



## Graduate Catalogue

This publication is intended as a description of the graduate academic programs and activities of Union University. While it is not an offer to make a contract, it is offered as a comprehensive description that can serve as a guide for students contemplating study or already enrolled at Union University.

The administration and faculty believe that the educational and other programs of the University described in this catalogue are effective and valuable. The ultimate results of programs offered in terms of achievement, employment, professional licensing, or other measure, are dependent on factors outside the programs, such as the personality and energy of the student, governmental or institutional regulations, and market conditions. Therefore, except as specifically stated herein, the University makes no representation or contract that following a particular course or curriculum will result in specific achievement, employment or qualification for employment, admission to degree programs, or licensing for particular professions or occupations.

In compliance with all applicable state and federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Union University does not illegally discriminate on the basis of race, sex, color, national origin, age, disability, or military service in admissions; in the administration of its education policies, programs, or activities; or in employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Persons who believe their rights under this policy have been violated should contact the Office of the President.

In compliance with its duties under state and federal law, Union University makes an annual report of campus crime statistics and campus security policies. These reports are distributed annually to current students and employees. Prospective students and employees may request copies of the reports from the Office of Safety and Security.

2004—2005

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**1050 Union University Drive**  
**Jackson, TN 38305-3697**

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     FAX 661.5063

The School of Nursing 661.5200  
     M.S.N. Program 661.5235 or 661.5332  
     E-mail [ndayton@uu.edu](mailto:ndayton@uu.edu)  
     FAX 661.5504

The Institute for International and  
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Bookstore, LifeWay 668.9492  
 Business Services 668.1818  
     661.5298

Computing Services Help Desk 661.5400  
 EMERGENCY (Campus Security) 661.5018  
 Financial Aid (student loans) 661.5212  
     [www.uu.edu/financialaid](http://www.uu.edu/financialaid)

Library 661.5070  
 Student Services 661.5100  
 Transcripts, Request by FAX 661.5187

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# AN OVERVIEW OF THE UNIVERSITY

## Statements of Purpose

### Our Identity

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

### Our Mission

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

## Core Values

- **Excellence-Driven:** We believe that excellence, not mere compliance, is the goal of our teaching, our research, and our service. We are not motivated to excellence out of pride but out of a desire to do all things for God's glory because He cares about our work and wants to be involved in everything we do. We will not be satisfied with mediocrity but will pursue excellence in all things. This means our truth claims carry with them the challenge of living out that truth in the minutes and hours of our daily life. Thus we will pursue excellence, without arrogance.
- **Christ-Centered:** A cohering core value of our guiding vision is a call to faith, a call to be Christ centered in all that we are and in all that we do. We will seek to build a Christian liberal arts based community where men and women can be introduced to an understanding and appreciation of God, His creation and grace, and to humanity's place of privilege and responsibility in this world. We will seek to establish all aspects of life and learning on the Word of God, leading to a firm commitment to Christ and His Kingdom. To be a Christ-centered institution calls for us to establish the priority of worship and service in the Christian life while seeking to develop a generation of students who can be agents of reconciliation to a factious church in a hurting and broken world. This commitment calls for all faculty and staff to integrate Christian faith in all learning and doing, based on the supposition that all truth is God's truth and that there is no contradiction between God's truth made known to us in Holy Scripture and that which is revealed to us through creation and natural revelation.
- **People-Focused:** A third pillar on which we will build our common commitments is the core value of being people focused. At the heart of our com-

mitment to being people focused is the visible demonstration of valuing one another. We will give honor to one another through our words and actions, and by committing to each person's success. We therefore jointly commit ourselves to the success of Union University.

- **Future-Directed:** We will seek to maximize the windows of opportunity the Lord has presented to us to the greatest degree that resources allow. All of our resources and efforts must, by God's grace, be maximized to fulfill our common mission. A commitment to being future directed means we want to have a short-term focus and a long term view. We want to involve ourselves in efforts that prepare us effectively to impact the world of the 21st Century.

## EXTERNAL ASSOCIATIONS

### Accredited By

Union University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097: Telephone 404-679-4501) to award baccalaureate, masters, education specialist and education doctorate degrees. The University also has the following discipline-specific accreditation:

*American Chemical Society  
Commission on Accreditation of Allied Health  
Education Programs  
Commission on Collegiate Nursing Education  
Council on Social Work Education  
National Association of Schools of Art and Design  
National Association of Schools of Music  
National Council for Accreditation of Teacher Education  
Teacher Education Program, Tennessee State Department  
of Education  
Tennessee Health Related Boards*

### Member Of

American Association of Colleges of Nursing  
American Association for Colleges of Teacher Education  
American Association of Collegiate Registrars and Admissions Officers  
Associations for Christians in Student Development  
Association of Southern Baptist Colleges and Schools  
Baptist Association for Student Affairs  
Concurrent Admissions Program  
Council for Christian Colleges and Universities  
Council of Baccalaureate and Higher Degree Programs of the National League for Nursing  
Council of Colleges of Arts and Sciences  
Council on Undergraduate Research  
Council for the Advancement and Support of Education  
National Art Education Association  
National Association of College Admissions Counselors  
Service Members Opportunity Colleges  
Southern Council of Collegiate Education for Nursing  
Tennessee Association for Counseling and Development  
Tennessee Association of Collegiate Registrars and Admission Officers

## The University's History

Union University is an heir of three antebellum Tennessee schools—West Tennessee College and its predecessor, Jackson Male Academy, both located at Jackson, and of Union University, located at Murfreesboro—and it is the inheritor of another college in 1927, Hall-Moody Junior College of Martin.

Jackson Male Academy, founded in 1823 shortly after the opening of West Tennessee for settlement, was chartered by the legislature in 1825, making it the earliest school whose roots are linked with what later became the Southern Baptist Convention.

West Tennessee College originated in the mid-1840s when supporters of the Academy secured a charter for a college and received an endowment from the state to come from the sale of public lands. Under its charter, the property rights and governance of the Jackson Male Academy were vested in the trustees of the College. The College offered three degrees—bachelor of arts, bachelor of philosophy, and master of arts—and had four departments: Moral Philosophy, Languages, Mathematics, and Natural Philosophy and Chemistry. West Tennessee College continued until 1874, when at a time of depressed economic conditions, the trustees offered the College's buildings, grounds, and endowment to Tennessee Baptists in the hopes of attracting a southwestern regional university planned by the state's Baptist leaders.

Meanwhile, after years of discussion and the raising of an endowment, the Baptist General Assembly of Tennessee in 1848 established Union University at Murfreesboro, near the geographical center of the state. Union University came upon hard times when in 1859 its highly respected president, Dr. Eaton, died and when during the Civil War its campus was badly damaged. It reopened in 1868 only to close again in 1873, largely because of its financial condition and an epidemic of cholera.

