dents ho do not meet the minim m GPA req irement or the minim m test score req irement for admission to the Master of Arts in Ed cation Degree program ill be req ired to s ccessf ll complete a f ll 500-600 ord riting sample. S bseq entl , if the riting sample is adeq ate, the st dent ill be placed on conditional admission stat s for the rst nine ho rs of grad ate ork at Union Uni ersit . After s ccessf ll completing nine grad ate ho rs of at least 3.0 grade a erage ork, the st dent ma be f ll admitted to the Master of Arts in Ed cation Degree Program.

Conditional admission is not a ailable for applicants to the M.A.Ed. Intensi e Option.

Advisement

The Dean of the College of Ed cation and H man St dies ill assign the st dent to an ad isor ho ill, ith the st dent, de elop a Program of St d hich ill be placed in the st dents le in the Of ce of Grad ate St dies in Ed cation in the College of Ed cation and H man St dies. The st dent ill cons lt ith the ad isor prior to each registration to plan co rses.

Requirements for the Master of Arts in Education Degree

Three options are a ailable for completion of the M.A.Ed. Degree, a thesis option req iring a minim m of 33 semester ho rs of grad ate credit, a non-thesis option req iring a minim m of 39 semester ho rs of grad ate credit, and an intensi e one- ear option for secondar teacher licens re req iring 33 semester ho rs of grad ate credit. St dents choosing the thesis option of the program are req ired to rite a thesis or research report hile st dents choosing the non-thesis option of the program are req ired to s ccessf ll complete the Capstone Research Seminar. All degree req irements m st be completed ithin e ears of the date of admission to the degree program.

All options of the M.A.Ed. are a ailable on the Jackson, Germanto n, and Henderson ille camp ses. The M.A.Ed. ith teacher licens re is a ailable on the Jackson Camp s in all endorsement areas offered b Union Uni ersit (see The Ed cator Preparation Program). The M.A.Ed. ith teacher licens re on the Germanto n and Henderson ille camp ses is restricted to applicants seeking secondar school licens re.

Option One: M.A.Ed. Thesis Program

A minim m of 33 semester ho rs of appro ed grad ate ork is req ired for completion of the thesis option of the M.A.Ed. degree. This option consists of fo r components: a req ired core, a concentration area, ed cation electi es and the thesis.

I. Req ired Core: 12 ho rs
   A. EDU 610
   B. EDU 671
   C. EDU 650
   D. EDU 665
II. Select one Concentration
   A. Concentration: Designed St dies (12 core + 15 concentration ho rs)
      1. Ed cation Electi es, ad isor-appro ed, 6-9 ho rs)
      2. Ed cation Electi es or other Electi es, ad isor-appro ed, 6-9 ho rs
   B. Concentration: C rric l m and Instr ction, Non-Licens re (12 core + 15 concentration ho rs)
      1. EDU 604, EDU 625, EDU 626
      2. PSY 610 or PSY/EDU 614
      3. Ed cation Electi es, ad isor-appro ed, 3 ho rs
   C. Concentration: H man Gro th and De elopment, Non-Licens re (12 core + 15 concentration ho rs)
      1. SE 630, PSY 610, EDU/PSY 614, EDU 629
      2. Ed cation Electi es, ad isor-appro ed, 3 ho rs
III. Thesis, EDU 690 and EDU 695: 6 ho rs

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

A minim m of 39 semester ho rs of appro ed grad ate ork is req ired for completion of the non-thesis option of the M.A.Ed. degree. This option consists of three components: a req ired core, ed cation electi es and concentration area.

I. Req ired Core (15 ho rs)
   A. EDU 610
   B. EDU 671
   C. EDU 650
   D. EDU 665
   E. EDU 675
II. Select one concentration
   A. Concentration: Earl Childhood Ed cation, Licens re (15 core + 24 concentration ho rs)
      With appropriate prereq isites, initial licens re and Pra is II Specialt Tests*, this program leads to an additional endorsement in Earl Childhood PreK-4.
      1. EDU 544, 552, 556
      2. EDU 602, 629, 646
      3. PSY 624 and SE 630

B. Concentration: Elementar Ed cation, Licens re (15 core + 25 concentration ho rs)
With appropriate prereq isites, initial licens re and Pra is II Specialt Tests*, this program leads to an additional endorsement in Elementar K-8.
1. EDU 527, 544, 552, 556
2. EDU 602, 604, 629
3. PSY 624 and SE 630

C. Concentration: Librar Information Specialist, Licens re (15 core + 41 concentration ho rs)
With appropriate prereq isites, initial license, and Pra is II Specialt Tests, this program leads to a Librar Information Specialist PreK-12.
1. SE 630 and PSY 610 (or EDU 614)
2. LSC 610, 621, 631, 640, 651
3. EDU 602 and EDU 616
4. EDU 437, Enhanced St dent Teaching PreK-12, 14 ho rs

For initial licens re, s bstit te st dent teaching or Mentoring Seminar I and II for LSC 646 and add EDU 625 and 604.

D. Concentration: Secondar Ed cation, Licens re (15 core + 24 concentration ho rs)
With appropriate prereq isites, incl ding those in the teaching content eld, this program leads to an initial licens re in a secondar (Grades 7-12) eld. Pra is II Tests and st dent teaching semester, or 2 ears of s ccessf l teaching e perience on a transitional license appropriate to the endorsement area, are req ired for licens re b t not for the degree.
1. EDU 530, 535
2. EDU 602, 604, 626, 637, 638
3. SE 630
4. Option A: If hired on a Transitional License - EDU 622, EDU 6231 OR EDU 578
   Option B: EDU 614 and either EDU 660 or EDU 595

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

F. Concentration: Special Ed cation, Licens re (15 core + 24 concentration ho rs)
With appropriate prereq isites, initial licens re and Pra is II Specialt Tests*, this program leads to an additional endorsement in SE-Modi ed K-12.
1. SE 505, 545, 605, 630, 631, 632, 641, 648

G. Concentration: C rric l m and Instr ction, Non-Licens re (15 core + 24 concentration ho rs)
1. EDU 604, 616, 625, 626
2. PSY 610 or EDU/PSY 614
3. Ed cation Electi es, ad isor-appro ed, 9 ho rs

H. Concentration: H man Gro th and De elopment, Non-Licens re (15 core + 24 concentration ho rs)
1. SE 630, PSY 610, EDU/PSY 614, EDU 629
2. EDU 651 or EDU 657
3. Ed cation Electi es, ad isor-appro ed, 8 ho rs

* Pra is II Specialt Area Tests appropriate to the

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

(Thesis and Non-Thesis Options Only)

Up to nine semester ho rs of grad ate credit from a regionall accredited college or ni ersit ma be transferred into the degree program at the time the st dent is admitted to the program, pro ided the grades recei ed in those co rses ere B or higher. Work being transferred into the program m st ha e been completed ithin e ears prior to admission to the program.

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

Co rses are offered in a combination of eeknights and Sat rda s d ring each semester, ith no more than t o co rses o erlapping. Note: The latest in instr ctional technolog is integrated into the c rric l m. Also, st dents are req ired to attend and participate in a series of school technolog special seminars as sched led d ring the ear.

6-12

Fall Semester
EDU 505 Classroom Leadership (3)
EDU 626 Teaching Reading in the Content Areas (3)
EDU 543 Intensi e St dies in Secondar Content Areas (2)
EDU 535 Portfolio S bmission (0)
EDU 531 Practitioners Mentorship I (4)

EDU 671 Standards, Strategies, and St dents (3)

EDU 614 Learning Theories and St les (3)
EDU 530 Secondar School Methods (3)
EDU 532 Practitioners Mentorship II (4)
or EDU 578 St dent Teaching Secondar (8)

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

Financial Information

The registration of a st dent signi es an agreement b the st dent to f l ll the related nancial obligations.

There are three methods for the pa ment of e penses.

1. All e penses ma be paid in f ll prior to or on the da of registration.
2. Pa ment ma be made in t o eq al pa ments, ith one-half d e at the time of registration and the balance d e half a thro gh the term. A 1.5% ser ice charge ill be added to the npaid balance follo ing the initial pa ment.
3. FACTS pa ment plan.

For st dents ho ha e a de nite commitment of nancial aid from the St dent Financial Planning Office of the Uni ersit , the difference bet een the total cost for the term and the nancial aid allocation is the amo nt pa able b the st dent to the Uni ersit . All nancial information is s bject to change itho t notice.

Tuition and Fees

M.A.Ed..... $485/semester ho r
Non-degree-seeking post-baccala reate st dents.....
.....$485/semester ho r
Other fees hen applicable:
Application Fee (non-ref ndable, one-time onl).... $25
General St dent Fee.....$20/ho r
Late Registration Fee..... $100
A dit Fee.....$140/semester ho r
Co rse Drop Fee..... $10
Materials Fee per Co rse: EDU 510, 544, 552, 556, 646; 577 and 578 (Jackson camp s onl); SE 505, 606, 651, 657..... $20
Lab Materials Fee per Workshop...Varies ith orkshop
Portfolio Fee (hen applicable)..... $150
Thesis Binding Fee.....

Calendar for M.A.Ed. 2015-2016

Dates ma ar slightl . Separate co rse sched les for each program are a ailable. Please see also the 2015-2016 Academic Calendar for non-cohort Programs. See *http://www.uu.edu/academics/graduate/maed/* for additional information.

Fall Semester 2015
Session I*
A g st 3

6 0. . (3)
A co rse designed to help the st dent complete the indi id al research related to the specialt area. Speci c co rse content ill be designed to meet the program needs of the indi id al st dent.

6 5. (3)
A contin ation of Research in B siness Ed cation A.

Chemistry (CHE) and Physics (PHY)

533. (1-4)
Internship in a eld sit ation for a speci ed time. Speci c req irements ill be arranged b the department.

5 . (1-4)
All co rses and their application m st be defined and appro ed prior to tra el.

5 0. (1-4)
All co rses and their application m st be defined and appro ed prior to tra el.

5 5. (1-4)
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

5 . (1-3)
A non-lect re research and disc ssion co rse. Co rse content ill be determined b need.

640. & (3)
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

655. (1-4)
Indi id al research and st d nder the g idance of a grad ate fac lt member.

6 0. . (3)
A co rse designed to help the st dent complete the indi id al research related to the specialt area. Speci c co rse content ill be designed to meet the program needs of the indi id al st dent.

6 5. (3)
A contin ation of Research in Science Ed cation A.

Communication Arts (COM)

533. (1-4)
Internship in a eld sit ation for a speci ed time. Speci c req irements ill be arranged b the department.

5 . (1-4)
All co rses and their application m st be defined and appro ed prior to tra el.

5 0. (1-4)
All co rses and their application m st be defined and appro ed prior to tra el.

5 5. (1-4)
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

5 . (1-3)
A non-lect re research and disc ssion co rse. Co rse content ill be determined b need.

640. . (3)
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

655. (1-4)
Indi id al research and st d nder the g idance of a grad ate fac lt member.

6 0. . (3)
A co rse designed to help the st dent complete the indi id al research related to the specialt area. Speci c co rse content ill be designed to meet the program needs of the indi id al st dent.

6 5. (3)
A contin ation of Research in Comm nication Ed cation A.

Education (EDU)

502. (3)
This co rse foc ses on the conception of hat teaching is and can be, on meeting the challenge of engaging all st dents. Ed cational ps cholog , philosoph , and pedagog as fo ndational concepts in the discipline of ed cation are e plored, incl ding their interrelationship. The s nergistic roles of scholar, practitioner, and relater are st died in the conte t of school c lt re and transformational teaching; and, the s nergism of academic, social, and spirit al goals in ed cation are e plored ith emphasis on impro ed st dent learning.

504. . . . . . (2)
A st d of the most recent technolog ad ancements tili ed to enhance st dent achie ement in the elementar , middle, and high school classroom ith emphasis on the man facets of the comp ter as a teaching tool. Prior technolog e perience needed.

505. . . . . . (3)
This co rse foc ses on teachers as classroom leaders ith research-based applications for str ct ring classroom en ironments here high le els of engagement and learning occ r. Topics incl de interpersonal relationships and management, classroom organi ation, effecti e instr ction, leadership principles and practice, and problem-sol ing techniq es.

506. . . . . . (3)
This co rse pro ides an e ploration of the content, materials, and methods of K-8 mathematics. St dents ill re ect on their o n personal e periences in mathematics classrooms as the are challenged to e plore a teaching methodolog that emphasi es the importance of sing models and clarif ing lang age to teach mathematics. Additionall , st dents ill be enco raged to re ect pon best practices of teaching mathematics hile maintaining a sensiti it to indi id al differences fo nd in a classroom en ironment.

50 . . . . . . (2)
This co rse incl des the design and implementation of the lang age arts (listening, speaking, reading, riting) for effecti e instr ction in K-8 classroom settings ith emphasis on research-based practice.

50 . . . . . . (3)
A st d of the design and implementation of instr ction of reading ith clinicall -based emphasis. C rrent research and practice are sed to in estigate common reading problems, assessment methods, and remediation techniq es.

510. . . . . . (3)
A st d of e isting comp ter soft are for elementar and secondar ed cational se. Criteria for the e al ation and selection of soft are are emphasi ed. Grading and management applications and ord processing are incl ded.

515. . . . . . (1)
A literac co rse designed to assist teachers in sing te tbooks effecti el in the learning process. Topics incl de free reading, reading, and post-reading strategies.

51 . . . . . . (3)
A st d of principles, practices, methods, and materials for teaching art in the secondar school ith emphasis on c rrent research in the eld. A ailable for grad ate credit onl . Practic m req ired.

51 . . . . . . (3)
A st d of principles, practices, methods, and materials for teaching science in the secondar school ith emphasis on c rrent research in the eld. A ailable for grad ate credit onl . Practic m req ired.

51 . . . . . . (3)
A st d of principles, practices, methods, and materials for teaching b siness in the secondar school ith emphasis on c rrent research in the eld. A ailable for grad ate credit onl . Practic m req ired.

520. . . . . . (3)
A st d of principles, practices, methods, and materials for teaching English in the secondar school ith emphasis on c rrent research in the eld. A ailable for grad ate credit onl . Practic m req ired.

521. . . . . . (3)
A st d of principles, practices, methods, and materials for teaching ph sical ed cation and health in the secondar school ith emphasis on c rrent research in the field. A ailable for grad ate credit onl . Practic m req ired.

522. . . . . . (3)
A st d of principles, practices, methods, and materials for teaching mathematics in the secondar school ith emphasis on c rrent research in the eld. A ailable for grad ate credit onl . Practic m req ired.

523. . . . . . (3)
A st d of principles, practices, methods, and materials for

52 . . . . . (2)

Leading the elementar learning en ironment is a t o ho r co rse foc sing on the precepts that b ild pre entati e, s pporti e, and correcti e strategies of classroom management that engage st dents for learning and empo er teachers for transformational teaching. Topics incl de classroom

63 . **(2)**
Leading the secondar learning en ironment is a t o ho r co rse foc sing on the precepts to b ild pre entati e, s pporti e, and correcti e strategies of classroom management that engage st dents for learning and empo er teachers for transformational teaching. Topics incl de classroom organi ation, b ilding classroom comm nities, b ilding interpersonal relationships, and designing beha ior contracts.

63 . **(2)**
This co rse is designed to s pport teachers as the prepare to teach ithin a middle grades en ironment. Time is gi en to e plore the philosoph and str ct re of middle grades instr ction. The challenges, iss es, and c rrent trends in middle grades design are disc ssed ith emphasis of b ilding a comm nit of learner and collaboration among colleag es.

640. **(3)**
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

646. **(4)**
Pre-req isite: EDU 629
Grad ate st dents ill de elop sensiti it to the cogniti e and creati e de elopment of infants and o ng children, planning for diagnostic and assessment strategies hich are s pporti e of o ng child.

650. **(3)**
A st d of the meas rement of learning, attit des and feelings, prod cts and performances, and social interaction. Dif c lt and discrimination of test items as ell as alidit and reliabilit of tests are emphasi ed. Descripti e statistics for sets of data are introd ced.

655. **(1-4)**
Indi id al research and st d nder the g idance of a grad ate fac lt member.

660. **(3)**
A co rse designed to research the literat re related to recent de elopments in ed cation, incl ding the aims, philosophies, methods, content, and problems related to the eld. St dents ill identif and de elop a s nthesis of research related to a potential line of research.

665. **(3)**
A st d of research designs hich control threats to the alidit of research concl sions, incl ding statistical treatment of data.

6 1. **(3)**
Standards-based instr ction is a process for planning, deli ering, monitoring, and impro ing academic programs in hich clearl de ned academic content standards pro ide the basis for content in instr ction and assessment. This co rse is designed to help teachers optimi e st dents learning thro gh sing standards as a basis for lesson and assessment design in order to foster ma im m st dent engagement and achie ement.

6 5. **(3)**
Prereq isite: Completion of grad ate co rse ork incl ding EDU 665.
An e tensi e re ie of literat re and s nthesis of ke learning based on the st dents concentration area designed to pro ide a c lminating e perience of the M.A.Ed., non-thesis option. The nal prod ct ill be presented to fac lt and peers. To be taken the semester before grad ation.

6 6. **(2)**
Prereq isite: EDU 665.
E tensi e re ie of literat re and s nthesis of ke learning from the rban ed cation e perience, incl ding iss es of po er and pedagog in child and adolescent literac , the role of an iet in rban learning, artic lation of an instr ctional stance as teachers, and different approaches to creating and managing an alternati e class c lt re.

6 . **(6)**
F lltime resident st dent teaching 15 eeks in elementar schools s pported b a eekl seminar that addresses common iss es across the Partner School sites. Graded Pass/Fail.

6 . **(6)**
F lltime resident st dent teaching 15 eeks in secondar schools s pported b a eekl seminar that addresses common iss es across the Partner School sites.

6 0. **(3)**
A co rse designed to help the st dent complete the indi id al research related to the specialt area. Speci c co rse content ill be designed to meet the program needs of the indi id al st dent.

6 5. **(3)**
A contin ation of Research in Ed cation A.

6 0. **(3)**
Prereq isite: EDU 665.
A co rse designed to help the st dent complete the masters research and thesis. St dents ill complete a research proposal for a signi cant research problem in ed cation, incl ding a re ie of literat re related to the research problem. Graded: Pass/Fail.

6 5. **(3)**
Prereq isite: EDU 690.
A contin ation of Thesis A. St dents ill gather and anal e research data and complete a ritten thesis and oral defense. St dents are req ired to maintain contin o s enrollment ntil the thesis is s ccessf ll defended for a ma im m of 9 ho rs of credit. Graded: Pass/Fail.

English (ENG)

533. **(1-4)**
Internship in a eld sit ation for a speci ed time. Speci c req irements ill be arranged b the department.

5 . **(1-4)**
All co rses and their application m st be defined and appro ed prior to tra el.

5 0. **(1-4)**
All co rses and their application m st be defined and appro ed prior to tra el.

5 5. **(1-4)**
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

5 . **(1-3)**
A non-lect re research and disc ssion co rse. Co rse content ill be determined b need.

640. **(3)**
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

655. **(1-4)**
Indi id al research and st d nder the g idance of a grad ate fac lt member.

6 0. **(3)**
A co rse designed to help the st dent complete the indi id al research related to the specialt area. Speci c co rse content ill be designed to meet the program needs of the indi id al st dent.

6 5. **(3)**
A contin ation of Research in ENG. 680.

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

533. **(1-4)**
Internship in a eld sit ation for a speci ed time. Speci c req irements ill be arranged b the department.

5 . **(1-4)**
All co rses and their application m st be defined and appro ed prior to tra el.

5 0. **(1-4)**
All co rses and their application m st be defined and appro ed prior to tra el.

5 5. **(1-4)**
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

5 . **(1-3)**
A non-lect re research and disc ssion co rse. Co rse content ill be determined b need.

640. **(3)**
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

655. **(1-4)**
Indi id al research and st d nder the g idance of a grad ate fac lt member.

6 0. **(3)**
A co rse designed to help the st dent complete the indi id al research related to the specialt area. Speci c co rse content ill be designed to meet the program needs of the indi id al st dent.

6 5. **(3)**
A contin ation of Research in Social Science Ed cation A.

eT* (beC66Tcoa203 >>dividual)Tj 7o0ternship (1-uall ScieSpan <</MCID 3944 46 ernship in a c

Library Information Specialist (LSC)

533. **(1-4)**
Internship in a eld sit ation for a speci ed time. Speci c req irements ill be arranged b the department.

5 . **(1-4)**
All co rses and their application m st be defined and appro ed prior to tra el.

5 0. **(1-4)**
All co rses and their application m st be defined and appro ed prior to tra el.

5 5. **(1-4)**
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

5 . **(1-3)**
A non lect re research and disc ssion co rse. Co rse content ill be determined b need.

610 **(3)**
A st d hich traces the de elopment of librar histor from its earliest e istence thro gh the 20th cent r . It incl des a st d of the t pes of libraries, ser ices, trends, iss es, problems and challenges in libraries. Emphasis is placed on de eloping a personal philosoph of librarianship.

621. **(3)**
An e ploration of the niq e leadership role the school librarian pla s in the administration of a contemporar school librar media center. This incl des e amination of iss es related to the planning, implementing, and e al ation of the center and incl des practice in collaborating ith others in the de elopment of c rric l m and programs. Field e perience req ired.

631. **(3)**
Ro tine operations of collection management and organi ation of a school librar ith emphasis on acq isition of materials, bibliographic control, cataloging, preser ation and eeding of materials. It is designed to pro ide backgro nd information and c rrent r les regarding the De e Decimal S stem Classi cation and the Anglo-American Cataloging R les. Hands on practice is req ired in creating and editing cataloging records based on Machine Readable Format. Field e perience req ired.

640. **(3)**
Foc s on the ariet of literat re a ailable for middle and high school st dents, incl ding m ltic lt ral, classical, and contemporar literat re. Also co ers selecting, promoting, and e al ating o ng ad lt literat re, media for o th, and identif ing the orld ie of each ork read.

646 **(2-6)**
Prereq isite: 6 ho rs from LSC 610, 621, 631, 651.
Librar e perience and training in elementar , middle and secondar school req iring 20 clock ho rs per credit ho r nder the s per ision of a licensed school media specialist and college s per isor.

651. **(3)**
An introd ction to basic printed reference and electronic reso rces for school librar media centers and ho to se them effecti el . Foc ses on ho to se strategies in seeking ans ers to reference q estions. The reference reso rces st died ill ser e as a selection g ide for school libraries. Attention is gi en to de eloping instr ctional skills for se ith print and electronic reso rces. Field e perience req ired.

655. **(1-4)**
Indi id al research and st d nder the g idance of a grad ate fac lt member.

6 0. **(3)**
A co rse designed to help the st dent complete the indi id al research related to the specialt area. Speci c co rse content ill be designed to meet the program needs of the indi id al st dent.

6 5. **(3)**
A contin ation of Research in LSC 680.

Mathematics (MAT) and Computer Science (CSC)

533. **(1-4)**
Internship in a eld sit ation for a speci ed time. Speci c req irements ill be arranged b the department.

5 . **(1-4)**
All co rses and their application m st be defined and appro ed prior to tra el.

5 0. **(1-4)**
All co rses and their application m st be defined and appro ed prior to tra el.

5 5. **&** **(1-4)**
Gro p s>>BEMC /Span <</M28( )TJEMC /Spadpe580. St d Abroad Programs (1-4)

Librar e perience and training in elementar , middle and S077 7c1-4)19.7EMCd <</988( )TJesm5ce </MC
All co 6d66(I2 1 Tsesm55s of the indi id al st

Music (MUS)

533. . . . . (1-4)
Internship in a eld sit ation for a speci ed time. Speci c req irements ill be arranged b the department.

5 . . . . . (1-4)
All co rses and their application m st be defined and appro ed prior to tra el.

5 0. . . . (1-4)
All co rses and their application m st be defined and appro ed prior to tra el.

5 5. . . . . (1-4)
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

5 . . . . (1-3)
A non-lect re research and disc ssion co rse. Co rse content ill be determined b need.

640. . . . . (3)
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

655. . . . . (1-4)
Indi id al research and st d nder the g idance of a grad ate fac lt member.

6 0. . . . . (3)
A co rse designed to help the st dent complete the indi id al research related to the specialt area. Speci c co rse content ill be designed to meet the program needs of the indi id al st dent.

6 5. . . . . (3)
A contin ation of Research in MUS 680.

Physical Education, Wellness, and Sport (PEWS)

533. . . . . (1-4)
Internship in a eld sit ation for a speci ed time. Speci c req irements ill be arranged b the department.

5 . . . . . (1-4)
All co rses and their application m st be defined and appro ed prior to tra el.

5 0. . . . (1-4)
All co rses and their application m st be defined and appro ed prior to tra el.

5 5. . . . . (1-4)
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

5 . . . . (1-3)
A non-lect re research and disc ssion co rse. Co rse content ill be determined b need.

640. . . . . (3)
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

655. . . . . (1-4)
Indi id al research and st d nder the g idance of a grad ate fac lt member.

660. . . . . (3)
A co rse designed to research the literat re related to recent de elopments in Ph sical Ed cation incl ding the aims,

610. . (3)
This co rse in ol es an in-depth st d of the field of ed cational ps cholog . Emphasis ill be pon appl ing c rrent research and iss es s ch as h man de elopment, learning, and moti ation to the ed cational setting.

614 (3)
Prominent theories of learning and learning st les in the conte t in hich the ere originated, their in ences pon contemporar ps chological and ed cational tho ght, and their present applications.

624.
(3)
For the st dent ho did not take a co rse in child de elopment as an ndergrad ate, it is a critical st d of the prominent theories relating to ph sical, social, emotional, and cogniti e gro th of children, as ell as factors hich impact de elopment. The roles of the teacher and other professionals ho ork ith o ng children are e plored.

625.
(3)
A st d of the learning and beha ioral characteristics of st dents ith e ceptionalities. Theoretical models and e perimental res lts ill be e amined.

640. (3)
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

655. (1-4)
Indi id al research and st d nder the g idance of a grad ate fac lt member.

6 0. . (3)
A co rse designed to help the st dent complete the indi id al research related to the specialt area. Speci c co rse content ill be designed to meet the program needs of the indi id al

6 0.5 . (3)) / /

655
A conon-le al e search and stdisc ssn A rse
e ll be determined b need.fao p st dies hich do not appear in the dep
offerings. Co rse content ill be determined b need.

655. (1-4)
Indi id al research and st d nder the g idance of a grad ate fac lt member.

6 0. (-0.062 0 -1.2 (

6 0.

5 5. **(1-4)**
Grad ate credit offered in concentrated format for license rene al and electi e credit. Ma im m of 6 ho rs can co nt to ard a degree. Selected topics ma ar each ear.

605. **(3)**
An in estigation of assessment proced res for persons ith special needs. Attention is gi en to the research base related to appropriate techniq es and instr ments and interpretation and transformation of test data into programmatic g idelines for instr ctional objecti es.

606. **(4)**
St dents ill e plore the content, materials, and method of mathematics, science, and social st dies teaching ith special attention gi en to meeting the needs of st dents ith disabilities. Re ection of best practices of teaching math, science and social st dies are introd ced hile maintaining s sensiti it to indi id al st dent differences.

630. **(3)** **,**
St dents ill e plore special ed cation legislation regarding the rights of persons ith disabilities and the effect of legislation on o r ed cational s stem and societ . The t pes of e ceptionalities and the ph sical, mental, emotional, and social traits of indi id als ith disabilities ill be e plored as ell as effecti e strategies for meeting their needs.

631. **/** **(3)**
A st d of the diagnostic criteria of partic lar disabilit categories ith emphasis on the indi id al ed cational needs of indi id als ith mild to moderate e ceptionalities, incl ding a st d of Federal and State la , beha ioral and ps chosocial aspects, and pedagog in ol ed in rele ant ed cational trends s ch as incl sion. Incl des obser ation eld e perience.

632. **(3)**
A st d of the ps chological and ed cational characteristics and needs of persons ith se ere and profo nd emotional and beha ioral problems, ith considerations gi en to the assessment and inter ention strategies for indi id als ith these disabilities in light of c rrent trends and legislation. Incl des obser ation eld e perience.

640. **(3)**
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

64 . **(3)**
Prereq isite: Red Cross First Aid ith CPR
A st d of the theoretical and applied research for teaching indi id als ith se ere and profo nd handicaps incl ding special and adapti e eq ipment, techniq es, and materials.

650. **(3)**
An in estigation of the assessment methods for identi cation and diagnosis of learning problems in infants and o ng children and of the research related to effecti e techniq es for earl inter ention.

651. **(4)**
Prereq isite: EDU 629.
Theoretical and applied aspects of cogniti e de elopment in o ng children. Lang age de elopment, q antitati e thinking, n mber concepts, goals and concepts for other c rric l m areas, as ell as assessment principles and models are e plored. Field E perience req ired.

655. **(1-4)**
Indi id al research and st d nder the g idance of a grad ate fac lt member.

65 . **(4)**
Prereq isite: EDU 629.
De elopment of creati it in o ng children ith attention to se of the e pressi e arts for earl inter ention, meeting c rric lar objecti es in all areas, and programming strategies for o ng children ith special needs. Assessment principle and models are e plored. Field E perience req ired.

660. **(3)**
A co rse designed to research recent de elopments in Special Ed cation, incl ding the aims, philosophies, methods, content, and problems related to the eld.

6 0. **(3)**
A co rse designed to help the st dent complete the indi id al research related to the specialt area. Speci c co rse content ill be designed to meet the program needs of the indi id al st dent.

6 5. **(3)**
A contin ation of Research in SE 680.

Teaching English as a Second Language (TESL)

510. (3)
The tenets of h man lang age, foc sing on 1st and 2nd lang age acq isition considering its ps choling istic and socioling istic aspects.

515. & (3)
The critical conte t of literac and here st dents consider composition theor , critical theories of literac , and practical literac iss es in a ariet of learning conte ts.

520. (3)
Critical theor and practice of lang age testing and design. St dents ill ha e opport nit to e plore the impact of testing and standards on learners and learning hile criticall re ecting their o n test designs.

530. & (3)
The critical conte t of c rric l m de elopment, allo ing st dents to e plore lang age c rric l m design and de elop an e tensi e, detailed lang age c rric l m.

533. (1-4)
Internship in a eld sit ation for a speci ed time. Speci c req irements ill be arranged b the department.

5 . (1-4)
All co rses and their application m st be de ned and appro ed prior to tra el.

5 0. (1-4)
All co rses and their application m st be de ned and appro ed prior to tra el.

5 5. (1-4)
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

5 . (1-3)
A non-lect re research and disc ssion co rse. Co rse content ill be determined b need.

640. (3)
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

655. (1-4)
Indi id al research and st d nder the g idance of a grad ate fac lt member.

6 0. (3)
A co rse designed to help the st dent complete the

Available at the Germantown Campus,
Memphis Residency Center

Program Purpose

The p rpose of the Master of Urban Ed cation (M.U.Ed.) is to pro ide rele ant preparation for rban ed cators seeking a di ersit of kno ledge, skills, and dispositions for post-baccala reate st dent and initial Tennessee teacher licens re. Speci call , the M.U.Ed. c rric l m is designed to prepare and s pport o tstanding teachers called to transform the li es of rban st dents. The ni ersit s Core Val es of Christ-Centered, E cellence-Dri en, People-Foc sed, and F t re Directed are integrated thro gh rigoro s co rse ork, clinical e perience, ser ice-learning, modeling from mentor teachers, and committed ni ersit coaches to ed cate the hole rban st dent. Thro gh this comprehensi e residenc program, the ni ersit ill e plore and implement a c rric l m ith the latest rban research, pedagog , and technolog to prepare o tstanding teachers for the rban schools.

Objectives of the Program

St dents in the Master of Urban Ed cation ill:

1. Enhance their kno ledge, skills, and dispositions relating to the major iss es facing toda s practitioners in rban ed cation.
2. Appl research skills to c rrent rban ed cation problems.
3. E perience a residenc -immersion teacher preparation e perience
4. Be prepared as indi id als in kno ledge and pedagog to become licensed teachers.
5. Be enco raged in their Christian Commitment and ser ice to societ .
6. Ha e de eloped the kno ledge and competence to meet the goals of Union Uni ersit s CAEP

626. . . . . . (3)

Content area reading b ilds on skills to teach strategies related to speci c areas of the c rric l m and is designed to teach st dents the speci c skills necessar to learn more effecti el in science, social st dies, literat re, math, m sic, and ph sical ed cation. St dents in this co rse ill create materials related to their speci c content area. Field E perience req ired.