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

In September 1874, the new institution opened at Jackson as an academy, and in 1875 it was chartered as Southwestern Baptist University. In 1907, Dr. T. T. Eaton, a trustee at Southwestern from its beginning, bequeathed his 6,000 volume library to the college. He was a former professor at Union University at Murfreesboro, where his father, Dr. Joseph H. Eaton, had been president. Shortly thereafter the name of Southwestern Baptist University was changed to Union University to honor the Eatons and others from Union at Murfreesboro who had had a

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

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

Because of the deterioration of its aging campus, Union in 1975 moved from near downtown to a new campus located along Highway 45-Bypass in north Jackson. Since then, enrollment has increased from about 1,000 students to nearly 2,500; the multi-purpose Penick Academic Complex has been enlarged several times; many additional housing units have been erected; and several buildings have been constructed, including Blasingame Academic Complex, Hyran E. Barefoot Student Union Building, Hammons Hall and Jennings Hall. Part of the reason for growth derived from new academic programs and graduate studies in education and business administration.

Union's presence in Memphis area began with a medical school from 1878 to 1911 with 2,625 M.D. degrees awarded. From the early 1950's to the early 1970's, Union opened an Extension Center at Prescott Memorial Baptist Church near Memphis State University. From 1987-96, Union offered the degree completion program leading to the Bachelor of Science in Nursing (RN to BSN track) in Memphis. There were over 300 graduates of this program. The institution suspended its operations in Memphis for one year as it planned the establishment of a stand alone satellite campus specifically for adult students. Under the leadership of President David S. Dockery, who was elected Union's fifteenth president in 1995, Union established this satellite campus in the Memphis suburb of Germantown with programs in nursing, business administration, and education.

To broaden its connection with the wider Christian higher education movement, Union in the mid-1990s joined the Council for Christian Colleges and Universities. The University also adopted a new campus master plan to accommodate the University's growth well into the twenty-first century.

In the 1990s Union has had its greatest intercollegiate athletic success as Union's Lady Bulldogs basketball team of 1998 finished first in the NAIA National Basketball Tournament.

Also during the 1990s the university reinitiated its graduate programs with the MAEd, the MBA and the MEd. An undergraduate degree completion program in business was added in 1997 which significantly impacted the area business community. Since 2000, the MSN, MAIS,

EdS in Educational Leadership and the EdD have been developed and implemented.

## The Campus

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

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

A detailed description of each building, as well as the services available is presented in the *Campus Life Handbook* and at [www.uu.edu/student\\_services](http://www.uu.edu/student_services).

## Graduate Studies

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

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

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

## Graduate Governance and Admissions

Seven graduate programs currently exist at Union University: the M.B.A., administered by the McAfee School of Business Administration; the M.A.Ed., the M.Ed., the Ed.S. and the Ed.D. degrees administered by the College of Education and Human Studies; the M.S.N., administered by the School of Nursing; and the M.A.I.S.,

administered by the Institute of International and Intercultural Studies.

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

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

## Student Life

Graduate students are welcomed and are encouraged to participate in the many religious, cultural, and educational activities that take place on the University campus. For more information on student life, graduate students may consult the latest edition of *The Campus Life Handbook*.

## Student Conduct

It is understood and expected that graduate students will possess a high level of maturity and responsibility. Union University is committed to providing quality education within a Christian environment, all students are

expected to recognize this commitment and to conduct themselves in a manner that is consistent with the Christian life-style. Furthermore, since positive relationships with faculty and other students contribute to the learning process, students are expected to make every effort to avoid behavior that is known to be offensive to others.

The President, the Dean of Students, and the judicial system of the University are charged with the administration of discipline. They are empowered to rule in any irregularity pertaining to student life.

#### Chapel and Spiritual Life

Chapel is one of the distinctive features of the Christian college and is for the strengthening of faith in God, for instruction, and for the enrichment of the spiritual life of the total university family.

Chapel attendance is not compulsory for graduate students. However, graduate students are invited to participate as well as in other spiritual activities including activities sponsored by the Campus Ministries, the Baptist Nursing Fellowship, and the Fellowship of Christian Athletes.

#### Confidentiality of Student Records

The privacy and confidentiality of all student records shall be preserved in accordance to the Family Educational Rights and Privacy Act (FERPA) of 1974. The objective of the Act is to provide students and parents greater access to and control over information contained in educational records. The law stipulates that each institution is responsible for making students aware of the law and its various ramifications. More information about FERPA can be obtained from the Registrar. Official student academic records, supporting documents, and other student files shall be maintained, only by members of the University staff employed for that purpose, in separate files:

- Academic records, supporting documents and general education records—maintained by the Academic Center, academic departments and advisers
- Records of discipline proceeding— maintained by the Student Services Office
- Financial records—maintained by the Business Office
- Medical records—maintained by the Student Health Services Office
- Admissions records—maintained by the Admissions Office
- Financial aid records—maintained by the Financial Aid Office

Directory information (student's name, address—including email address, telephone number, date and place of birth, photograph, academic major, class schedule, dates of attendance, degrees and awards received, and most recent previous educational institution attended) may be made public by the University unless a student requests to the Academic Center in writing that such information be released only upon his/her consent.

#### Motor Vehicle Registration and Parking

Every individual who maintains or operates a motor vehicle on the Union University campuses must register

each vehicle with the Office of Safety and Security at the beginning of the semester or within 24 hours when brought to the campus. For graduate students, there is no fee for obtaining parking permits. The vehicle's license plate number and proof of current auto liability insurance are required for registration of the vehicle.

#### Sexual Harassment

Union University is committed to providing its faculty, staff, and students with an environment free from explicit and implicit coercive sexual behavior used to control, influence, or affect the well-being of any member of the university community.

**Sexual Harassment Defined:** The definition of sexual harassment varies greatly. Therefore the Equal Employment Opportunity Commission's guidelines are used. According to the Equal Employment Opportunity Commission's guidelines prohibiting sexual harassment, there are two types of sexual harassment: (1) *Quid pro quo*—“submission to or rejection of such conduct by an individual that is used as a basis for employment decisions affecting such individual” and (2) *Hostile environment*—“unwelcome sexual conduct that unreasonably interferes with an individual's job performance or creates an intimidating, hostile, or offensive working environment.” Sexual harassment in the college community may include, but may not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature where: (1) submission to such conduct is a term or condition of an individual's employment or education; (2) submission to or rejection of said conduct is used as a basis for academic or employment decisions affecting the individual; or (3) such conduct results in a hostile environment which has the effect of interfering with an individual's academic or professional performance.