6311. . . . . . (5)

This co rse is concerned ith contemporar iss es and trends in the teaching of reading and lang age arts sing childrens literat re, incl ding the areas of reading, riting, speaking, listening, and thinking as ell as the relationship of lang age arts skills to the hole school c rric l m. Signi cant time ill be spent e amining best practices for meeting the needs of st dents ho lack grade le el/age appropriate literac skills. This co rse ill also in estigate c rrent research related to o ng children

621. (3)
A critical anal sis of faith iss es, ethical decision-making, orld ie frame orks, and al es q estions in the conte t of schools and ed cational leadership, especiall in the p blic sector b t not e cl ding the pri ate. Techniq es and tools are identi ed and practiced to anal e, clarif , and e al ate ethical iss es ithin ed cational conte ts.

624. (3)
St d and e al ation of modern practices and strategies in c rric l m de elopment ith the emphasis on school impro ement. The process of c rric l m planning ith a foc s on s stem acco ntabilit and st dent learning is st died.

63 . (3)
An in-class, clinicall foc sed co rse incorporating intentional and re ecti e pedagogical techniq es. In addition to anal ing online e cerpts of real teaching scenarios, st dents ill record samples of their o n teaching sing iPad and ideo technolog . Upon self-e al ation and peer feedback, st dents ill se the c rrent frame ork for teacher e al ation as a starting point for identif ing best practices and areas for impro ement in their o n craft. These lessons ill be sef l as st dents begin the process of compiling their electronic Performance E hibition prod ct.

643. (2)
Designed to de elop an nderstanding of problems and ke iss es in ed cational research. Emphasis on c rrent research in primar so rces, data collection and anal sis, and the acc rate reporting and disc ssion of ndings ill pro ide st dents ith an o er ie of protocol and professionalism in ed cational research, eq ipping the st dent ith a fo ndational kno ledge readil applicable to problems in the st dents o n professional setting.

64 . (3)
St d of orld ie s and ethical thinking in the conte t of the school classroom. The place of faith and al es in the p blic school arena is an iss e of st d .

64 . (2)
An e amination of the c lt res and historical backgro nds of the major c lt ral (minorit) gro ps in the United States, incl ding b t not limited to African American, Asian American, Hispanic, and Nati e American. Social and c lt ral iss es ill be in estigated to enhance the ed cators kno ledge and nderstanding of the similarities and differences among the gro ps. The co rse ill also address, in light of ed cational histor , the concepts of immigration, racism, discrimination, and assimilation in the United States. The co rse challenges st dents to appropriatel conte t ali e eq alit and decipher the corners of ed cation here eq it still doesnt e ist. From both a holistic and a critical post re, st dents ill e plore a s that racial, ethnic, socioeconomic, and s bc lt ral differences can be celebrated and engaged as a schools greatest asset.

652. (1)
Thro gh this ongoing process and c lminating e ent, st dents ill compile e idence of their de eloping skills and kno ledge, ltimatel sho casing their o erall gro th as professional ed cators. Before a panel of ni ersit fac lt and comm nit leaders, st dents ill present a concise s nthesis of artifacts and ideo footage to demonstrate their master of core program standards and their signi cant gro th as Scholars, Practitioners, and Relaters.

653. (3)
A thoro gh introd ction to the essential iss es of ed cational leadership incl ding strategic planning, the decision-making process, effecti e comm nication, managing con ict, s stems perspecti es and more. The co rse incl des an o er ie of classic theories of leadership and ho those theories ha e impacted schools and school s stems toda .

654. (3)
This co rse foc ses on areas of the la as it impacts school administrators incl ding, b t not limited to, so rces of the la and the co rts, st dents and ed cational personnel, desegregation and its effects, school nance iss es and school district liabilit , federal la , and reg lations in ol ing special ed cation.

65 . (3)
This co rse pro ides an anal sis of s per isor models and techniq es, management techniq es and gro p processes, staf ng patterns and organi ational str ct res to s pport teaching and learning.

661, 662, 663. , , (3)
(1- . /
. .)
Prereq isite: Appro al from the Of ce of Grad ate St dies in Ed cation
The practic m for the Instr ctional Leadership concentration is a thirteen-month, part-time mentored e perience. It is the application in a orkplace en ironment of the strategic, instr ctional, organi ational, and conte t al leadership program standards.

664. (3)
Theoretical approaches to nderstanding comple organi ations are e amined and applied to ed cational organi ations, dra n from organi ational theor , de elopment, and beha ior. St dents de elop effecti e sol tions for interpersonal, str ct ral, and organi ational problems e perienced in contemporar ed cational comm nities.

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

H man Gro th and De elopment, Instr ctional Technolog , Ed cational Assessment and 3 ears of teaching e perience.

Ma im m of 9 Semester Ho rs ma be applied.

This program leads to a recommendation for licens re as a principal or s per isor of instr ction in the State of Tennessee. It is designed to meet NCATE, ISLLC and State of Tennessee licens re standards in school leadership.

EDU 613Brain-Based Learning
EDR 700Research Iss es in Ed cational Leadership
EDU 702Engaged Learning
EDU 703S per ision
EDU 706Organi ational Decision Making
EDU 707Legal Iss es in School Go ernance
EDU 708C rric l m and School Impro ement
EDU 714Leadership Iss es ITheories and Strategies
EDU 715Leadership Iss es IIPlanning and Finance
EDU 722Teacher Leadership
EDU 723Faith and Ethics in Ed cational Leadership
EDU 737, 738, 739Leadership Practic m I, II, III or EDU 734Leadership Internship
EDU 786Seminar: M ltic lt ral and Di ersit Iss es in Ed cation
Total: 39 ho rs

Completion of Practic m
Completion of SLLA E am
Leadership Gro th Paper
Grad ation

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

: H man Gro th and De elopment, Instr ctional Technolog , Ed cational Assessment

Ma im m of 9 Semesters Ho rs Ma Be Applied.

EDU 613Brain-Based Learning
EDR 700Research Iss es in Ed cational Leadership
EDU 702Engaged Learning
EDU 703S per ision
EDU 706Organi ational Decision Making
EDU 707Legal Iss es in School Go ernance
EDU 708C rric l m and School Impro ement
EDU 714Leadership Iss es ITheories and Strategies
EDU 715Leadership Iss es IIPlanning and Finance
EDU 722Teacher Leadership
EDU 723Faith and Ethics in Ed cational Leadership
EDU 732Leadership Gro th Paper
EDU 786Seminar: M ltic lt ral and Di ersit Iss es in Ed cation
Total: 39 ho rs

Presentation of Leadership Gro th PaperMa

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

Ma im m of 9 Semesters Ho rs Ma Be Applied.

EDU 600 Comm nit In ol ement for School Impro ement
EDU 606 Acco ntabilit for Greater St dent Learning
EDR 700 Research Iss es in Ed cational Leadership
EDU 702 Engaged Learning
EDU 711 Politics, Polic , and Instr ction
EDU 716 P rpose and Plan for Action Research
EDU 717 Entreprene rial School Leadership
EDU 718 The Changing S perintendenc
EDU 722 Teacher Leadership
EDU 723 Faith and Ethics in Ed cational Leadership
EDU 741 Leadership De elopment Research Project I
EDU 742 Leadership De elopment Research Project II
EDU 786 Seminar: M ltic lt ral and Di ersit Iss es in Ed cation
Total: 39 ho rs

Admission Information

All candidates for admission to the Ed.S. in Ed cational Leadership m st s bmit a Grad ate St dies in Ed cation Application along ith a non-ref ndable application fee ($25) and arrange for of cial transcripts to be sent directl to the Of ce of Grad ate St dies in Ed cation from pre io sl attended colleges or ni ersities. In addition, a completed Certi cate of Imm ni ation ill be req ired of all st dents.

If not doc mented on an of cial transcript, the st dent m st complete co rse ork in instr ctional technolog , h man gro th and de elopment, and assessment or ed cational meas rement before grad ating ith the Ed.S.

. Candidates for admission to the Ed.S. in Ed cational Leadership m st ha e a minim m of a Masters degree, three ears teaching e perience, and demonstrated leadership potential as more speci call stated in the follo ing admission criteria.

1. Cop of c rrent teacher license.
2. Grade Point A erageUndergrad ate GPA of 3.0 or higher. Prior Grad ate GPA of 3.2 or higher.
3. Teacher Licens reTeacher licens re and three ears teaching e perience.
4. St dent GoalsGoals aimed at becoming a teaching team leader, principal or s per isor.

5. Recommendation Forms. Rating forms from fo r persons. One m st be completed b the applicants c rrent principal or s per isor; t o m st be completed b fello teachers/colleag es; and one character/personal reference completed b one ith insight into all components on the form.
6. Writing SampleAll candidates, regardless of GPA, m st s ccessf ll complete an Ed.S. riting sample demonstrating adeq ate ad anced grad ate le el riting skills.
7. An inter ie ith the Director of the Ed.S./Ed.D. Program.

In addition to the criteria abo e, candidates for admission to the Instr ctional Leadership track m st s bmit the follo ing.

8. Personal S mmar incl ding brief professional de elopment plan and doc mentation of data sho ing impro ement in st dent achie ement (s mmar of TVAAS/TCAP data, Gate a scores, etc.); cop of most recent performance appraisal (in TN, the Frame ork for E al ation and Professional Gro th).
9. Veri cation of E perience form completed b applicants school s stem doc menting at least 3 ears of teaching e perience.
10. Recommendation form completed b the Director of the school s stem here the applicant is emplo ed.
11. C rrent professional res me.
12. Instr ctional Leadership Screening Committee Inter ie . Candidate is inter ie ed b an admission screening committee comprised of ni ersit and p blic school personnel ho ill make a recommendation to the Dean and Grad ate Admission Committee concerning admission to the Instr ctional Leadership program.

. Persons not meeting either of the GPA req irements (ndergrad ate or grad ate) ma be granted Conditional Admission follo ing the s ccessf l completion of the Ed.S. riting sample. After s ccessf l completion of 9-10 ho rs of Ed.S. co rse ork ith a minim m GPA of 3.0, the st dent ill be remo ed from conditional admission stat s and granted admission to the Ed.S. program.

Academic Requirements for Progression, Probation, and Suspension

St dents in the Ed cation Specialist Program m st maintain an o erall Grade Point A erage of at least 3.0 in the Ed.S. Program to remain in Good Academic Standing.

After completion of nine grad ate ho rs in the program, an Ed.S. st dent hose c m lati e program GPA is belo 3.0 ill be placed on academic probation. A st dent placed on academic probation has one semester to increase his/her program GPA to 3.0 or higher.

If the st dent fails to attain the req ired minim m 3.0 GPA d ring the probationar semester, the st dent ill be s spended from the Ed.S. Program. While s spended from the program, the st dent ma repeat co rses in hich a grade of B, C, or F has been earned in an effort to impro e the GPA. The st dent ma appl for readmission to the Ed.S. Program after the c m lati e program GPA has been raised to 3.0 or higher.

A st dent s spended from a grad ate program is not eligible for Veterans Administration Bene ts.

Graduation Requirements

All st dents completing the Ed cation Specialist in Ed cational Leadership m st meet the follo ing criteria for grad ation.

1. S ccessf l completion of the req ired 39 semester ho rs of co rse ork ith a minim m 3.0 GPA in the program.
2. S ccessf l presentation of the Leadership Gro th Paper (Teacher Leadership concentration).

In addition to the abo e criteria, st dents completing the Instr ctional Leadership licens re track m st:

3. S ccessf ll complete the req ired Practic m or Internship.
4. The candidate for the Ed.S. degree (Instr ctional Leadership track) MUST PASS the Pra is II SLLA test in order to complete the Ed.S./Instr ctional Leadership program. The test ill be taken in the second ear of the program; res lts sho ld be recei ed prior to grad ation so that the candidate ill kno if he/she ill complete the Instr ctional Leadership license. If the test is not passed, the candidate can recei e the Ed.S. in Teacher Leadership (non-licens re).

St dents ho ha e completed the Union Ed cation Specialist Degree (Ed.S.) and desire to ret rn to complete the Ed.D., after ha ing met doctoral admission standards, m st complete a set of t o bridge doctoral seminar co rses before enrolling in the nal 21 ho rs of doctoral research co rses. The co rses are EDR 707, Leadership Research Seminar, hich incl des the Q alif ing Paper, and EDU 711, Seminar in Politics, Polic , and Instr ction. See the Ed.D. program section for admission criteria and co rse descriptions.

Financial Information

The follo ing pa ment plans are a ailable for st dents in the Ed.S. program.

1. F ll pa ment ma be made for the program of 30 semester ho rs. T ition m st be paid on an indi id al basis for co rses req ired for completion of the program that are in addition to the req ired 30 semester ho rs.
2. Pa ment ma be made b the semester ith at least 50% d e before classes begin and the balance d e one month later.
3. Monthl pa ments ma be made sing the FACTS Plan, an a tomatic debit from o r acco nt.

. T ition is $490 per semester ho r effecti e for cohorts beginning in Febr ar 2015. T ition ill be $520 per semester ho r effecti e Febr ar 2016.

IL Portfolio Fee (hen applicable): $160
Application Fee ..... $ 25

Course Descriptions: Education (EDU)

613. (3)
An emphasis on creating a thentic learning sit ations that address the brains need for meaning, patterns, and connections. Teaching strategies that create a classroom climate that presents learning in a rela ed and non-threatening manner are essential to brain-based learning.

02. (3)
A contemporar acco nt of the principles of learning ith emphasis on engaging the learner in the classroom. Topics: Concepts of teaching, learner characteristics, designs for learning en ironments, and effecti e teaching. Research in cognition, learning, and teaching forms a fo ndation for the co rse.

03. (3)
Anal sis of s per isor models and techniq es, management techniq es and gro p processes, staffing patterns and organi ational str ct res to s pport teaching and learning. St dents de elop skills in all aspects of instr ctional planning.

06. (3)
Theoretical approaches to nderstanding comple organi ations are e amined and applied to ed cational organi ations, dra n from organi ational theor , de elopment and beha ior. St dents de elop effecti e sol tions for interpersonal, str ct ral, and organi ational problems e perienced in contemporar ed cational comm nities. Strategic planning for ed cational change, incl ding technological, is st died.

0 . (3)
Areas of the la as it impacts school administrators are st died, incl ding, b t not limited to, so rces of the la and the co rts, the la and st dents and ed cational personnel, desegregation and its effects, school nance iss es and school district liabilit , federal la and reg lations in ol ing special ed cation.

0 . (3)
St d and e al ation of modern practices and strategies in c rric l m de elopment ith the emphasis on school impro ement. The process of c rric l m planning ith a foc s on s stem acco ntabilit and st dent learning is st died.

14. (3)
A thoro gh introd ction to the essential iss es of ed cational leadership incl ding strategic planning, theories of leadership de elopment, the change process, school impro ement, comprehensi e reform in schools, s stems perspecti es and more.

15. (3)
Prereq isite: EDU 714
An application of leadership iss es related to planning and nance, incl ding school impro ement planning, policies for eq it and di ersit , the management of collecti e bargaining, scal and non- scal reso rces for districts, b dget planning and management collaborati e planning, se of media and more.

16. (3)
P rpose and Plan for Action Research e poses st dents to the basic principles of action research. Emphasis is gi en to hat constit tes action research and ho it differs from other t pes of research. Topics incl de the process of scienti c inq ir and data-dri en decision making in an era of school reform. St dents ill learn ho to generate research q estions, collect and anal e data, and e al ate programs. St dents ill de elop their o n research projects, sing rele ant ideas based on the e al ation of initiati es in their o n schools or school districts.

1 . **(3)**
In this co rse, st dents ill learn the entreprene rial side of school leadership. Emphasis ill be placed on the school str ct re of charter schools and independent schools, especiall the organi ational differences bet een these t pes of schools and traditional p blic schools. Topics ill incl de nancing, st dent enrollment, and legal iss es related to non-traditional and for-pro t schools. St dents ill in estigate the attrib tes of an entreprene r (s ch as ision casting, risk taking, and inno ating) and determine ho these co ld be applied in the age of school reform.