**Policy Statement:** Sexual harassment of any type will not be tolerated and is expressly prohibited. Sexual harassment is grounds for disciplinary action which may include reprimand, demotion, discharge, or other appropriate action, dependent upon the nature of the harassment. Faculty are asked to be especially sensitive to the fact that they are in a position of authority over students and that authority carries with it responsibility to be mindful of situations in which they are dealing with students in private, one-on-one associations both on and off campus.

**Complaint Procedure:** A student with a complaint against a faculty member, a member of the administration, or another student may contact the Dean of Students. Alternate contacts include the Director of Human Resources, the Executive Vice President and the President. The contact person will initiate an Incident Report form and forward to the Director of Human Resources.

The University will handle the matter with as much confidentiality as possible. There will be no retaliation against any staff, faculty, or student who reports a claim of sexual harassment or against any staff, faculty, or student who is a witness to the harassment. The University will conduct an immediate investigation in an attempt to determine all of the facts concerning the alleged harass-

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

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

## Academic Policies

### Class Attendance

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

### Academic Integrity

Union University upholds the highest standards of honesty. Students are to refrain from the use of unauthorized aids on testing, to refuse to give or receive information on examinations, and to turn in only those assignments which are the result of their own efforts and research. Failure to provide correct documentation for material gleaned from any outside source, such as the Internet or any published/unpublished work, constitutes plagiarism, a form of cheating subject to strict disciplinary action. On the other hand, faculty members are to accept the responsibility for discouraging cheating. They are to make every effort to provide the physical conditions which would deter cheating. They are to be aware at all times of the activity in the testing area.

Any student found guilty by the instructor of cheating will be subject to disciplinary action by the professor. The professor will file a report of the incident and the intended disciplinary action with the office of the Dean or MAIS Program Director. If the student deems this action to be unfair, he/she may request a hearing before the Dean or MAIS Program Director. A written report of this hearing and decision will be filed with the Office of the Provost.

### Numbering of Courses

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

for students registered for graduate credit. Courses numbered 600 and above may only be taken for graduate credit.

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

### Grading System

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

- A Superior academic performance.
- B Strong academic performance.
- C Below average, but passing academic performance.
- P Pass.
- F, FF Failure. (P or FF apply to pass-fail courses.)
- I Incomplete. An Incomplete must be removed within the first five weeks of the term following issuance of the Incomplete; otherwise, the incomplete becomes an F
- IP In Progress, issued for a course which by design extends into the following term or semester.
- PR Progress as related to the doctoral dissertation
- W Withdrawal beyond the period officially allowed. See "Withdrawal from Classes."
- N Audit.

### Requirements for Grade Point Average

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

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

### Repetition of Courses

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

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

## Academic Probation and Suspension

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

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

## Academic Grievance Procedures

A student who wishes to appeal for a variance from graduate policies or procedures should direct a written petition to the Dean of the McAfee School of Business Administration, the Dean of the College of Education and Human Studies, the Dean of the School of Nursing, or the Associate Provost for International and Intercultural Studies requesting the variance and carefully outlining the reasons for the request. The request must be received no later than 90 days after the issuance of the grade. After consideration of the petition, the Dean/ Associate Provost will determine whether the petition can be granted and will inform the student, in writing, of the decision.

If the student is dissatisfied with the Dean's/ Associate Provost's response to the petition, the student may then appeal the Dean's/ Associate Provost's decision to the Graduate Appeals Committee. The Graduate Appeals Committee will review the petition, gather information as it is needed, and render a decision. The Committee will inform the student, in writing, of their decision.

If the student is dissatisfied with the decision of the Graduate Appeals Committee, that decision can be appealed first to the Provost and then, if necessary, to the President. The decision of the President will be final. Copies of all correspondence related to all formal petitions and appeals will be kept for future reference in the student's file in the office of the respective Graduate school.

Orderly procedures are provided by which a student may be heard concerning a just grievance. Procedures are outlined in the *Campus Life Handbook* for the student who wishes to register dissatisfaction with the quality of instruction or performance of a professor.

Both the *Campus Life Handbook* and the *Faculty Handbook* detail the procedure for a formal grade appeal. The student should first ask the instructor how the grade was determined. It is hoped that most problems can be resolved at this level. If additional discussions are necessary, the student should contact his faculty advisor to begin the formal process of appeal.

## Admission Information

### General Admission Requirements

1. Completed application for the specific program, including payment of a \$25 application fee.
2. Official transcript(s) showing all course work, comple-

tion of baccalaureate degree(s), and all graduate credit previously attempted.

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

### Additional Admission Requirements for International Students

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

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

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

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

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

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

An I-20 form may be issued by the Director of Admissions only after admission requirements and the above monetary requirements have been satisfied.

## Special Categories of Admission

### Provisional Students

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

The student will be bound by all general academic requirements imposed upon regular matriculated students so far as prerequisites, amount of work, and quality of

work are concerned. All work completed or attempted will be fully documented in the Academic Center.

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

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

### Non-Degree Seeking Students

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

### Registration Information

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

### Late Registration and Class Changes

Late registration and changes of classes are allowed in some courses and in accordance with published deadlines in the Academic Center. A late registration fee or a class change fee will be charged for these changes. Those considering late registration for a cohort program should contact the appropriate graduate program office.

A student making a change in his/her class schedule after completing registration will follow this procedure:

1. Obtain proper forms from the appropriate graduate office,
2. Secure the signature of his/her advisor,
3. Present the forms to the appropriate graduate office for the schedule change.

### Withdrawal from Classes

Students will be allowed to withdraw through 11 weeks or its equivalent and will receive the notation on their permanent records "Withdrew from all Classes" as of the date the withdrawal was processed. Students discontinuing class attendance without permission will receive an "F" in those courses. In exceptional cases, such as extreme illness or other circumstances beyond the

student's control, the Registrar may assign a grade of W for a withdrawal after the allowable period.

A student withdrawing from all classes must complete a withdrawal form and submit it to the appropriate graduate program office.

### Readmission

Students who have not been enrolled for at least one semester will be required to readmit by completing a new application to the appropriate graduate program. Official transcripts from other schools attended during the interval will be required. No additional application fee will be required.

### Graduation Policies and Requirements

Commencement is held on the Jackson campus following spring semester (May), following fall semester (December), and following summer sessions (August) for all programs other than the M.A.I.S. Students should participate in the appropriate ceremony according to the following schedule:

If academic requirements are completed or expected to be completed by:

- After the December ceremony, but prior to the May ceremony, attend Commencement ceremony in May;
- After the May ceremony, but prior to the August ceremony, attend Commencement ceremony in August;
- After the August ceremony, but prior to the December ceremony, attend Commencement ceremony in December.