1 . **(3)**
This co rse e amines leadership at the s perintendent/director of schools le el, and incl des st d of the impact of school reform on p blic and pri ate ed cation. Topics incl de leadership theor and beha ior, organi ational de elopment, and change. St dents st d the diagnosis of organi ational needs and identi cation of challenges and sol tions at both the interpersonal and instit tional le els.

22. **(3)**
This co rse e amines practical perspecti es on school administrators leadership of teachers. Topics incl de the st d of professional learning comm nities, mentoring, and coaching. Vario s strategies for selection and de elopment of leaders are e amined. Concepts incl de ste ardship, ser ant leadership, transformational leadership, gender, and ethnicit .

23. **(3)**
A critical anal sis of faith iss es, ethical decision-making, orld- ie frame orks and al es q estions in the conte t of schools and ed cational leadership, especiall in the p blic sector b t not e cl ding the pri ate. Techniq es and tools are identi ed and practiced to anal e, clarif and e al ate ethical iss es ithin ed cational conte ts.

32. **(3)**
The Leadership Gro th Paper is the c lminating e perience of the Ed.S. Program. The paper affords the Ed cational Leadership st dent the opport nit to engage in action-oriented research on a problem tied to school impro ement. The problem is identi ed in EDU 708, and data is collected at the school or school s stem le el. This co rse pro ides a conte t for completion of the paper b C rric l m and S per ision st dents.

34. **(3)**
Prereq isite: Appro al from Of ce of Grad ate St dies in Ed cation.
The internship for the Administration and S per ision concentration of the Ed.S. in Ed cational Leadership is a e-month, mentored e perience in ol ing t o or more settings and m ltiple le els ith an introd ctor eld practic m of one month. It is the application in a orkplace en ironment of the strategic, instr ctional, organi ational and conte t al leadership program standards. St dents de elop and present a Leadership Gro th Paper in the conte t of their internship ork.

3 . **(1)**
Prereq isite: appro al from Office of Grad ate St dies in Ed cation. The practic m for the Administration and S per ision track (Standard Ro te) is an eight-month, mentored e perience in a cooperating school s stem. It is the application in a orkplace en ironment of the strategic, instr ctional, organi ational and conte t al leadership program standards. St dents de elop and present the Leadership Gro th Paper in the conte t of their practic m ork. Pass/Fail.

3 . 3 . **(1)** **(1)**
Contin ation of 737 sing a graded format

41. **(3)**
St dents critiq e and present ne and original research rele ant to leadership de elopment. The goal is to de elop a comm nit of scholars for dialog e, presentation, and e hibition hile incl ding seminal iss es in the eld.

42. **(3)**
Prereq isite: EDU 741
St dents critiq e and present ne and original research rele ant to leadership de elopment. The goal is to de elop a comm nit of scholars for dialog e, presentation, and e hibition hile incl ding seminal iss es in the eld.

6. **(3)**
A seminar co rse dealing ith the theoretical and applied bases of ed cational administration in m ltic lt ral conte ts. St dents e amine thro gh readings the needs and characteristics of ario s c lt ral gro ps ith the foc s on translation to practice and polic .

Education Research (EDR)

00. **(3)**
St dents learn to locate, critiq e, and report research ndings; appl introd ctor methods of anal ing, s nthesi ing and e al ating research e idence; compare t pes of q alitati e and q antitati e ed cational research; and design a Leadership Gro th Paper tili ing action research in an ed cational leadership conte t.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

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 Ed cation is to prepare ed cators of character and competence ho re ect Christ as the ser e and lead in their schools and comm nities. The Ed.D. degree is g ided b the concept al frame ork of the Ed cator Preparation Program: *a teacher-student dynamic of sensitivity, reflection, and faith*. The ni ersit s mission is to pro ide Christ-centered higher ed cation that promotes e cellence and character de elopment in ser ice to Ch rch and societ .

Ed.D. Description and Purpose

The Doctor of Ed cation (Ed.D.) is the highest professional degree in ed cation. Indi id als ho ha e earned this degree are recogni ed for their ide kno ledge of theor and research and for their commitment to the application of kno ledge for the impro ement of ed cational polic and practice. The Union Ed.D. is designed for acti e professionals ho ill grad ate read to ass me leadership and teaching roles in Preschool-Grade T el e schools, ni ersities, go ernment and b siness. Ed.D. grad ates can positi el contrib te to administration, teaching, polic and c rric l m formation, and research. Each doctoral degree is designed to be a blend of theor and practice, classic kno ledge and c rrent research, anal sis and s nthesis, macro-perspecti e and micro-f nctionalit .

Union Uni ersit offers the doctoral degree in ed cational leadership ith t o areas of speciali ation:

1. The Ed.D. in Ed cational Leadership ith a speciali ation in Preschool-Grade T el e (P-12) School Administration, and
2. The Ed.D. in Ed cational Leadership ith a speciali ation in Higher Ed cation.

The Ed.D. in Ed cational Leadership P-12 School Administration degree has t o areas of concentration offered on the Jackson, Germanto n, and Henderson ille camp ses: Instr ctional Leadership (P-12) and Teacher Leadership (P-12). A third area of concentration, Leadership in School Reform, is offered f ll online.

The Ed.D. in Ed cational Leadership Higher Ed cation degree, offered onl on the Jackson camp s, is designed to prepare college and ni ersit professionals to ser e as administrators, teachers, polic -makers, and researchers, ith special attention to the needs of smaller independent instit tions of higher ed cation. The degree program is deli ered in a combination of camp s, blended online/camp s, and f ll online co rses to ens re ser ice to a national comm nit . Its goals incl de the ni ersit s g iding principles of academic e cellence, Christian al es, de elopment of the hole person, and f t re-dri en scholastic agendas.

The Cohort Approach and Calendar

Each degree program or concentration is a cohort-based enrollment program ith the e ception of the dissertation, hich is highl indi id ali ed. The cohort approach to program deli er accepts st dents in gro ps ho begin their series of co rses and e periences together. P-12 School Administration doctoral st dents begin their co rses each Febr ar . Higher Ed cation doctoral st dents begin each J ne. Each degree program offers co rses in 3 to 4- ear c cles. Hallmarks of the cohort-approach are lifelong friendships, collaboration and m t al s pport, fac lt attention to indi id al st dent needs, co rse seq encing, and the st dent-centered certaint of co rse deli er .

Each cohort is presented its niq e calendar for the complete program. C rrent Ed.D. calendars are a ailable at *http://www.uu.edu/academics/graduate/edd/*

Doctor of Education Admissions Process

Union Uni ersit offers t o speciali ations in its Ed.D. Tf6.lC T nt EdBTd.D. calendars ar61 Process

Of cial Transcripts: Of cial transcripts from ALL ndergrad ate and grad ate schools attended. The minim m req irement for admission is an of cial Masters degree transcript from a regionall accredited college/ ni ersit ith a minim m GPA of 3.20. In addition, st dents m st ens re that transcripts recei ed from non-US instit tions are translated and e al ated b a recogni ed agenc , and for arded directl to Union Uni ersit to the address indicated belo .
Test Req irements: Of cial test scores from the Grad ate Record E am (GRE) m st be for arded to Union Uni ersit (Instit tion Code: 1826), re ecting scores for all three sections of the GRE (erbal, q antitati e, and

camp ses as ell as online for the Leadership in School Reform concentration. In each, doctoral co rses and processes form a scholarl comm nit to s pport st dents in their personal transformation and in identif ing and addressing critical ed cational iss es at the local, state, national, and international le els. The degree program has three areas of concentration:

1. Instr ctional Leadership (IL). The IL concentration offers a license program hich can earn the grad ate the Tennessee Instr ctional Leadership License. Thro gh this concentration, hich incl des a practic m or internship that is closel s per ised and directl related to the st dents indi id al needs, doctoral st dents can earn licens re as a principal or s per isor nder national standards appro ed b NCATE and Interstate School Leaders Licens re Consorti m (ISLLC).
2. Teacher Leadership. The Teacher Leadership concentration is identical to the IL concentration; ho e er, the Teacher Leadership concentration does not req ire the practic m/internship co rse necessar for Tennessee Instr ctional Leadership License (Teacher Leadership st dents take EDU 613 instead). This area of concentration is for doctoral st dents ho desire the kno ledge, skills, and dispositions of a school leader itho t the licens re.

S ccessf l Completion of:

- Minim m of 3.2 GPA in Ed.D. co rses
- The Practic m or Internship
- The Q alif ing Paper
- The School Leader s Licens re Assessment (SLLA e am req ired for licens re)
- Dissertation Proposal (ith Appro al b Committee)
- Comprehensi e E amination
- Oral Defense of Comprehensi e E amination
- Dissertation
- Oral Defense of Dissertation

Curriculum for the Ed.D. in Educational Leadership

Specialization:Cship

Ed.D. in Educational Leadership Specialization: Higher Education

The Ed.D. in Ed cational Leadership ith a speciali ation in Higher Ed cation is the second area of speciali ation, along ith P-12 School Administration, to be offered b Union Uni ersit s School of Ed cation. The doctorate in Higher Ed cation, offered onl on the Jackson camp s, is designed to prepare college and ni ersit professionals to ser e as administrators and teachers, ith special attention to the needs of smaller independent instit tions of higher ed cation. It prepares grad ates to ass me leadership positions in the elds of ed cation, especiall higher ed cation, as ell as go ernment, b siness, and research. The degree program is deli ered in a combination of camp s, blended on-line/camp s, and f ll online co rses to ens re ser ice to a national comm nit . The primar p rpose of the Ed.D. in Ed cational Leadership ith a speciali ation in Higher Ed cation is to pro ide e perienced ed cators a broad and s stematic nderstanding of ed cational theor , inq ir , and practice, and an abilit to create and appl c rrent research to ed cational problems.

Program Outcomes

The si o tcomes of the Ed.D. in Ed cational Leadership ith a speciali ation in Higher Ed cation are to:

1. Foc s on iss es, practice and research in the eld of higher ed cation;
2. Foster scholarl inq ir in areas of professional and intellect al interest;
3. Pro ide highl indi id ali ed e periences that meet indi id al career goals;
4. Foster anal sis and problem sol ing skills and e pertise;
5. Prepare leaders ho effecti el deal ith the challenges facing higher ed cation; incl ding best practices in teaching and learning;
6. Enco rage ethical ser ice in a frame ork of Christian al es.

Education (EDU)

610. (3)
A st d of the histor and philosoph of American ed cation ith attention to E ropean antecedents, and philosophical mo ements s ch as Idealism, Realism, Perennialism, Essentialism, Progressi ism, Reconstr ctionism, and E istentialism.

613. (3)
A st d of teaching strategies hich foc s on st dent learning s ch as constr cti ism, brain-based teaching and learning, integrated thematic instr ction, inq ir and m ltiple intelligence learning st les.

01. (3)
A critical e amination of ke theories, f nctions and practices in ol ing leadership and organi ations ith speci c emphasis on indi id al and organi ational responses to change. In addition to traditional applications, st dents ill anal e leadership st les and organi ational case st dies thro gh m ltiple frame orks.

02. (3)
A contemporar acco nt of the principles of learning ith emphasis on engaging the learner in the classroom. Topics: Concepts of teaching, learner characteristics, designs for learning en ironments, and effecti e teaching. Research in cognition, learning, and teaching forms a fo ndation for the co rse.

03. (3)
Anal sis of s per isor models and techniq es, management techniq es and gro p processes, staffing patterns and organi ational str ct res to s pport teaching and learning. St dents de elop skills in all aspects of instr ctional planning.

05. (3)
The social, ps chological, c lt ral and historical conte ts of the st dent in higher ed cation. C rrent trends, projections and models for practice ill be considered and anal ed.

06. (3)
Theoretical approaches to nderstanding comple organi ations are e amined and applied to ed cational organi ations, dra n from organi ational theor , de elopment and beha ior. St dents de elop effecti e sol tions for interpersonal, str ct ral, and organi ational problems e perienced in contemporar ed cational comm nities. Strategic planning for ed cational change, incl ding technological, is st died.

0 . (3)
Areas of the la as it impacts school administrators are st died incl ding, b t not limited to, so rces of the la and the co rts; the la , st dents and ed cational personnel; desegregation and its effects; school nance iss es and school district liabilit ; federal la ; and reg lations in ol ing special ed cation.

0 . (3)
St d and e al ation of modern practices and strategies in c rric l m de elopment ith the emphasis on school impro ement. The process of c rric l m planning ith a foc s on s stem acco ntabilit and st dent learning is st died.

0 . (3)
Legal processes as ell as legal rights, responsibilities, d ties and liabilities of fac lt , administrators and st dents ithin the conte t of higher ed cation. Incl ded ill be st dies from constit tional, stat tor and case la .

10. (3)
An e amination of the historical and philosophical s stem of ed cation in the United States considering iss es to incl de: American s stem of ed cation, s r e of theories of ed cation, and factors and forces changing American ed cation philosophies.

11. (3)
This seminar is offered to Union Ed.S. st dents onl as one of the t o bridge co rses for admission to the Ed.D. in Ed cational LeadershipSpeciali ation in P-12 Administration. This co rse is designed to allo the doctoral st dent to anal e and s nthesi e c rrent kno ledge related to iss es in politics, p blic polic and school instr ctional practices. The co rse ill foc s on relationships bet een p blic polic and ed cation; recogni ing polic iss es; and relating polic initiati es to st dent elfare. C rrent philosophical and c lt ral iss es re ecti e of local, regional, national and global conte ts ill be st died.

12. (0)
Non-credit, non-graded co rse for grad ate st dents to allo access to ni ersit reso rces hile the are not acti el completing co rse ork. Upon recei ing special permission from the Deans of ce, doctoral st dents ha e access to the librar , applicable tools and soft are.

14. (3)
A thoro gh introd ction to the essential iss es of ed cational leadership incl ding strategic planning, theories of leadership de elopment, the change process, school impro ement, comprehensi e reform in schools, s stems perspecti es and more.

15. (3)
Prereq isite: EDU 714
An application of leadership iss es related to planning and nance, incl ding school impro ement planning, policies for eq it and di ersit , the management of collecti e bargaining, scal and non- scal reso rces for districts, b dget planning and management collaborati e planning, se of media and more. frot pes

1 . **(3)**

In this co rse, st dents ill learn the entreprene rial side of school leadership. Emphasis ill be placed on the school str ct re of charter schools and independent schools, especiall the organi ational differences bet een these t pes of schools and traditional p blic schools. Topics ill incl de nancing, st dent enrollment, and legal iss es related to non-traditional and for-pro t schools. St dents ill in estigate the attrib tes of an entreprene r (s ch as ision casting, risk taking, and inno ating) and determine ho these co ld be applied in the age of school reform.

1 . **(3)**

This co rse e amines leadership at the s perintendent/ director of schools le el, and incl des st d of the impact of

42. (3)
Prereq isite: EDU 741
St dents critiq e and present ne and original research rele ant to leadership de elopment. The goal is to de elop a comm nit of scholars for dialog e, presentation, and e hibition hile incl ding seminal iss es in the eld.

45. (3)
C rrent polic and assessment iss es in ith specific attention to the nat re and f nction of policies that impact administrati e posts in higher ed cation as ell as assessment strategies and proced res in di erse higher ed cation settings.

50.
This Series introd ces the st dent to the di erse, interdisciplinar iss es of higher ed cation hile considering c rrent iss es and trends in higher ed cation and enco raging engagement bet een the areas of practice, research, and theor .

51. (3)
Prereq: s ccessf l completion of all EdD co rse ork and Comprehensi e E ams.
Doctoral-le el co rse offers an opport nit , ithin one semester, to e tend the time needed b EdD st dents to de elop the dissertation proposal. Special permission for this co rse sho ld be req ested thro gh the Deans of ce. Pass/Fail.

6.
(3)
A seminar co rse dealing ith the theoretical and applied bases of ed cational administration in m ltic lt ral conte ts. St dents e amine thro gh readings the needs and characteristics of ario s c lt ral gro ps ith the foc s on translation to practice and polic .

. (1-3)
A ariable topics co rse in either Leadership Iss es or Leadership Practice that do not appear in reg lar co rse offerings. These gro p st dies ma be offered as needed.