An Application for Graduation must be filed in the Graduate office of the appropriate program by the deadlines shown below. Applications for Graduation are available in each Graduate Program office.

Commencement for M.A.I.S. graduates may be held at the off-campus site following program completion.

Attendance at the activities related to graduation is expected. Petitions for graduating in absentia should be directed to the Office of the Provost.

Students who successfully complete a graduate degree or post masters certificate program are granted a diploma.

A candidate for the graduate degree must:

- Complete required semester hours for the degree:  
37 for the M.B.A.,  
30 for the M.Ed.,  
33 for the M.A.Ed. (thesis route),  
39 for the M.A.Ed. (non-thesis)  
39 for the M.A.I.S.  
38 for the M.S.N.  
39 for Ed.S.  
60 for Ed.D.
- Earn UU CUM GPA of  $\geq 3.0$  (minimum) for M.B.A., M.Ed., and M.A.Ed, M.A.I.S., M.S.N., Ed.S, or Ed.D.
- Successfully complete all degree requirements which are in effect for his/her program.

- File an Application for Graduation with the respective Graduate Program office. Application deadlines are:
- March 1 for candidates who plan to complete requirements by the May Commencement.
- May 15 for completion by August Commencement.
- October 1 for completion by December Commencement.
- Pay in full the student's account in the Business Office.
- Discharge all other obligations (fines, credentials, etc.) at the University.

## Financial Information

### Refunds

If a student withdraws from a class, tuition will be refunded on a prorated basis as follows:

#### Sixteen-week Terms

On or before the second day of class less \$200 withdrawal processing fee	100%
After second day of class through week 1	90%
Week 2 through week 3	75%
Week 4 through week 5	50%
After week 8 following first day of class there is no refund.	

#### Four-week Terms

On or before the second day of class less \$50 withdrawal processing fee	100%
Day 3	90%
Days 4-5	75%
Days 6-7	50%
Days 8-9	25%
After Day 9 following the 1st day of class there is no refund.	

#### Eight-week Terms

On or before the second day of class less \$50 withdrawal processing fee	100%
After second day of class through week 2	90%
Week 3 through week 4	75%
Week 5 through week 6	50%
After week 6 following first day of class there is no refund.	

#### Three-week Terms

Within two academic days	80% refund
Within three academic days	70% refund
Within four academic days	60% refund
Within five academic days	50% refund
Within six academic days	40% refund
After six academic days there is no refund	

#### Six-week Terms

Within three academic days	90% refund
Within four academic days	80% refund
Within five academic days	70% refund
Within six academic days	60% refund
Within seven academic days	50% refund
Within eight academic days	40% refund
After eight academic days there is no refund	

Regulations for refunds for all terms are as follows:

1. Students refusing to conform to the disciplinary rules of the university forfeit all claims for refunds.
2. All above rules and regulations put the responsibility on the student. He/she saves money and avoids misunderstanding by immediately seeing the Senior Vice President for Business and Financial Services or the Assistant Vice President for Business and Financial Services.

### Treatment of Title IV Funds When a Student Withdraws

If a student in a semester program withdraws from a semester on or before the 60% point in time calculated using calendar days, a portion of the total of Federal Stafford Loan which has been disbursed or could have been dispersed to the student for that semester must be returned, according to the Return of Title IV Funds regulations of the Higher Education Amendments of 1998. A student in a program offered in modules who withdraws from a module and earns no credit hours for an enrollment period for which he is receiving a loan is also subject to the Return of Title IV Funds regulations. The calculation of the return of these funds may result in the student owing a balance to Union University.

Examples of calculation of the Return of Title IV Funds are available in the Office of Financial Aid.

### How to Obtain a Credit of Institutional Charges

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

### Equipment

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

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

## Financial Assistance

Graduate students may apply for the Federal Stafford Loan. Policy and procedures for administration of financial aid are published in the financial aid handbook, *Financing Your Education*, available in the Financial Aid Office or at [www.uu.edu/financialaid](http://www.uu.edu/financialaid).

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

### How to Apply

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

**Step 1.**

Apply and be accepted to Union University.

**Step 2.**

Complete and return a Union University Application for Financial Assistance that is available in the Financial Aid Office at Union University, with your Program Director, and at [www.uu.edu/financialaid](http://www.uu.edu/financialaid).

**Step 3.**

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

**Step 4.**

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

**Employer Tuition Reimbursement**

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

# THE McAfee School of Business Administration

## Master of Business Administration

Available on the Jackson and Germantown Campuses

### Mission Statement

To provide a quality graduate education within a Christian context, to produce scholarly contributions to the business academic disciplines, and to develop graduates prepared to serve in the challenging global environment of today's organizations.

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

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

### Program Emphasis

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

The remaining 12 courses are 3 semester hours of graduate credit each. At the Program Director's discretion, one of these courses will be either MBA 615 or MBA 640. Courses are scheduled in a manner that allows the student to continue a career and an already busy schedule. The courses meet from 6 to 10 p.m. one evening a week. Only one course is taken at a time, and each cohort of students progresses through the program together. Courses are 8 weeks in duration. The entire 37-semester hour M.B.A. program is completed in 24 months.

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

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

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

### Expected Outcomes

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

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

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

### Admission Information

#### Regular Admission Requirements

1. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted.
2. Completed application for the M.B.A. program, including payment of a \$25 application fee.
3. Submission of a score on the Graduate Management Admission Test (GMAT). The minimum acceptable GMAT score is 400. An applicant will be accepted as an M.B.A. student if his/her combined credentials (undergraduate grade point average <UGPA> and performance on the GMAT) measure at least 1200 points according to the following formula:  
$$(300 \times \text{UGPA}) + \text{GMAT Score}$$
4. Minimum two years' post-baccalaureate work experience. Students not meeting this requirement must have completed a group of undergraduate foundation courses. This list is available from the M.B.A. Director.
5. Immunization Record

#### Conditional Admission Requirements

Applicants who do not meet the regular admission requirements to the M.B.A. program may be admitted conditionally at the discretion of the M.B.A. Director and the Graduate Business Admissions Committee. Students who are conditionally admitted may obtain regular admission after 12 hours of graduate study have been completed with a minimum 3.0 grade point average, or when the specific cause for conditional admission is removed.

Conditional admission to the M.B.A. program will be granted based on the following criteria.

1. All admissions criteria are met with the exception of the submission of a GMAT score. A score must be submitted during the first four weeks of the M.B.A. program.
2. The student meets admission requirements but has a low grade point average from previous academic work.