Education Research (EDR)

00. (3)
St dents learn to locate, critiq e, and report research ndings; appl introd ctor methods of anal ing, s nthesi ing and e al ating research e idence; compare t pes of q alitati e and q antitati e ed cational research; and design a Problems Paper tili ing action research in an ed cational leadership conte t.

0 . (1, 3)
Prereq isite: EDR 700
This co rse pro ides st dents opport nit to demonstrate clear nderstanding of the interrelated nat re of the e periences from the ed cational leadership co rses in their doctoral program thro gh critical disco rse on contemporar iss es. The seminar series ill ser e as e perimental gro nd for creating a scholarl comm nit among doctoral st dents hile the e plore comm nication essentials, s ch as e al ating research articles, riting academic pieces incl ding abstracts and literat re re ie s, and e amining effecti e presentation skills. The nal prod ct of the seminar is the completion of the Q alif ing Paper, a s bstantial critical anal sis of the theoretical and empirical literat re related to ed cational leadership, hich ma or ma not be related to the st dents dissertation topic. The rst enrollment is graded IP (In Progress) if ork is satisfactor or F if not. The nal satisfactor enrollment ill a ard 3 graded ho rs that repeat the IP from the pre io s enrollment s ch that the st dent earns a total of 3 ho rs hen f ll s ccessf l.

10. (3)
Prereq isite: EDR 700.
This co rse is designed to pro ide the st dent an opport nit to anal e data from e perimental designs sing anal sis of ariance and m ltiple regression and to appl the data for school impro ement.

12. (1, 3)
Prereq isite: EDR 707
This co rse is offered in seminar format in 2 segments. It ser es as e perimental gro nd for creating a scholarl comm nit among doctoral st dents, coinciding ith enrollment in EDR 710, 725 and 720. The seminar assesses researchable q estions in leadership and administration in a st dents area of speciali ation res lting in a Dissertation Proposal. Repeated for a ma im m of 3 ho rs credit. The rst enrollment is graded IP (In Progress) if ork is satisfactor or F if not. The nal satisfactor enrollment ill a ard 3 graded ho rs that repeat the IP from the pre io s enrollment s ch that the st dent earns a total of 3 ho rs hen f ll s ccessf l.

20. (3)
This co rse is designed to pro ide the st dent an opport nit to e plore the iss es, proced res, and problems associated ith methods and design of q alitati e and e perimental models. St dents are req ired to begin the dissertation prospect s process d ring this co rse.

25. . (3)
Prereq isite: EDR 720.
This co rse is designed to address m lti ariate statistical anal sis and ad anced design anal sis in ed cational research. Speci c attention is gi en to indi id al st dent research and the completion of the dissertation proposal.

50. (3)
The Series introd ces st dents to the di erse, interdisciplinar iss es of higher ed cation hile considering c rrent iss es and trends in higher ed cation and enco raging engagement bet een the areas of practice, theor and research.

51. (3)

Prereq isite: EDR 750

This co rse ad ances the st dents de elopment as researcher and scholar thro gh the assessment of researchable q estions in higher ed cation res lting in a Dissertation Proposal.

0. (2-4)

Prereq isite: S ccessf l completion of Ed.D. oral and ritten comprehensi e e amination and appro al of the Dissertation Proposal.

The doctoral dissertation is the c lminating e perience of the Doctor of Ed cation degree in ol ing a scholarl inq ir into an area of professional and intellect al interest. The st dent ill cond ct research and prod ce a q alit report of the ndings in ol ing a ritten and oral defense of the research. St dents ill register for a minim m of 912 ho rs of credit. The co rse is graded PR (progress) or F (fail re). Each doctoral st dent m st s bmit his pre-dissertation or dissertation man script for p blication or presentation, as ritten b him/her d ring enrollment in the Ed cational Specialist phase/Ed cation Doctorate Program at Union Uni ersit . Validated eri cation of of cial s bmission b the st dents Dissertation Chair m st be on le in the Deans Of ce before the st dent ill be permitted to defend his/her dissertation. With s ccessf l completion of the dissertation the nal semester is graded Pass and all pre io s PRs are con erted to Pass.

Degrees Offered

Available on the Jackson and Germantown Campuses

Master of Social Work

Master of Social Work Mission Statement

The mission of the MSW Program is to prepare competent and effecti e professionals for leadership in ad anced generalist practice. In a conte t of Christian higher ed cation, the program fosters compassionate ser ice, promotes social and economic j stice, and eq ips st dents for e cellence in social ork practice.

Program Outcomes

The goals of the Master of Social Work Program are:

1. To eq ip st dents ith kno ledge, al es, and skills for e cellence in social ork practice ithin the conte t of Christian higher ed cation;
2. To foster compassionate ser ice and promote social and economic j stice;
3. To prepare social orkers to be leaders in comm nities at state, national, and international le els;
4. To increase the a ailabilit of competent master-le el prepared social ork professional leadership in the s rro nding region.
5. T

MASTER OF SOCIAL WORK

Program Delivery

The MSW Program accepts st dents as f ll-time or part-time st dents beginning in fall semester. St dents entering ith a degree other than the BSW m st complete 60 credit

Estimated Costs during the M.S.W. Program- Full-time Program

Semester 1—Fall

T ition..... $510 per credit ho r
Te tbooks..... appro imatel $600
General St dent Fee.....$20/ho r
Field Practic m Fee..... $100
Ins rance Fee $25

Semester 2—Spring

T ition..... $510 per credit ho r
Te tbooks..... appro imatel $600
Field Practic m Fee..... $100
General St dent Fee.....$20/ho r

Semester 3—Fall

T ition.....estimated $510 per credit ho r
Te tbooks..... appro imatel $600
Field Practic m Fee $100
General St dent Fee.....$20/ho r
Ins rance Fee $25

Semester 4—Spring

T ition.....estimated $510 per credit ho r
Te tbooks..... appro imatel $600
Field Practic m Fee..... $100
General St dent Fee.....$20/ho r

Acceptance Deposits

A non-ref ndable t ition deposit of $100 is req ired to reser e a place in the MSW program after an applicant is accepted.

Graduation Requirements

1. Completion of all co rse ork.
2. A minim m grade point a erage of 3.0 for the req ired co rse of st d .
3. An application for grad ation to be s bmitted online. Application deadlines are March 1 for Ma grad ation, October 1 for December grad ation, and Ma 1 for A g st grad ation.
4. F ll pa ment of the st dents acco nt in the B siness Of ce
5. Discharge of all other obligations (nes, fees, etc.) to the Uni ersit .

Student Organizations

M.S.W. Student Organization

A professional organi ation is open to all M.S.W. st dents to assist in de eloping professional social ork identit b reg lar meetings, ed cational e ents, and opport nities for st dents to lead in ser ice to ario s social ser ice agencies and the comm nit .

Phi Alpha Honor Society

National Honor Societ for Social Work St dents, Eta Phi Chapter, fosters high standards of ed cation for social ork st dents and in ites into membership those ho ha e attained e cellence in scholarship and achie ement. St dents ith a GPA of at least a 3.8 are considered for membership. Other criteria for membership incl de e perience in eld practic m and leadership in the social ork program. St dents become eligible for membership after completion of SW 690, Field Seminar, in the c rric l m.

Program Calendar

Classes meet on Monda and Th rsda e enings for f ll-time st dents. Part-time st dents ha e classes onl on Monda or Th rsda nights. Classes ma incl de both in-class and on-line instr ction. Electi es ma be held an night of the eek or on Sat rda or be totall online.

See *www.uu.edu/msw* for additional information.

Course Descriptions: Social Work (SW)

500. (3)

A fo ndational co rse pro iding a frame ork for creating, organi ing, and nderstanding theor , research, and practice iss es of h man beha ior and the social en ironment.

501. (3)

Prereq isite: SW 500.

This co rse ses a person-in-en ironment theoretical frame ork to pro ide the kno ledge, al es, and skills necessar for nderstanding h man beha ior as a f nction of biological, ps chological, social, spirit al, and c lt ral s stems across the lifespan.

510. (3)

An introd ctor backgro nd to the histor , polic , programs, practice, and al es of the social ork profession.

520. (3)
An e amination of practice theor and methods ith comm nities and organi ations, incl ding comm nit organi ation and de elopment, organi ational theor and beha ior, and ad ocac .

521. (3)
The concept al fo ndations and methods of e idence-based research. Q alitati e and q antitati e research ill be e plored, as ell as beginning practice research.

530. (3)
An e amination of practice theories and methods for ork ith indi id als and families. The co rse ill emphasi e client engagement, assessment, c lt ral competence, and problem-sol ing.

535. (3)
Social polic foc sing on major social elfare iss es to eq ip st dents to anal e and e al ate polic and to de elop kno ledge and skills for ad ocac .

540. (3)
An introd ction to gro p theor , gro p de elopment and methods of practice, ario s t pes of gro ps, and ethical iss es that arise in ork ith gro ps.

5 0. 5 1. (3)
St dents participate in Field Seminar hen placed in a eld practic m. Field Seminars I and II are designed to assist the st dent ith processing the grad ate le el fo ndation ear eld e periences and in appl ing classroom learning to practice.

5 .. (3)
A concentrated, rigoro s seminar-st led co rse designed to prepare the Ad anced Standing st dent for the concentration ear of the M.S.W. c rric l m. It links the st dents ndergrad ate BSW ed cation and practice e perience in preparation for the nal ear of the M.S.W.

605. (3)
Preparation for clinical social ork practice b establishing the kno ledge and skills for assessment, diagnostics, and treatment in mental health and mental disorders.

623. (3)
The capstone co rse for the Masters in Social Work degree addressing the integration of professional kno ledge, al es, and skills nder a r bric of theoretical and ethical practice.

631. (3)
Ad anced grad ate le el research co rse designed to offer the st dent an opport nit to demonstrate ad anced theoretical and practical approaches to program planning, de elopment, grant riting, e al ation, and monitoring.

650.. (3)
An ad anced co rse in social ork practice ith indi id als and families foc sing on e idence-based and c lt rall competent practice. Vario s theories and methods for ork ith indi id als and families ill be e plored in depth ith an aim to ard eq ipping the ad anced practitioner for skilled practice.

660.. (3)
This ad anced co rse in administrati e and comm nit practice foc ses on leadership skills for se in ad anced

526. (3)
The co rse introd ces st dents to kno ledge of the child elfare and the j enile j stice s stem. It pro ides an o er ie of the child elfare s stem describing the histor , policies, and programs, at both the state and the federal le el for inter ening ith families in crisis. It is intended to pro ide a fo ndation in the kno ledge and al es necessar for professional child elfare practice and e plore e idence based practices orking ith families and children. The class is ta ght eb blended.

550. (3)
Prepares st dents ith reso rces to s ccessf ll s bmit competiti e proposals and state and federal applications for f nding. Incl des riting p rpose statements, backgro nd and j sti cation, personnel, timelines, methods, b dget, e al ation process, and effecti e management of f nds pon appro al.

551. (3)
An o er ie of the a s spirit alit and religion participate in SW practice, ith partic lar emphasis on their incl sion as necessar components of assessment, planning, treatment, and e al ation in c lt rall -competent social ork practice. St dents e amine in ences in a di erse range of religio s traditions and spirit al practices.

552. (3)
Introd ction to addictions co nseling ith intensi e nderstanding of the etiolog , progress and co nseling strategies for addicti e disorders. Emphasis is on acq iring a comprehensi e de nition of addiction beha iors and re ie of the impact of addiction on indi id al and famil s stems.

553. (3)
Kno ledge and skills for effecti e social ork practice in a school setting, as the professional pro ides a link bet een school, st dent, home and comm nit , primaril sing case management and ad ocac skills. Req ires a 590-690 ho rs in a school Field Placement.

554. (3)
E ploration of professional, clinical and ethical iss es ithin a comple and rapidl changing s stem. Utili ing a biops chosocial model and s stems perspecti e, st dents are introd ced to ario s practice settings across contin m of health care deli er incl ding inpatient, o tpatient, and comm nit -based ser ices. Skill de elopment is foc sed on interdisciplinar team ork, assessment, care planning, inter ention and doc mentation.

555. (3)
An anal sis of gender and se alit in American societ and cross-c lt rall . Gender roles and h mericTJ a and plamine indross con prolifett <</h int<</hasis on thandphs og schfice andthat ences inder and se alit in(. GenAlso estiggiedTJE

SCHOOL OF NURSING

Degrees Offered

Master of Science in Nursing

itho t pre io sl earned Bachelors degree
N rsing Administration (online)
N rsing Ed cation (online)
N rse Practitioner (Famil , Pediatric, Ad lt/Geriatric, Ps chiatric Mental Health)
ith pre io sl earned Bachelors degree in a eld other than n rsing
N rsing Administration (online)
N rsing Ed cation (online)
N rse Practitioner (Famil , Pediatric, Ad lt/Geriatric, Ps chiatric Mental Health)
ith pre io sl earned Bachelor of Science in N rsing Degree
N rsing Administration (online)
N rsing Ed cation (online)
N rse Practitioner (Famil , Pediatric, Ad lt/Geriatric, Ps chiatric Mental Health)

Post-graduate Certi cate

(online)
(online)
(Famil , Pediatric, Ad lt/Geriatric, Ps chiatric Mental Health)

Doctor of Nursing Practice

itho t pre io sl earned Bachelors degree
E ec ti e Leadership (online ith sched led on-camp s intensi es)
N rse Practitioner (Famil , Pediatric, Ad lt/Geriatric, Ps chiatric Mental Health)
ith pre io sl earned Bachelors degree in a eld other than n rsing
E ec ti e Leadership (online ith sched led on-camp s intensi es)
N rse Practitioner (Famil , Pediatric, Ad lt/Geriatric, Ps chiatric Mental Health)
N rse Anesthesia
ith pre io sl earned Bachelor of Science in N rsing Degree
E ec ti e Leadership (online ith sched led on-camp s intensi es)
N rse Practitioner (Famil , Pediatric, Ad lt/Geriatric, Ps chiatric Mental Health)
N rse Anesthesia
for licensed, certi ed CRNAs ho do not hold the Masters degree
(intended for N rse Leaders and post-certi cation NPs and CRNAs;
offered online ith sched led on-camp s intensi es)
E ec ti e Leadership
N rse Practitioner (Famil , Pediatric, Ad lt/Geriatric, Ps chiatric Mental Health)
N rse Anesthesia

Mission Statement for the School of Nursing

The mission of the School of N rsing is to be e cellence-dri en, Christ-centered, people-foc sed, and f t re-directed hile preparing q ali ed indi id als for a career in the caring, therape tic, teaching profession of n rsing.

3. The follo ing ndergrad ate n rsing co rses m st be completed ith a grade of B or abo e b Ma 31st of the ear the applicant plans be considered for the MSN cohort. The n rsing co rses ma be in progress hen the applicant noti es the coordinator of their readiness to be considered for the MSN applicant pool.
   NUR 306 Scienti c 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 m st complete or sho e idence of completion of the follo ing ndergrad ate co rses:
   Anatom and Ph siolog 1 and 2 8 hrs.
   Microbiolog 3 or 4 hrs.
   Pathoph siolog 3 hrs.
   An ndergrad ate statistics co rse 3 hrs.
2. The abo e co rses m st be completed ith b December 31st of the ear prior to the ear the applicant plans to be considered for the MSN cohort. At that point, the applicant ill notif the track coordinator the ish to be considered for the applicant pool in the ne t cohort for that track.
3. The follo ing ndergrad ate n rsing co rses m st be completed ith a grade of B or abo e b Ma 31st of the ear the applicant plans to be considered the MSN cohort. The n rsing co rses ma be in progress hen the applicant noti es the coordinator of their readiness to be considered for the MSN applicant pool.
   NUR 306 Scienti c Writing
   NUR 330 Research

The RN to MSN does not award a BSN.

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

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

1. C rrent CPR certi cation for NP and Ed cation st dents onl
2. E idence of Hepatitis B, MMR, and tetan s accination
3. Varicella titer sho ing acti e imm nit
4. Freedom from t berc losis as e idenced b a negati e PPD or health pro ider e amination
5. Health ins rance

Conditional Admission

Applicants ho do not meet the reg lar admission req irements to the MSN program ma be admitted conditionall at the discretion of the MSN Grad ate Admissions Committee. Conditional admission ill req ire contract al agreement bet een the applicant and the Grad ate Admissions Committee. The contract ill specif the conditions and deadlines that m st be met to matric late to the reg lar MSN program.