#### Transfer of Credit

Graduate credit for courses earned at a regionally accredited college or university or at a recognized foreign college or university may be transferred to Union Univer-

sity if the courses are essentially the same courses as those required in the cohort program. Such transfer credit will not be allowed for courses used to satisfy another degree at another institution. The maximum number of semester hours that may be transferred to Union University and applied to the M.B.A. degree is nine.

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

### Graduation Requirements

1. Completion of the thirty-seven hours of required course work.
2. A minimum grade point average of 3.0 for the required course of study.

### The Cohort Approach

The Union M.B.A. provides a delivery system for graduate education that is unique. Groups of 15 to 30 students pursue each course together, meeting one night a week for eight weeks per course. This model emphasizes teamwork, cooperation, and the collaboration between students. Each cohort group is further subdivided into study groups of 4 to 6 students. Every attempt is made to structure study groups so that students' past experiences and business strengths are complementary. Lifelong friendships are developed under this format, and the learning that takes place in the classroom is supplemented in team exercises and projects. Study group meetings outside of class are at the discretion of group members.

### Financial Information

There are four methods of payment for the program.

1. One-hundred percent of tuition expense for the entire program before the first night of class.
2. The payment of tuition for each term before the first night of class for that term.
3. The payment of one-third of the tuition at the beginning of the term and two equal payments at one-third intervals during the term. Interest will be assessed on the unpaid balance at the rate of 1.5% per month.
4. Tuition Reimbursement

Tuition is \$340 per semester credit hour, or \$12,580 for the program:

Term One	\$4420
Term Two	4080
Term Three	4080

The following are non-refundable fees:

Application Fee: \$25

Graduation Fee: \$25

### Financial Aid

Students enrolled in the M.B.A. Program may apply for the Federal Stafford Loan. A Union University Application for Financial Assistance and the Free Application for Federal Student Aid (FAFSA) form must be completed by

each applicant. A Master Promissory Note must also be on file in the Financial Aid Office.

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

### Course Descriptions: Master in Business Administration (MBA)

#### 601 MBA Orientation (1)

An orientation to the activities and experiences of graduate study in business at Union University, including adjustment to academic development and spiritual growth. This course, which provides an overview of basic undergraduate business concepts, is required of all entering MBA students.

#### 610 Managerial Economics (3)

This course will build on a traditional basis of microeconomic theory through the case method and research projects. Case application will bring microeconomic analysis into the realm of managerial decision making.

#### 612 Analytical Managerial Accounting (3)

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

#### 615 Organizational Theory (3)

An examination of the impact of external environmental forces on the structure of an organization, the importance of organizational structure to the achievement of strategic and operational plans of management, and the various configurations available.

#### 620 Ethical Management (3)

Ethical Management makes intensive use of the case method to probe ethical issues facing the modern business world. Various ethical decision-making models are discussed including Christian ethics.

#### 621 Business & The Legal Environment (3)

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

#### 625 Managerial Finance (3)

Analysis of the capital structure, dividend policy, and working capital policy of the firm. Additional topics include: risk measurement, valuation, cost of capital, and analytical tools used for the acquisition and allocation of funds.

#### 628 Strategic Marketing (3)

An analysis of the marketing of goods and services and the role of marketing in the economy. Marketing strategy explored through case studies and recent literature.

#### 630 Management Information Systems (3)

This course is designed to provide an understanding of the field of information systems. Broad-based instruction in distributed databases, network architectures, telecommunications options, and hardware/software platforms.

Applied knowledge to ensure that MIS goals and expenditures are consistent with and in support of the mission of the organization. Case studies are used extensively to learn about the current issues facing information management.

**635 Business Research Methods (3)**

This course will develop business analytical tools using mathematics, statistics and computer technology. These tools will then be applied to a variety of business problems emphasizing planning, collection and interpretation of data, and presentation of results.

**640 International Business (3)**

Designed to provide the tools necessary to evaluate international business opportunities from cultural, political, legal economic, financial, managerial and marketing perspectives.

**642 Business Policy & Strategic Management (3)**

Coverage of strategic management concepts and integration of material learned in the functional areas of business; use of case studies and field projects to provide a top management view of the business enterprise.

**648 Human Behavior in Organizations (3)**

Behavioral sciences applied to interpersonal relationships in organizations; concepts of human aspects of businesses as distinguished from economic and technical aspects. Focus is on the process of managing people.

**653 Production & Operations Management (3)**

Planning and control of operations in manufacturing and service organizations; examination of decision theory applications; emphasis on developing skills and techniques through case studies.

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**585 Special Studies in Business (1-4)**

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

**598 Seminar (1-4)**

A non-lecture research and discussion course. Context to be determined by need

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

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

# THE COLLEGE OF EDUCATION AND HUMAN STUDIES

## Master of Arts in Education

## Master of Education

## Education Specialist

## Doctor of Education

Available on the Jackson and Germantown Campuses

### Mission Statement

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

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

# MASTER OF ARTS IN EDUCATION PROGRAM

Available on the Jackson and Germantown Campuses

## Program Purpose

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

## Objectives of the Program

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

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

## Assessment of Outcomes

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

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

## Admission to Graduate Coursework

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

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

1. Completed Graduate Studies in Education Application.
2. Application processing fee of \$25.
3. Official transcript(s) showing all coursework, completion of baccalaureate degree(s), and all graduate credit previously attempted from regionally accredited institutions.
4. Official transcript(s) indicating a minimum grade point average (GPA) of 3.0 on a 4.0 scale of all undergraduate and post-baccalaureate coursework combined.
5. Writing sample scheduled by the Office of Graduate Studies in Education.
6. Completed "Certificate of Immunization."

For short courses designed primarily for license renewal, only the following admission criteria will be required. Students should submit an Application for Admission to Graduate Studies in Education, a \$25 application fee, a copy of their teaching license or an official transcript showing completion of a baccalaureate degree. If the student decides to seek the M.A.Ed. or take coursework other than the short courses, all requirements for full admission to graduate studies must be submitted. Note: A maximum of six semester hours taken in this short-course format may be used to satisfy M.A.Ed. requirements.

## Conditional Admission to Graduate Coursework

Applicants who do not meet the minimum GPA requirement of 3.0 will be required to successfully complete a full 500-600 word writing sample, which will be evaluated by faculty in the Department of English. Subsequently, if the writing sample is adequate, the student will be placed on a conditional admission status for the first nine hours of graduate work at Union University. After successfully completing nine graduate hours of at least 3.0 grade average work, the student may appeal to the Dean of the College of Education and Human Studies for full admission to pursue graduate studies in education.

If a student fails to successfully complete the first nine hours with a minimum GPA of 3.0, the student will be suspended from the University for one full semester before re-application can be made to Graduate Studies in Education.

Undergraduate students in their last term of course work who, after registering for all courses required for graduation, need additional hours to be classed as full-time students, may be allowed to register for one graduate course for graduate credit.

## Admission to the Master of Arts in Education Degree Program

In addition to the above admission criteria for applicants desiring to take graduate courses, those seeking admission to the M.A.Ed. Degree Program should submit the following to the Office of Graduate Studies in Education:

1. An official report showing an acceptable score on the Miller Analogies Test, National Teacher Exam, Praxis II Specialty Area Test, Graduate Record Exam, or adequate writing sample essay.
2. Two completed Reference Evaluation forms. These references must be from persons who are familiar

with the applicant's professional or academic abilities. If the applicant is currently teaching, at least one recommendation should be from an administrator or supervisor who is familiar with the applicant's work as a teacher. Forms are available in the Office of Graduate Studies in Education. If the student is seeking teacher licensure, forms are available in the office of the Assistant Dean for Teacher Education and Accreditation.

### **Conditional Admission to the Master of Arts in Education Degree Program**

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

### **Advisement**

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

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

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

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

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

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

#### **I. Required Core: 12 hours**

- A. EDU 610
- B. EDU 620
- C. EDU 650
- D. EDU 665

#### **II. Select one Concentration**

- A. Concentration: Designed Studies (12 core + 15 concentration hours)
  1. Education Electives, advisor-approved, 6-9 hours)
  2. Education Electives or other Electives, advisor-approved, 6-9 hours
- B. Concentration: Curriculum and Instruction, Non-Licensure (12 core + 15 concentration hours)
  1. EDU 604, EDU 625, EDU 626
  2. PSY 610 or PSY/EDU 614
  3. Education Electives, advisor-approved, 3 hours
- C. Concentration: Human Growth and Development, Non-Licensure (12 core + 15 concentration hours)
  1. SE 625, PSY 610, EDU/PSY 614, EDU 629
  2. Education Electives, advisor-approved, 3 hours

#### **III. Thesis, EDU 690 and EDU 695: 6 hours**

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

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

#### **I. Required Core (15 hours)**

- A. EDU 610
- B. EDU 620
- C. EDU 650
- D. EDU 665
- E. EDU 675

#### **II. Select one concentration**

- A. Concentration: Early Childhood Education, Licensure (15 core + 27 concentration hours)

With appropriate prerequisites, initial licensure and Praxis II Specialty Tests\*, this program leads to an additional endorsement in Early Childhood PreK-4.

  1. Courses with Field Experience component: EDU 552, 553, 554, 555
  2. EDU 510
  3. EDU 629, EDU 651, EDU 657
- B. Concentration: Elementary Education, Licensure (15 core + 24 concentration hours)

With appropriate prerequisites, initial licensure

and Praxis II Specialty Tests\*, this program leads to an additional endorsement in Elementary K-8.

1. Courses with Field Experience component: EDU 552, 553, 554, 555
2. EDU 510
3. EDU 629 and 658

C. Concentration: Library Information Specialist, Licensure (15 core + 41 concentration hours)

With appropriate prerequisites, this program leads to an initial license in Library Information Specialist PreK-12. Praxis II Tests and student teaching semester are required for licensure but not for the degree.

1. SE 625 and PSY 610 (or EDU 614)
2. LSC 610, 621, 631, 640, 650
3. EDU 510 and EDU 616
4. EDU 437, Enhanced Student Teaching PreK-12, 14 hours

If the student is fully licensed in TN, an additional endorsement can be secured by completing the M.A.Ed. Required Core (15 hours), C.2., C.3., and LSC 646. If the student has already completed a masters that is recognized by the TN Department of Education for advancement of the licensure, the additional endorsement in Library Information Specialist PreK-12 includes only C.2., C.3., and LSC 646.

D. Concentration: Secondary Education, Licensure (15 core + 24 concentration hours)

With appropriate prerequisites, including those in the teaching content field, this program leads to an initial licensure in a secondary (Grades 7-12) field. Praxis II Tests and student teaching semester, or 2 years of successful teaching experience on an Alternative A license appropriate to the endorsement area, are required for licensure but not for the degree.

1. EDU 510
2. EDU 530, 604, 625, 626
3. PSY 610 and SE 625
4. Education Electives, advisor-approved, 3 hours

E. Concentration: Reading Specialist PreK-12, Licensure (15 core + 23 concentration hours)

1. EDU 552, 553, 560
2. EDU 595: Workshop/Making the Match, Best Practice Reading Comprehension Strategies for All Students
3. EDU 616, 626; SE 645

F. Concentration: Special Education, Licensure (15 core + 24 concentration hours)

With appropriate prerequisites, initial licensure and Praxis II Specialty Tests\*, this program leads to an additional endorsement in SE-Modified K-12.

1. SE 605, 610, 631, 632, 641, 645
2. Education Electives, advisor-approved, 6 hours

An endorsement in SE-Comprehensive may be added by taking 6 hours of designated coursework. An endorsement in SE-Early Childhood is available by taking 8 hours of designated coursework.

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

1. EDU 604, 616, 625, 626
2. PSY 610 or EDU/PSY 614
3. Education Electives, advisor-approved, 9 hours

H. Concentration: Human Growth and Development, Non-Licensure (15 core + 24 concentration hours)

1. SE 625, PSY 610, EDU/PSY 614, EDU 629
2. EDU 651 or EDU 657
3. Education Electives, advisor-approved, 8 hours

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

### Admission to Candidacy for the Master of Arts in Education Degree

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

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

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

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

### Full-Time Students

A graduate student enrolled for 9 or more hours during an academic semester will be considered a full-time student. A graduate student enrolled for 6 or more hours during the Summer or 3 or more graduate hours in Winter or any less-than-14-week semester shall be considered full time.

### Maximum Load

The maximum load for a graduate student is 15 hours during the Fall or Spring semesters and 6 hours during the Winter term. The maximum load for the 8-week Summer session is 12 hours. No more than 6 hours may be taken during any Summer term. Fall and Spring Semester

schedules are designed for teachers. An optimum load for teachers is six hours, one course per term.

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

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

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

### Residency Requirements

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

### Courses Taken by Non-Degree Students

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

### Financial Information

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

There are two methods for the payment of expenses.