Transfer of Credit

Grad ate credit for co rses earned at a regionall accredited college or ni ersit or at a foreign college or ni ersit ma be transferred to Union Uni ersit if the co rses are essentiall the same as those req ired in the MSN program. The ma im m n mber of semester ho rs that ma be transferred to Union Uni ersit and applied to the MSN degree is nine, based pon e al ation of transcripts.

Applicants ma take a ma im m of t o MSN core co rses prior to being enrolled in their respecti e MSN track cohort. Enrollment in core n rsing co rses does not g arantee acceptance into a speci c track.

No grade less than B ma be transferred. Co rses completed more than e ears before beginning the MSN program at Union Uni ersit ill be considered on an indi id al basis.

Academic Standards, Requirements for Progression, Probation, and Dismissal

After completion of 9 grad ate ho rs at Union Uni ersit , a grad ate st dent hose c m lati e GPA from co rses completed at Union Uni ersit for grad ate credit is belo 3.0 ill be placed on academic probation. A st dent placed on academic probation has one semester to increase his or her GPA to 3.0 or greater to be remo ed from a probationar stat s.

If the st dent fails to increase his or her GPA to 3.0 or greater d ring the follo ing semester, the st dent ill be dismissed from the MSN Program. St dents m st make a grade of B or higher in all track-speci c co rses. No more than 2 Cs are allo ed in the remaining co rses in order to contin e in the program. St dents ill also be dismissed if the recei e an F (i.e. an grade belo a C) in an co rse.

St dents m st maintain an o erall B a erage. The program fac lt recogni e that sit ations ma arise hich pre ent st dents from s ccessf ll matric lating thro gh the program. St dents ho are concerned abo t their academic standing sho ld contact his or her ad isor. If it appears the st dent ma not be able to achie e a minim m passing grade in a co rse the ma be enco raged b the appropriate Program Chair to ithdra from the program. This can potentiall pre ent the st dent from acq iring an F on their Union Uni ersit transcript if the dropped class occ rs prior to the deadline listed on the academic calendar (last da to drop a class). All st dents ho ithdra or ho are academicall dismissed from the program can reappl for admission. Ho e er, readmission is not g aranteed.

The Doctor of N rsing Practice Program (DNP) prepares grad ates for the specialt areas of e ec ti e leadership, n rse anesthesia, and n rse practitioner. The DNP Program pro ides the st dent ith the opport nit to strengthen ones clinical skills b gaining intensi e e periences in ones specialt area of practice, enhance the nderstanding of the theoretical nderpinnings that s pports ones specialt area of practice, and broaden ones perspecti e of health care s stems and deli er models from a Christian orld ie .

The DNP Program is designed as a f ll-time cohort-based program that begins the fall of each ear.

Mission Statement

The mission of the Doctor of N rsing Practice is to prepare e perts in speciali ed ad anced practice ith a Christ-centered foc s.

DNP Program Goals

1. To pro ide doctoral n rsing ed cation that b ilds on the fo ndational ed cation of the registered n rse.
2. To prepare the grad ate for enhanced kno ledge and skills in a speciali ed area of practice.
3. To de elop the grad ate as a leader of ones specialt area of practice implementing the Christian orld ie .

7. If applicant has been dismissed from or ithdra n from a n rse anesthesia program, he or she m st pro ide a letter from the pre io s program director addressing this dismissal/ ithdra al

1. Applicants m st complete the follo ing ndergrad ate co rses.
   Anatom and Ph siolog 1 and 2 8 hrs.
   Microbiolog 3 or 4 hrs.
   Pathoph siolog 3 hrs.
   Christian St dies 6 hrs.
   English Composition 1 and 2 6 hrs.
   Social Science 9 hrs.
   H manities 9 hrs.
2. When these co rses are completed, the applicant ill notif the track coordinator no later than December 31 prior to the ear the ish to start.
3. The follo ing ndergrad ate n rsing co rses m st be completed ith a grade of B or abo e b Ma 31st of the ear the applicant plans be considered for the DNP cohort. The n rsing co rses ma be in progress hen the applicant noti es the coordinator of their readiness to be considered for the DNP applicant pool..
   NUR 306 Scienti c Writing
   NUR 330 Research

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

1. Applicants m st complete or sho e idence of completion of the follo ing ndergrad ate co rses:
   Anatom and Ph siolog 1 and 2 8 hrs.
   Microbiolog 3 or 4 hrs.
   Pathoph siolog 3 hrs.
   An ndergrad ate statistics co rse 3 hrs.
2. The abo e co rses m st be completed ith b December 31st of the ear prior to the ear the applicant plans to be considered for the DNP cohort. When these are complete, the applicant ill notif the track coordinator the ish to be considered for the applicant pool in the ne t cohort for that track.
3. The follo ing ndergrad ate n rsing co rses m st be completed ith a grade of B or abo e b Ma 31st of the ear the applicant plans to be considered the DNP cohort. The n rsing co rses ma be in progress hen the applicant noti es the coordinator of their readiness to be considered for the DNP applicant pool.
   NUR 306 Scienti c Writing
   NUR 330 Research

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

St dents entering the BSN to DNP program ith a pre io sl earned MSN ma be a arded credit abo e the 9 ho rs for the follo ing co rses pon e al ation of transcript: NUR 515, NUR 533, NUR 559, NUR 544, BIO 500, NUR 622

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

1. C rrent CPR certi cation for n rse anesthesia, n rse practitioner, and E ec ti e Leadership st dents
2. E idence of Hepatitis B, MMR, and tetan s accination
3. Varicella titer sho ing acti e imm nit
4. Freedom from t berc losis as e idenced b a negati e PPD or health pro ider e amination
5. C rrent ACLS and PALS certi cations (n rse anesthesia onl)
6. Health ins rance

Conditional Admission

Applicants ho do not meet the reg lar admission req irements to the DNP program ma be admitted conditionall at the discretion of the DNP Grad ate 95of the D71e as EMCtion of tof tionasH0 Tcs e <</MCIameet then

Academic Standards, Requirements for Progression, Probation, and Dismissal

After completion of 9 grad ate ho rs at Union Uni ersit , a grad ate st dent hose c m lati e GPA from co rses taken at Union Uni ersit for grad ate credit is belo 3.0 ill be placed on academic probation. 1 p . /Span cC.0 ill be

Post-Graduate Certi cate Program in Nursing Description

The School of N rsing endea ors to pro ide c rric la that enco rage indi id als to p rs e Christ-centered e cellence in their n rsing ocation as the f t re needs of the n rsing profession come into ie . The certi cate program ts ith the mission of the Uni ersit to pro ide Christ-centered higher ed cation that promotes e cellence and character de elopment in ser ice to Ch rch and societ .

This program is ideal for n rses ho ha e obtained their masters or doctoral degree in n rsing in another area and no nd themsel es in positions that req ire ad anced preparation in n rsing ed cation, n rsing administration, n rse practitioner, or n rse anesthetist. For e ample, if an MSN grad ate ith a major in n rsing administration desired to acq ire a certi cate in n rsing ed cation, that indi id al co ld enroll in this program. Another e ample might be that of an indi id al ith a n rse practitioner degree desiring ad anced st d in n rsing administration.

A MSN is preferred for application to the Post-grad ate DNP. Additional co rse ork ma be req ired pon e al ation of transcripts for st dents ith a masters degree in a eld other than n rsing. A DNP is req ired for application to the post-grad ate CRNA certi cate program.

Mission Statement

To prepare grad ates for ad anced professional n rsing practice ith speci c f nctional and clinical abilities.

Program Outcomes

The n rsing ed cation certificate prepares n rses for ed cator positions in ario s settings s ch as staff de elopment, patient ed cation, schools and colleges. The n rsing administration certi cate prepares n rses for a ariet of administrati e and leadership positions in health care deli er s stems. The n rse practitioner certi cate prepares n rses to ser e in a ariet of clinical practices. The n rse anesthesia certi cate program prepares n rses to ser e as certi ed registered n rse anesthetists.

Schedule

The certi cate program is part-time st d ith classes generall occ rring one da per eek or online. Clinical req irements of practic m commonl req ire more than one da per eek.

C rric lar needs of f ll-time cohort st dents ill be gi en priorit .

Admission Requirements:

1. Completion of a master s degree in n rsing from an accredited program (CRNA applicants m st ha e the DNP)
2. Of cial transcript(s) from all ndergrad ate and grad ate co rse ork attempted
3. Proof of c rrent nenc mbered RN licens re.
4. Inter ie ith the N rsing Grad ate Admissions Selection Committee
5. S bmission of c rric l m itae
6. Three letters of professional/academic reference specif ing the applicants capabilities for grad ate st d . One letter of reference m st be from the applicants immediate s per isor.
7.

St dents admitted to the program m st ha e and maintain hile in the program:

1. C rrent CPR certi cation for NP and Ed cation st dents onl
2. E idence of Hepatitis B, MMR, polio and tetan s accination
3. V

Course Descriptions: Biology (BIO)

500. (2)

B ilding on a basic kno ledge of pathoph siolog , the st dent ill anal e the mechanisms and s mptoms of illness to pro ide ad anced theoretical nderstanding of disease states and health problems.

505. & (3)

An intensi e e amination of the h man bod that addresses the normal comple ph siological processes of the cell, ids and electrol tes, acid-base balance, temperat re reg lation, asc lar hemod namics, mobili ation of ids thro gh the bod and l mphatic s stem, m sc loskeletal s stems and f nction of the m ocardi m. The acq ired information ill pro ide the st dent ith a bod of kno ledge to criticall e al ate co-e isting conditions of the s rgical patient.

50 & (3)

Prereq isite: BIO 221 and 222

A contin ation of 505 foc sing on the normal comple ph siological processes of blood components and coag lation and the respirator , renal, endocrine, digesti e and ner o s s stems.

50 (4)

Prereq isites: BIO 505 & 507, or BIO 221 & 222.

This co rse ill incorporate the dissection of cada ers and ie ing of anatomical models in nderstanding the ner o s, endocrine, cardio asc lar, respirator , digesti e, and rinar s stems of the h man bod . Additional emphasis is placed on the needs of professional health care personnel.

Course Descriptions: Nursing (NUR)

50 (3)

This co rse ill foc s on the de elopment of c rric la sing o tcomes-based learning e periences b addressing indi id al attit des, kno ledge, and skills that are assessable, transferable and sef l in a m ltic lt ral orld.

515. (3)

Prereq isite: ndergrad ate statistics

This co rse ser es to b ild pon basic statistical kno ledge. Topics incl de a re ie of descripti e statistics, probabilit , and probabilit distrib tions; con dence inter als and classical h pothesis tests for one and t o samples; anal sis of ariance; h pothesis tests for categorical ariables; regressions and correlation; and nonparametric methods, all ith an emphasis on applications in the health sciences. Appropriate statistical soft are ill be tili ed thro gho t the semester. This co rse ill se online (MoodleRooms) method of deli er .

516. (3)

This co rse is designed to pro ide the st dent ith the kno ledge and skills regarding the ses of information technolog to s pport n rsing practice, ed cation, and leadership thro gh a Christian orld ie . The co rse ill pro ide an o er ie of informatics topics incl ding: comp ter s stems and s stem de elopment; standardi ed clinical terminolog ; informatics standards; electronic health records; retrie al and critical anal sis of digital data, information, and kno ledge; sim lation strategies; and technolog -aided instr ction.

51 (3)

The p rpose of this co rse is to e amine models and methods of teaching and learning. Bio-ps chosocial, spirit al, c lt ral in ences that affect learning ill be incorporated. The n rsing process ill be sed as a frame ork for an o tcome based teaching-learning session.

51 (3)

An introd ction to the role of the n rse anesthetist as an ad anced practice n rse. The co rse presents the Christian orld ie of n rse anesthesia, the historical de elopment

52 . . . . . (3)
This co rse affords the grad ate n rsing st dent the opport nit to be in ol ed in the de elopment and implementation of a short-term healthcare mission trip b ser ing in a transc lt ral healthcare setting. The ed cational ser ice pro ided in the transc lt ral healthcare setting ill be based on the st dents n rsing e pertise and g ided b the presence of a fac lt member.

532. . . . . (3)
An e tensi e e amination of the pharmacological principles associated ith the administration of anesthetic agents. An nderstanding of the ph siolog ical impact on the bod in relation to the absorpti e, medabolic, and elimination processes of each anesthetic agent ill be e amined.

533. . . . . (3)
Prereq isite: NUR 515
This co rse emphasi es anal sis and interpretation of clinical research and e idence based practice, preparing the st dent to se translational science in clinical decision making to impro e patient o tcomes. Speci c aspects of the research process, q antitati e and q alitati e research, and s stematic re ie s ill be st died.

534. . . . . (3)
This co rse b ilds on the basic sciences in e amining the pathoph siolog of major organ s stems (e.g. cardiothoracic, hepatic, endocrine, and p lmonar) that are impacted b the administration of anesthetics.

535. . . . . (3)
Prereq isite: NUR 525.
This co rse e amines the q alit of health care in relationship to n rsing care deli er . It ill incl de the concepts and information s stems that are necessar in the identi cation, tracking, and e al ation of q alit indicators. Emphasis is placed on terminolog and information s stems speci c to n rsing administration and q alit .

53 . . . . . (2)
Clinical introd ction to the n rse ed cator practical e perience. It in ol es application of ed cational theories and holistic n rsing practice.

53 . . . . . (3)
Prereq isites: NUR 544, and BIO 500.
An o er ie of clinical management of patients thro gho t the lifespan. Opport nities are pro ided for st dents to integrate theor , research and e idence based practice in a speciali ed clinical setting nder the direction of a preceptor ith specialt e pertise.

544. . . . . (3)
The co rse foc ses on ad anced health/ph sical assessment of the client here the client is de ned as the indi id al and incl des the indi id als conte t ithin the famil and/or comm nit . Foc s of the co rse is on comprehensi e histor , ph sical/ps chological assessment, pathoph siolog , and health promotion strategies incorporating the indi id als c lt ral and de elopmental ariations across the lifespan.

545. . . . . (2)

55 . **(2)**

The p rpose of this co rse is to enhance the st dents kno ledge of ad anced n rsing practice roles and interprofessional roles in healthcare deli er . Emphasis is on integrating philosophical inq ir , theor anal sis, and translational research ndings to impro e healthcare o tcomes for c lt rall di erse indi id als and teams.

566. **(2)**

This co rse foc ses on concept al models and theories related to the practice of ps chiatric and mental health care. Concepts of de elopment and indi id al f nctioning pro ide a theoretical basis for nderstanding the de elopment of ps chopatholog and the selection of ps chotherape tic inter entions across the lifespan.

5 2. **(2)**

Prereq isites: NUR 593, 693A, 695B

A practic m e perience designed for s nthesis of theor and practice here st dents de elop, implement, and e al ate ad anced practice leadership strategies in a health care s stems area of foc s. An nderstanding of s stems str ct res, processes, and o tcomes is gained thro gh practical e periences, personal re ection, and seminar disc ssions. Graded Pass/Fail.

5 4. **(2)**

The foc s of this clinical is to solidif the process of implementing an organi ed, safe and effecti e approach for the administration of anesthesia for general t pes of s rgical proced res. The st dent ill ass me increasing responsibilit for the independent deli er of anesthesia care to the s rgical patient. Clinical preceptors at the ario s instit tions ill pro ide direction and s per ision based on req ired clinical e periences. Pass/Fail grading.

5 . **(1-4)**

All co rses and their application m st be defined and appro ed prior to tra el.

5 0. **(1-4)**

All co rses and their application m st be defined and appro ed prior to tra el.

5 5-5 6-5 . **(1-6)**

Gro p st dies hich do not appear in the school co rse offerings. Content ill be determined b need.

5 3. **(1)**

E periential application of the concepts e amined in Introd ction to Administrati e N rsing Practice in a orkplace setting ith a preceptor in n rsing management. Pass/Fail.

5 . **(1-3)**

A non-lect re research and disc ssion co rse. Co rse content ill be determined b need. To be sed at the discretion of the department.

600 **(2)**

To ard enhancing ad anced practice skills in performing proced res s ch as casting, splinting, s t ring, dermatologic proced res, and basic s rger techniq es, the st dent ill e perience clinical presentations that highlight pathoph siological processes and ps chological needs of patients and families across the lifespan.

60 . **(3)**

While foc sing on the s stematic processes of assessment of learners needs and methods of e al ation of ed cational o tcomes, formati e and s mmati e methods of e al ation ill be designed in relation to content as ell as c rric la of ed cational programs. In addition, methods of anal sis and interpretation of data and ses of res lts are e plored. Each aspect of the assessment and e al ation processes is sed to

615. . . . . . **(3)**

The management of reso rces in the health care en ironment. Foc s is managing the re en e and e pense aspects of the b dget and the management of personnel. This co rse pro ides g idelines for professional self-assessment of nancial management.

61 . . . . . /. . . . . ,

653. (4)
Prereq isites: NUR 544, NUR 622
Co-req isite: NUR 652
This co rse ill e amine the major ps chopathologies in children and adolescents incl ding epidemiolog , c lt ral and spirit al beliefs, speci c assessment iss es and tools, as ell as e idence-based therapies. Inter entions incl de ps chopharmacologic as ell as ps chotherape tic approaches (incl ding ps chotherap) and combinations of therapies in the care of children and adolescents ith mental health disorders. The ps chiatric and emotional health of children, adolescents and their parents/caretakers ill be e plored thro gh de elopmental, interactional, beha ioral, and ps chobiological models. This co rse ill also address health promotion and legal/ethical aspects in the treatment of children and adolescents. Clinical e periences ill facilitate the implementation and e al ation of therape tic inter entions in a ariet of clinical settings.

654. (4)
Prereq isites: NUR 544, NUR 622
Co-req isite: NUR 652
This co rse ill e amine the major ps chopathologies in children and adolescents incl ding epidemiolog , c lt ral and spirit al beliefs, speci c assessment iss es and tools, as ell as e idence-based therapies. Inter entions incl de ps chopharmacologic as ell as ps chotherape tic approaches (incl ding ps chotherap) and combinations of therapies in the care of children and adolescents ith mental health disorders. The ps chiatric and emotional health of children, adolescents and their parents/caretakers ill be e plored thro gh de elopmental, interactional, beha ioral, and ps chobiological models. This co rse ill also address health promotion and legal/ethical aspects in the treatment of children and adolescents. Clinical e periences ill facilitate the implementation and e al ation of therape tic inter entions in a ariet of clinical settings.

655. (1-4)
Indi id al research and st d nder the g idance of a grad ate fac lt member.

6 1. (1)
This clinical co rse ill e pose the st dent to specialt t pes of anesthetic t pe management in the areas of obstetrics, pediatrics, cardiolog and ne rolog . In addition, the st dent ill de elop the nderstanding of comple anesthetic management thro gh interaction ith patient sim lation.

6 3. (2)
Prereq isite: NUR 593.
This co rse ill integrate didactic material from pre io s co rses ith administrati e practice. The foc s is the d namic combination of administrati e theor , q alit management, health care economics, organi ational beha ior, and information s stems thro gh mentoring and eld e perience. Emphasis ill be placed on de eloping practice and decision-making skills that are e cellence dri en, Christ-centered, people-foc sed, and f t re-directed. Graded Pass/Fail.

6 5. (2)
Prereq isites: NUR 593, 693A
A practic m e perience designed for s nthesis of theor and practice here st dents de elop, implement, and e al ate ad anced practice leadership strategies in a health care s stems area of foc s.

6 6. (3)
Prereq isites: NUR 514, 530.
This co rse enables the implementation of the research proposal de eloped in the n rsing research co rse. This project ill foc s on a problem in a school/college of n rsing or health care deli er s stem. The s bject of health care impro ements is emphasi ed thro gh n rsing research tili ation. Pass/Fail.

6 . (3)
Prereq isites: NUR 514, 530.
Thro gh the completion of the scholarl project the st dent ill identif , anal e, s nthesi e and tili e kno ledge related to a health care iss e in a school/college of n rsing or health care deli er s stem. Application of critical thinking and n rsing research tili ation in this project ill res lt in impro ed health care o tcomes. Pass/Fail.

05. (3)
Pro ides opport nities to e amine the leadership and management principles essential in pro iding a Christ-centered health care en ironment. Foc s ill be operational principles, organi ational theor , and principles of organi ational beha ior in establishing a Christ-centered organi ation and practice.

10. (3)
Pro ides the opport nit for s nthesis and e al ation of e idence-based clinical practice and foc ses on critiq e of literat re, e al ation of clinical practice, and effecti e dissemination of e al ation ndings. The st dent ill se e idence-based health care as the springboard for disc ssion of iss es in contemporar research.

15. (3)
Designed to prepare the st dent to e al ate c rrent health care technolog and its effect on health care o tcomes. The st dent ill anal e and appl toda s information technolog , clinical technolog , and sim lation technolog ithin the health care en ironment. The st dent ill address q alit impro ement e al ation to s pport changes in practice and administration, anal sis of ethical-legal implications of digital record s stems and distance health care.

20. **(3)**

The philosophical nderpinnings of the Christian orld ie as it applies to faith and science in the arena of health care. An nderstanding of faith as the basis for hope and h manit in deli ering q alit health care ill be disc ssed hile incorporating the q antitati e anal sis of scienti c principles.

25. **(3)**

To prepare the st dent to criticall e al ate the relationship bet een problems in health care legislation and the de elopment of economic, political, social, and ethical iss es that impact n rsing. St dents ill s nthesi e the components of the Christian orld ie related to iss es in health care legislation and appl this philosoph to the de elopment of effecti e health care policies. St dents ill be prepared to enact scall responsible and effecti e changes in local, state and national health care policies.

2 . **(3)**

The p rpose of this co rse is to prepare the st dent for transition from the st dent role to Ad anced N rsing Practice at the Doctoral le el. Emphasis ill be placed on content, competencies, and e periences needed for specialt practice

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DOCTOR OF PHARMACY

Available on the Jackson Campus

Union Uni ersit s Doctor of Pharmac program is accredited b the Accreditation Co ncil for Pharmac Ed cation (ACPE, *www.acpe-accredit.org*), the national organi ation that accredits Doctor of Pharmac programs offered b Colleges and Schools of Pharmac in the United States and selected non-U.S. sites. Q estions abo t the stat s of the Uni ersit s accreditation ma be posed to the Dean of the School of Pharmac s of ce (731.661.5958) or to ACPE (312.664.4652).

Mission Statement

The mission of the Union Uni ersit School of Pharmac is to de elop compassionate, comprehensi el trained practitioners ho are eq ipped to meet the immediate and f t re demands of pharmace tical science and patient care in an e er changing health care en ironment.

The ision of the Union Uni ersit School of Pharmac is to:

Promote an e cellence-dri en academic c lt re that instills kno ledge and ad ances nderstanding of biomedical, pharmace tical, social/beha ioral/ administrati e, and clinical sciences.

Progression of Students

A period of academic probation incl des the semester immediatel follo ing s ccessf l completion or s ccessf l

7. Remediation is not a g aranteed right of the st dent and sho ld be regarded as a pri ilege, hich m st be earned b a st dent thro gh acti e participation in the ed cational program as demonstrated b reg lar class attendance, indi id al initiati e, and tili ation of a ailable academic reso rces. St dents sho ld recogni e that the need to remediate co rse ork ma dela the timetable for their grad ation from the Pharmac program.

Financial Information

T ition is $32,300 per ear ith a $1,800 general st dent fee ($900/semester) for the Doctor of Pharmac . F ll pa ment for a term (Fall, Winter, Spring, S mmer Semesters or other non-reg lar terms) is e pected at the time of registration for classes.

Application Fee $50
Laptop ..... act al cost*
Cap & Go n P rchase ..... appro imatel $80

Books ill cost appro imatel $300 per semester for Years 1-3 and are a ailable for p rchase from LifeWa Christian Stores.

*See the Pharmac St dent Handbook for speci cations and for possible commercial disco nts to UU Pharmac st dents.

All nancial information is s bject to change itho t notice.

Federal Stafford Loan

The Stafford loan application process ill req ire that o :

1. Complete and for ard the FAFSA (Free Application for Federal St dent Aid) to the federal go ernment ith Union Uni ersit s code of 003528.
2. Complete a Union Financial Aid Application and a Stafford Master Promissor Note and for ard to the Union Uni ersit St dent Financial Planning Of ce.
3.

Course Descriptions: Biology (BIO)

505. (3)

Reciprocal Credit: PHRM 505

An intensive examination of the human body that addresses

06. . (2)

An electi e pro iding the st dent ith a more thoro gh st d of cardiolog and cardio asc lar topics in application of the therapies and techniq es co ered.

0 (2)

An electi e co rse pro iding an introd ction to pain management, incl ding classi cations, pain assessments, pharmacological and non-pharmacological treatment options of a ariet of nocicepti e and ne ropathic pain s ndromes (cancer pain, sickle cell disease, diabetic ne ropath , chronic pain s ndromes, etc).

0 . - / (2)

42. . . . . . **(2)**

This electi e co rse pro ides an intentional foc s on fostering the de elopment of leadership (both positional and non-positional) in st dents and indi id al commitment to e cellence thro gh a series of acti e learning e ercises.

43. . . . . . **(2)**

PHRM 743 ill ser e as an introd ction to moral reasoning regarding ke iss es in pharmac practice and emphasi e attenti eness to differing moral perspecti es and tho ghtf l

0. (4)
This co rse introd ces pharmacokinetic principles and therape tic dr g monitoring. St dents ill gain an nderstanding of the absorption, distrib tion, metabolism and elimination of dr gs, foc sing on q antitati e aspects of these processes. Pharmacod namic and clinical implications ill be e plored, incl ding ho to form late appropriate dosing regimens based on patient speci c ph siological and en ironmental factors. Pharmacokinetic ariabilit ca sed b differences in intrinsic and e trinsic factors ill be disc ssed. Didactic co rse ork ill be f rther emphasi ed ia clinical cases in a laborator setting.

1. (2)
This inter-disciplinar science-based 2-credit ho r electi e ill in ol e a critical anal sis of dr gs of interest. This acti e learning e ercise ill pro ide the PharmD candidate ith an opport nit to re ie , integrate and appl basic concepts, principles and their kno ledge of Medicinal Chemistr , Pharmacolog and Pharmacotherape tics to perform a thoro gh anal sis of dr g related scienti c literat re and e perimental data. Ke areas of re ie ill incl de Brand and Generic dr g names, Chemistr (Pharmacophores, SAR and Ph sicochemical properties), Pathoph siolog , Mechanism(s) of action, FDA appro ed indications, Metabolic O tcomes, Dr g Interactions, Ad erse effects and Bo ed arnings. The co rse is primaril disc ssion based ith st dent led presentations on dr gs assigned to them.

2. / (2)
PHRM 772 b ilds on the principles introd ced in PHRM 723. D ring the Co rse, fac lt and st dents ill disc ss selected clinical trials, rele ant principles of st d design, and primar medical literat re e al ation. The emphasis ill be on training st dents in the interpretation and critical anal sis of biomedical literat re for the p rpose of de eloping e idence-based care recommendations for a gi en patient or patient pop lation.

3. (1)
This lab co rse is designed for PY2 st dents to appl some of the basic principles and concepts the learned from Pharmace tics 1 and Pharmace tics II and other clinical pharmac co rses as a Union Uni ersit School of Pharmac means of performing pharmace tical compo nding. This co rse ill emphasi e all sterile dosage forms incl ding parenteral, otic, inhalational and oc lar dosage forms. This co rse ill pro ide hands-on training as st dents ill ork in a sterile en ironment ith a laminar- o hood. St dents ill demonstrate aseptic techniq e and necessar safet preca tions hen compo nding pigg back medications, large ol me ids, parenteral n trition, and sterile irrigation sol tions. St dents ill prepare ario s dr g prod cts and appl appropriate labels. St dents ill be introd ced to USP Chapter <797> and OSHA standards for safet . Moreo er the st dent ill also tili e and appl their pharmace tical calc lation skills, hich the began acq iring or de eloping from the pre io s ear. There ill be a comprehensi e re ie of all pharmace tical and clinical calc lations. St dents ill demonstrate ho to perform ario s calc lations necessar on the rate and ol me of dr g administration.

4. (2)
This co rse is designed pro ide an pdate and s stematic re ie of ke disease states and related dr gs. St dents ill be req ired to demonstrate competenc in their kno ledge of the Top 300 dr gs and application of these dr gs to the clinical management of commonl enco ntered diseases.

5. (2)
This co rse is designed pro ide an pdate and re ie of ke fo ndational concepts in the pharmace tical sciences. This incl des, b t is not limited to, pharmace tical calc lations, pharmacokinetics, pharmace tics, medicinal chemistr , pharmacolog , and pharmac administration.

6. (2)
This co rse is designed strengthen the st dents kno ledge of general internal medicine topics ith emphasis on application of primar research and c rrent g idelines in ario s disease states. The co rse ill tili e formal lect res as ell as gro p disc ssion of primar literat re incl ding re ie s, g idelines and primar research articles on selected topics in the area of internal medicine therape tics. St dents ill also gi e presentations on other related topics that ill e tend their kno ledge be ond that pro ided in pre io s co rse ork.

(2)
This co rse ill pro ide pharmac st dents ith a didactic learning e perience that ill de elop a solid fo ndation in pediatric pharmac . D ring this electi e, st dents ill de elop and re ne their clinical skills that ill enhance f t re rotations, especiall in the eld of pediatrics. The st dent ill become familiar ith common pediatric disease states and therapies.

(2)
This is an electi e co rse designed to help st dents nderstand the pre ention, detection, and management of dr g ind ced diseases in an organ s stem speci c manner. The goal of this co rse is to prepare st dents to recogni e some of the most common and serio s dr g ind ced conditions and ha e a areness of the possible ca ses. The co rse ill pro ide the basis for the e al ation and monitoring of these ad erse effects. This co rse ill also e plore the FDA appro al process, principles of medication safet , and their impacts on healthcare. E al ation of st dents performance

30. . . . . (4)

T o Ad anced Pharmac Practice E perience (APPE) from this section are req ired. Additional co rses in this section ma be taken as electi e co rses. These co rses are designed to offer the st dent ad anced e perience in ac te care pharmac practice settings. St dents are e pected to appl kno ledge and skills learned d ring the e perience and pre io sl in the c rric l m in order to acc ratel and ef cientl comm nicate ith patients, caregi ers, and health care professionals; collect and anal e patient information for the de elopment of an e idence-based treatment plans in the ac te care setting; appropriatel doc ments inter entions in the medical record; respond to dr g information q estions; and cond ct themsel es in a professional manner.

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SCHOOL OF THEOLOGY AND MISSIONS

Degrees Offered

Available Online and on the Jackson, Germantown, Hendersonville Campuses

Master of Christian St dies

Available on the Germantown Campus and in partnership with the Baptist Theological Seminary, Singapore

Doctor of Ministr ith an Emphasis in E positor Preaching

Mission Statement

The School of Christian St dies e ists to ad anced the Kingdom of God thro gh theological ed cation b integrating rigoro s academics, deep de otion to Christ and His Ch rch, skill in teaching, and attention to st dents as indi id als.

MASTER OF CHRISTIAN STUDIES
SCHOOL OF THEOLOGY AND MISSIONS

Purpose Statement

The Master of Christian St dies e ists to raise the le el of ministr competence among bi- ocational pastors, missionaries, ch rch planters, foreign nationals planting ethnic ch rches in the U.S., ch rch staff members, and la persons seeking a more thoro gh blending of faith and life in the orkplace thro gh on-site offerings in Jackson, Henderson ille (Nash ille area), and Memphis, as ell as thro gh online offerings.

Program Emphases

MCS co rses are fo ndational, in terms of the st dents abilit to think biblicall and theologicall , and s nergistic, fostering effecti e ministr . MCS st dents become biblicall and theologicall gro nded, hile de eloping ministr skills that integrate faith and learning.

Expected Student Learning Outcomes

St dents ill acq ire competence in (and deepen their anal tical skills as the reflect on) the biblical te t, theolog , and Christian histor , as ell as ho these appl to the ministries of ch rches.

St dents ill acq ire skill in Bible st d methods, Christian ethics, and leadership principles.

St dents ill integrate hat the learn in classes ith the ministr the complete in their ch rch or ministr setting.

St dents ill be more moti ated to participate in and lead their ch rches in ad ancing the kingdom of God.