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

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

#### Tuition and Fees

M.A.Ed	\$260/semester hour (2004-2005)
Non-degree-seeking post-baccalaureate students	\$260/semester hour (2004-2005)

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

Other fees when applicable:

Application Fee (non-refundable, one-time only)	\$25
Late Registration Fee	\$25
Audit Fee	\$125 semester hour
Course Change Fee	\$10
Materials Fee per Course: EDU 510, 552, 553, 554, 555, 651, 657, 658; SE 651, 657	\$15
Lab Materials Fee per Workshop	Varies with workshop
Thesis Binding Fee	\$50
Graduation Fee	\$25

### Financial Assistance

Students enrolled in Graduate Studies in Education for a minimum of six hours per semester, Fall or Spring, may apply for the Federal Stafford Loan. All students applying for this loan must complete an institutional Application for Financial Assistance and file the Free Application for Federal Student Aid (FAFSA). Forms are available in the Financial Aid Office. A Master Promissory Note must also be filed in the Financial Aid office.

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

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

### Calendar for M.A.Ed. 2004—2005

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

#### Fall Semester 2004

Session I*	
August 6	M.A.Ed. Registration Deadline for Fall 2004
August 30	M.A.Ed. Classes Begin
October 1	Deadline for Returning Applications for Graduation (December)

#### Session II

October 25	M.A.Ed. Classes Begin
December 3	M.A.Ed. Registration Deadline for Winter 2005
December 18	Fall Commencement

#### Winter Semester 2005\*

January 3	M.A.Ed. Classes Begin
January 7	M.A.Ed. Registration Deadline for Spring 2005

Spring Semester 2005  
Session I\*

January 31  
March 1

M.A.Ed. Classes Begin  
Deadline for Returning  
Application for Graduation  
(May)

Session II  
March 28

M.A.Ed. Classes Begin

May 6 M.A.Ed. Registration Deadline for  
Summer 2005

May 21 Spring Commencement

Summer Semester 2005

May 15 Deadline for Returning Application for  
Graduation (August)

August 6 August Commencement

\*An additional meeting will be scheduled within the ses-  
sion to meet required minimum classes.

## MASTER OF ARTS IN EDUCATION REQUIREMENTS FOR THE MA.Ed. DEGREE OPTIONS

	THESIS OPTION	NON-THESIS OPTION
<b>REQUIRED CORE</b>	<b>12 HOURS:</b> EDU 610 His & Phil Educ EDU 620 Curr Dev & Implem EDU 650 Educ Meas & Eval EDU 665 Research Design	<b>15 HOURS:</b> EDU 610 Hist & Phil Educ EDU 620 Curr Dev & Implem EDU 650 Educ Meas & Eval EDU 665 Research Design EDU 675 Capstone Research Seminar
<b>CONCENTRATION AREA</b> With the assistance of a faculty advisor, the student will select an area that will provide growth in the knowledge and methodology of that area	<b>6 HOURS</b>	<b>12-20 HOURS</b>
<b>EDUCATION ELECTIVES</b> With the assistance of a faculty advisor, the student will select education courses that will increase the student's professional knowledge and skills.	<b>6 HOURS</b>	<b>2-11 HOURS</b>
<b>ADDITIONAL ELECTIVES</b> With the assistance of a faculty advisor the student will select additional courses in either education or the specialty area.	<b>3 HOURS</b>	<b>NOT REQUIRED</b>
<b>THESIS-A THESIS-B</b>	<b>MINIMUM OF 6 HOURS</b>	<b>NOT REQUIRED IN THE NON-THESIS OPTION</b>
<b>MINIMUM HOURS REQUIRED</b>	<b>33 HOURS</b>	<b>39 HOURS</b>

## Course Descriptions

### Art (ART)

#### 533 Internship (1-4)

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

#### 585 Special Studies in Art (1-4)

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

#### 598 Seminar (1-3)

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

#### 610 Theories and Processes in Drawing and Painting (3)

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

#### 620 Theories and Processes in Sculpture (3)

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

#### 640 Special Studies in Art (3)

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

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

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

#### 680 Research in Art Education A (3)

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

#### 685 Research in Art Education B (3)

A continuation of Research in Art Education A.

### Biology (BIO)

#### 533 Internship (1-4)

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

#### 585 Special Studies in Biology (1-4)

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

#### 598 Seminar (1-3)

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

#### 640 Special Studies in Biology (3)

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

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

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

#### 680 Research in Biology Education A (3)

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

#### 685 Research in Biology Education B (3)

A continuation of Research in Biology Education A.

### Business Administration (BAD)

#### 533 Internship (1-4)

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

#### 585 Special Studies in Business (1-4)

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

#### 598 Seminar (1-3)

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

#### 615 Seminar and Workshop in Economic Education (3)

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

#### 640 Special Studies in Business Administration (3)

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

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

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

#### 680 Research in Business Education A (3)

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

#### 685 Research in Business Education B (3)

A continuation of Research in Business Education A.

### Chemistry (CHE) and Physics (PHY)

#### 533 Internship (1-4)

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

#### 585 Special Studies in Science (1-4)

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

#### 598 Seminar (1-3)

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

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

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

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

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

### **Communication Arts (COM)**

**533 Internship (1-4)**  
Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

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

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

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

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

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

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

### **Education (EDU)**

**504 Technology in the Classroom (2)**  
A study of the most recent technology advancements utilized to enhance student achievement in the elementary, middle, and high school classroom with emphasis on the many facets of the computer as a teaching tool. Prior technology experience needed.

**510 Computer Applications in the Classroom (3)**  
A study of existing computer software for elementary and secondary educational use. Criteria for the evaluation and selection of software are emphasized. Grading and management applications and word processing are included.

**517 Instructional Methodology for Secondary School Art (3)**  
A study of principles, practices, methods, and materials for teaching art in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

**518 Instructional Methodology for Secondary School Science (3)**  
A study of principles, practices, methods, and materials for teaching science in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

**519 Instructional Methodology for Secondary Business (3)**  
A study of principles, practices, methods, and materials for teaching business in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

**520 Instructional Methodology for Secondary School English (3)**  
A study of principles, practices, methods, and materials for teaching English in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

**521 Instructional Methodology for Secondary School Physical Education and Health (3)**  
A study of principles, practices, methods, and materials for teaching physical education and health in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

**522 Instructional Methodology for Secondary School Mathematics (3)**  
A study of principles, practices, methods, and materials for teaching mathematics in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

**523 Instructional Methodology for Modern Languages in Secondary School (3)**  
A study of principles, practices, methods, and materials for teaching modern languages in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

**524 Instructional Methodology for Secondary School Music (3)**  
A study of principles, practices, methods, and materials for teaching music in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

**525 Instructional Methodology for Secondary School Social Studies (3)**  
A study of principles, practices, methods, and materials for teaching social studies in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

**526 Instructional Methodology for Secondary School Speech and Theatre Arts (3)**

A study of principles, practices, methods, and materials for teaching speech and theatre arts in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

**530 Secondary School Methods (3)**

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

**533 Internship (1-4)**

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

**540 Using Games and Activities in the Elementary Classroom (3)**

A study of the principles and practices related to the effective use of games and activities in the elementary classroom.