St dents ill demonstrate commitment to appl Script re to their personal li es and ministries.

Required Courses Include:

Old Testament I: Promise, Co enant, and Praise .. 3 hrs.
Old Testament II: Wisdom, J stice, and Gods R le ... 3 hrs.
Ne Testament I: Gospels and Acts..... 3 hrs.
Ne Testament II: Letters of the Ne Testament . 3 hrs.
Bible St d for Preaching and Teaching ..... 3 hrs.
Theolog I: God, Re elation and H manit ..... 3 hrs.
Theolog II: Christ, the Spirit, and Last Things.... 3 hrs.
Ch rch Histor I: Earl and Medie al Christianit 3 hrs.
Ch rch Histor II: Reformation and Modern Christianit ..... 3 hrs.
Introd ction to Christian Ethics ..... 3 hrs.
Christian Leadership..... 3 hrs.
Total: ..... 33 hrs.

Academic Calendars and Schedules

Calendars and Sched le of Co rse offerings for the M.C.S. program follo those for non-cohort programs. For additional information see *http://www.uu.edu/academics/graduate/mcs/*

Admission Requirements

1. A Baccala reate degree from a regionall accredited instit tion as doc mented on of cial transcripts, hich m st incl de all postsecondar academic ork
2. A minim m college c m lati e grade point a erage of 2.4 (on a 4.0 scale). Applicants ith a college c m lati e grade point a erage belo 2.4 (on a 4.0 scale) are accepted on academic probation on an indi id al basis.
3. Complete Union M.C.S. Application Form and $25 application fee.
4. Three personal letters of recommendation.
5. An A tobiographical Essa of 3-5 pages, describing the applicants spirit al pilgrimage.
6. If English is not a st dent s rst lang age, minim m scores of 560 or 220 comp ter m st be achie ed on the TOEFL.

Course Descriptions: Master of Christian Studies (MCS)

500. . . . . . /. . . . . , ... , ... (3)

An in estigation of the theological implications of Gods promises that ere gi en to his co enant people, as ell as the peoples response to God in praise and lament. This co rse

Offered as needed

5 . (1-4)
All co rses and their application m st be defined and appro ed prior to tra el.

5 0. (1-4)
All co rses and their application m st be defined and appro ed prior to tra el.

5 5. (1-4)
Gro p st dies hich do not appear in the department co rse offerings. Co rse content ill be determined b need.

5 . (1-4)
Grad ate st dies seminar to be sed at the discretion of the department.

655. (1-4)
Indi id al research and st d nder the g idance of a grad ate fac lt member.

Please note: The MCS c rric l m as re ised for st dents beginning ith A g st 2012 enrollment. St dents enrolled before A g st 2012 sho ld cons lt their catalog e of record (the catalog e from the ear the ere enrolled) to nd the c rric l m req irements applicable to their MCS degree.

DOCTOR OF MINISTRunderstanding of the IabT EMC
SCHOOL OF THEOLOGY AND MISSIONS

Purpose Statement

The Doctor of Ministr ith an emphasis in e positor preaching, offered on the Germanto n camp s and in Singapore, is designed to enhance the art and practice of e positor preaching.

Program Emphases

The rst emphasis of the Doctor of Ministr is ad anced-le el professional preparation in e positor preaching. The second emphasis is eq ipping st dents to research and de elop appropriate ne insights and e pertise into their c rrent ministr eld thro gh their doctoral dissertation. The D.Min. program seeks to ad ance Gods kingdom in ch rches aro nd the orld b preparing pastors and other ministr leaders ith the highest professional skill in e positor preaching.

Expected Student Learning Outcomes (Germantown)

St dents ill ha e a deeper nderstanding of the nat re and p rpose of e positor preaching.
St dents ill gain ad anced competenc in the preparation and deli er of e positor sermons.
St dents ill demonstrate professional gro th in related ministr dimensions, s ch as biblicall balanced ministr , ch rch rene al and re i al, and e angelism and global missions.
St dents ill prod ce a fresh contrib tion to the practice of e positor preaching thro gh a doctoral dissertation or project.

Expected Student Learning Outcomes (Singapore)

St dents ill ha e a deeper nderstanding of the nat re and p rpose of e positor preaching.

Admissions Requirements

Application Foundations

Applicants m st be emplo ed b or hold a recogni ed position in ocational Christian ministr at the time of their application. Preference in admission is gi en to st dents ho ha e ad anced preparation in biblical lang ages. The follo ing are the minim m le els of ed cation and e perience that an applicant m st f l ll before beginning seminars.

- A Master of Di init or its eq i alent from a regionall accredited seminar . See belo for information regarding the Academic Fo ndation; ie., the Master of Di init Eq i alenc .
- A grade point a erage of 3.0 on a 4.0 scale thro gho t all masters-le el st dies.
- Three f ll ears of ocational Christian ministr after completion of masters st d .

Prospecti e st dents are req ested to contact the Doctor of Ministr Of ce if the ha e q estions abo t hether the ha e established an adeq ate fo ndation the Doctor of Ministr st d as indicated abo e. International applicants are elcome, b t m st contact the Doctor of Ministr Of ce for additional admission req irements.

2015-2016

Academic Foundation

The standard academic preparation for the Union Uni ersit Doctor of Ministr is a Master of Di init from a regionall accredited seminar , ni ersit , grad ate school of

Application Deadlines

Applicants m st complete all elements of their application le and be of ciall accepted into the program before the can enroll in their rst seminars. The si e of each entering class is limited, and preference is gi en to st dents ho appl earl . The deadline for recei ing the application and application fee is . . 1. The deadline for recei ing all other application materials is 1. A personal or telephone inter ie ith the Program Director is sched led b the Doctor of Ministr Of ce after all elements of the application le are recei ed. The deadline for the admission inter ie is 15. Applicants are noti ed of their admission stat s not later than . . 1.

Transfer of Credit

Up to si ho rs (t o seminars) ma be considered for transfer of doctoral le el credit from a regionall accredited instit tion of higher learning, pro ided the grades are B or higher. Applicants m st req est this in riting from the Program Director, ho ad ises the st dent in riting at the time of the of cial acceptance of the program.

Financial Information

Application Fee $50
T ition per semester ho r $420
General St dent Fee .....$20/ho r
Dissertation P blication and Binding Fee $100

Pa ment is e pected in f ll pon enrollment nless the st dent participates in a FACTS monthl electronic draft from checking or sa ings acco nt.

All nancial information is s bject to change itho t notice.

Financial Aid

The Doctor of Ministr does not q alif for Federal Stafford Loans. Ho e er, the st dent ma contact the St dent Financial Planning Of ce abo t pri ate alternati e loans.

Curriculum Requirements

Required Seminars

DMIN 610, Critical Iss es in E positor Preaching
DMIN 610, Critical Iss es in23 positor Preaching

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1. The dissertation chair orks ith the st dent in research and f rther de elopment of the project.
2. The dissertation chair orks ith the st dent and ith the IRB (Instit tional Re ie Board) to gain an necessar IRB appro al.
3. The dissertation proposal is s bmitted to the DMin Committee of the STM fac lt , a committee appointed ann all b the Dean of the School of Theolog and Missions. The DMin Committee orks ith the dissertation committee and the st dent ntil the DMin Committee appro es the proposal.

3

1. After DMin Committee has gi en formal appro al of the proposal and after the s ccessf l completion of all nine DMin seminars, the DMin program director ill notif the st dent of of cial candidac stat s. If a st dent mo es from one ch rch or ministr to another after the st dent has achie ed candidac stat s, b t before grad ation, the st dent m st take at least a one-semester lea e of absence from the program in order to de elop a ne proposal. This ne proposal m st be s bmitted to the DMin Committee for appro al. In addition, the st dent m st s bmit a ne ministr endorsement letter ithin si months of beginning the different ministr .
2. The st dent m st register for DMIN 800 the ne t semester after completing all nine seminars. Enrollment in DMIN 800 m st contin e for at least t o consec ti e semesters. D ring this time, the dissertation chair ill ork closel ith the st dent to bring the dissertation to nal form. It is d ring these t o semesters ONLY that the dissertation chair ill get teaching load credit (or nancial consideration) for chairing a dissertation.
3. The st dent ma register for DMIN 800 for p to fo r consec ti e semesters. No break in registration ill be permitted. (In e ceptional circ mstances, the st dent ma appeal to the Dean of the School of Theolog and Missions for a break in this contin o s enrollment req irement or for e tension be ond fo r semesters.) An additional charge of $100/ho r ill be assessed beginning ith the third DMIN 800 registration.
4. The dissertation in nal form m st be s bmitted to the dissertation chair not later than Frida of the rst eek of the reg lar semester (fall or spring) at hich the st dent e pects to grad ate. The chair ill ha e one month to ork ith the st dent to make an f rther re isions.
5. A formal dissertation defense before the entire dissertation committee m st occ r not later than the beginning of fall break or spring break of the semester of grad ation.
6. An last-min te re isions m st be nali ed not later than one eek before grad ation. Three nal copies of the dissertation m st be s bmitted not later that one eek before grad ation. Co rse Descriptions: Doctor of Ministr (DMIN)

Graduation Requirements

Complete req ired semester ho rs for the degree ith a c m lati e GPA of 3.0.
Complete all req ired seminars for the track in hich the st dent is enrolled (e positor preaching or leadership).
Complete and s ccessf ll defend the dissertation as de ned in Doctoral Processes.
File the Application for Grad ation ith the Doctor of Ministr Of ce. The deadline is March 1 for candidates ho plan to complete req irements b the Ma Commencement and October 1 for candidates ho plan to complete req irements b the December Commencement.
Pa in f ll the st dent s acco nt in the B siness Of ce.
Discharge all other obligations (fines, dissertation processing fees, etc.) at the Uni ersit .
The appro al of the fac lt .

Course Descriptions: Doctor of Ministry (DMIN)

610. (3)
Coreq isite: DMIN 615.
An e amination of biblical, theological, incarnational, and practical principles related to the practice of ministr generall and preaching in partic lar. Incl ded in this seminar ill be a presentation of the Co enant of Learning, hich st dents m st f l ll on a contin ing basis in order to remain in good standing in the program.

612. (3)
A seminar on leading a local ch rch in the areas of ch rch staff and ministerial relationships.

615. (3)
Coreq isite: DMIN 610.
An e amination of the relationship bet een personal spirit al de elopment and preaching. Models of spirit al gro th ill be disc ssed, emphasi ing ho preaching relates to life change in indi id als, congregations, and societies. The relationship bet een Gods Word and Gods Spirit in e positor preaching ill be e plored.

620. (3)
Prereq isite: DMIN 610.
An introd ction to methods of research necessar for completion of the DMinEP dissertation or project.

624. , , (3)
An in-depth e amination of the mission of the ch rch emphasi ing e angelism and ministr .

625. (3)
Prereq isites: DMIN 610 and 615.
Aspects of sermon content ill be st died ith a ie to impro ing message content. Also, there ill be an anal sis and assessment of the d namics of comm nication in relations to the practice of e positor preaching. Biblical principles related to comm nication ill be e plored, as ell as contemporar theor and models.

62 . (3)
A orkshop on the strategic planning process in the conte t of ministr ith a biblical and theological critiq e.

630. (3)
Prereq isites: DMIN 610 and 615.
An in-depth st d of the genres of literat re in the Ne Testament, foc sing on hermene tical and homiletical iss es related to preparing e positor messages from the Ne Testament.

635. (3)
Prereq isites: DMIN 610 and 615.

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Course Offerings in Intercultural Studies (ICS)

510. . . . . . **(3)**

An e amination of interc lt ral comm nication ith a foc s on self-a areness and de eloping effecti e comm nication.

515. . . . . . **(3)**

An introd ction to the professional interc lt ral en ironmetel 7()1(t)tabT onal PrBDCpan<</MCt 0 dsCpan<</Ms6(a)1al comm noiro

CERTIFICATE IN INTERNATIONAL HEALTH CARE

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

The Instit te for International and Interc lt ral St dies in partnership ith the Center for E cellence in Health Care Practice offers t o certi cate programs in International Health Care. The p rpose of the program is to enhance the kno ledge and clinical skills of domestic and/or international n rses and to promote an a areness of interc lt ral relationships. The t o-semester program ill pro ide c rric l m that incorporates didactic instr ction, clinical laborator and sim lation e periences, and anatomical instr ction in the cada er lab. The program ill prepare the international n rse for additional licens re and certi cation for ser ice at the domestic and/or international le el. The interc lt ral st dies component of the program ill present fo ndational concepts of interc lt ral comm nication and promote the de elopment of interc lt ral competence, especiall in health care settings.

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0 / () 1125 / 1125 10 322 50

525.
(6)

Principles and practice of medical-s rgical n rsing as related to the ellness-illness contin m addressing the pathoph siological and ps chological iss es associated ith ac te and chronic disease processes. Clinical sim lation, anatomical e periences, and didactic instr ction ill be pro ided in strengthening the practice of the established n rse.

540.
(6)

A broad o er ie of all areas of n rsing care as it relates to the potential content on the NCLEX-RN e am, incl ding necessar test taking skills and practice e ams based on NCLEX-RN standards. Clinical sim lation, anatomical e periences, and didactic instr ction ill be pro ided in strengthening the practice of the established n rse.

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(1996) Associate Dean and Professor of Social Work, B.S.W. Director and Director for the Center for J st and Caring Comm nities. B.A., Vanderbilt Uni ersit ; M.S.S.W., Uni ersit of Lo is ille; M.Di ., So thern Baptist Theological Seminar ; A.C.S.W.

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(2006) Professor of Social Work and

(1998) Associate Professor of Christian Tho ght and Tradition. B.A., Northeast Lo isiana Uni ersit ; M.Di ., So thern Baptist Theological Seminar ; Th.M., So th estern Baptist Theological Seminar ; Ph.D., Ba lor Uni ersit .

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(1988) Professor of M sic. B.A. and M.M., Lo isiana State Uni ersit ; D.M.A., So th estern Baptist Theological Seminar ; Additional st d , Westminister Choir College.

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(2010) Associate Professor of Pharmac . B.Pharm Bapathia College of Pharmac , JNT Uni erist H derabad, India; M.Pharm. Andhra Uni ersit ; Ph.D., Uni ersit of Mississippi.

(2010) Associate Professor of Engineering. B.A., Samford Uni ersit ; B.S. and M.S., Washington Uni ersit ; Ph.D., Uni ersit of Colorado.

(1996) Charles Colson Uni ersit Professor of Faith and C lt re. B.A., Uni ersit of So th Carolina; M.Di ., and Ph.D., So thern Baptist Theological Seminar . Additional st d , O ford Uni ersit , England.

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(1995) Professor of Sport Management. B.S., and M.Ed., Union Uni ersit ; Ed.D., North-Central Uni ersit .

(1998) Professor of English. B.A., Vanderbilt Uni ersit ; M.A. and Ph.D., Uni ersit of Illinois at Urbana-Champaign.

(1993, 2001) Professor of Mathematics. B.S., Uni ersit of So th Dakota; M.A., and Ph.D., Uni ersit of Nebraska-Lincoln.

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(1987) Professor of N rsing and Assistant Director of the Honors Comm nit . B.S.N., M rra State Uni ersit ; M.S.N., Uni ersit of E ans ille; Ph.D., Uni ersit of Tennessee, Health Science Center.

(1989) Professor of M sic. B.M., Carson-Ne man College; M.M., Florida State Uni ersit ; M.L.S., Uni ersit of Tennessee; D.A., Uni ersit of Mississippi; Additional st d , So th estern Baptist Theological Seminar , the Uni ersit of North Te as, and Westminster Choir College.

(1983) Uni ersit Professor of Ps cholog and Department Chair. B.A., Union Uni ersit ; M.A. and Ed.S., Memphis State Uni ersit ; Ed.D., Memphis State Uni ersit .

(2008) Professor of Marketing. B.S., M.B.A., and Ph.D., Uni ersit of Memphis.

(1997) Professor of Ed cation. B.A., Union Uni ersit ; M.C.M. and M.R.E., So th estern Baptist Theological Seminar ; Ed.D., Te as Womans Uni ersit .

(2012) Associate Professor of N rsing. DNP, Union Uni ersit .

(2011) Associate Professor of Chemistr . B.A., A g stana College; Ph.D., Uni ersit of Oregon.

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