**552 Instructional Design of Language Arts (4)**

A practical study of the design and implementation of instruction of reading and children's literature in the elementary (K-8) classroom with emphasis on current research in the field. Includes field experience.

**553 Instructional Design of Reading (4)**

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

**554 Instructional Design of Mathematics and Classroom Management (4)**

A study of the design and implementation of instruction of mathematics in the elementary (K-8) classroom with emphasis on current research in the field, including examination of effective strategies of comprehensive classroom management.

**555 Instructional Design of Science and Social Studies (4)**

A study of the design and implementation of instruction of science and social studies in the elementary (K-8) classroom with emphasis on current research in the field.

**560 Evaluation of Reading Programs & Instruction (3)**

A critical study of research-based design, implementation and evaluation of instruction for students experiencing difficulty in reading. Development, maintenance and evaluation of reading programs using current research and various formal and informal assessment procedures are examined.

**585 Special Studies in Education (1-4)**

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

**595 Special Workshops (1-4)**

Graduate credit offered in concentrated format for license renewal and elective credit. Maximum of 6 hours can

count toward a degree. Selected topics may vary each year.

**598 Seminar (1-3)**

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

**604. Teaching in a Pluralistic Society (3)**

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

**610 History and Philosophy of Education (3)**

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

**614. Learning Theories and Styles (3)**

See PSY 614 for course description.

**615 Seminar and Workshop in Economic Education (3)**

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

**616 Children and Literature (3)**

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

**620 Curriculum Development and Implementation (3)**

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

**625 Classroom Management (3)**

Comprehensive classroom management strategies which will center on interpersonal relationships, classroom organization and management, instruction, problem solving, behaviorism, and schoolwide discipline.

**626 Reading in the Content Area (3)**

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

**629 Current Research in Early Childhood Education (3)**

Study and analysis of current research related to children and educational programs for children, birth through grade three. Field Experience required.

**630 The School and Community Relations (3)**

A study of designing programs around needs and problems of the school and its special publics, dealing constructively and effectively with these needs, and promoting a positive school environment for the steady improvement of public education.

**632 School Law (3)**

A study of sources of school law, student rights, and legal issues affecting education.

**634 School Facilities (3)**

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

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

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

**650 Educational Measurement and Evaluation (3)**

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

**651 Cognitive Development of the Young Child (4)**

Prerequisites: EDU 629.

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

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

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

**657 Creative Development of the Young Child (4)**

Prerequisites: EDU 629.

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

**658 Middle School Design (3)**

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

**660 Issues and Trends in Education (3)**

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

**665 Research Design (3)**

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

**675 Capstone Research Seminar (3)**

Prerequisite: Completion of graduate coursework including EDU 665.

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

**680 Research in Education A (3)**

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

**685 Research in Education B (3)**

A continuation of Research in Education A.

**690 Thesis A (3)**

Prerequisite: EDU 670.

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

**695 Thesis B (3)**

Prerequisite: EDU 690.

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

**English (ENG)****533 Internship (1-4)**

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

**585 Special Studies in English (1-4)**

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

**598 Seminar (1-3)**

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

**640 Special Studies in English (3)**

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

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

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

**680 Research in English Education A (3)**

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

**685 Research in English Education B (3)**

A continuation of Research in ENG. 680.

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

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

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

### **585 Special Studies in Social Sciences (1-4)**

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

### **598 Seminar (1-3)**

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

### **640 Special Studies in Social Sciences (3)**

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

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

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

### **680 Research in Social Science Education A (3)**

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

### **685 Research in Social Science Education B (3)**

A continuation of Research in Social Science Education A.

## **Language (LANG)**

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

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

### **585 Special Studies in Language (1-4)**

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

### **598 Seminar (1-3)**

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

### **640 Special Studies in Language (3)**

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

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

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

### **680 Research in Language Education A (3)**

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

### **685 Research in Language Education B (3)**

A continuation of Research in LANG 680.

## **Library Information Specialist (LSC)**

### **610 Principles of Librarianship (3)**

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

### **621 School Library Administration (3)**

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

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

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

### **640 Young Adult Literature (3)**

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

### **646 Practicum (2-6)**

Prerequisite: 6 hours from LSC 610, 621, 631, 650.

Library experience and training in elementary, middle and secondary school requiring 20 clock hours per credit hour under the supervision of a licensed school media specialist and college supervisor.

### **650 General Reference and Instruction (3)**

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

## **Mathematics (MAT) and Computer Science (CSC)**

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

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

**585 Special Studies in Mathematics & Computer Science (1-4)**

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

**598 Seminar (1-3)**

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

**640 Special Studies in Mathematics and Computer Science (3)**

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

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

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

**680 Research in Mathematics Education A (3)**

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

**685 Research in Mathematics Education B (3)**

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

**Music (MUS)**

**533 Internship (1-4)**

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

**585 Special Studies in Music (1-4)**

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

**598 Seminar (1-3)**

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

**640 Special Studies in Music (3)**

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

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

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

**680 Research in Music Education A (3)**

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

**685 Research in Music Education B (3)**

A continuation of Research in MUS 680.

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

**533 Internship (1-4)**

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

**585 Special Studies in Physical Education and Health (1-4)**

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

**598 Seminar (1-3)**

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

**640 Special Studies in Physical Education and Health (3)**

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

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

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

**660 Issues and Trends in Physical Education Education (3)**

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

**680 Research in Physical Education and Health Education A (3)**

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

**685 Research in Physical Education and Health Education B (3)**

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

**Psychology (PSY)**

**533 Internship (1-4)**

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

**585 Special Studies in Psychology (1-4)**

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

**598 Seminar (1-3)**

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

**610 Advanced Educational Psychology (3)**

This course involves an in-depth study of the field of educational psychology. Emphasis will be upon applying

current research and issues such as human development, learning, and motivation to the educational setting.

**614 Learning Theories and Styles (3)**

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

**624 Comparative Study of Child Development Theories (3)**

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

**625 Learning and Behavioral Characteristics of Persons with Exceptionalities (3)**

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

**640 Special Studies in Psychology (3)**

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

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

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

**680 Research in Psychology Education A (3)**

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

**685 Research in Psychology Education B (3)**

A continuation of Research in Psychology Education A.

**Sociology (SOC)**

**533 Internship (1-4)**

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

**585 Special Studies in Sociology (1-4)**

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

**598 Seminar (1-3)**

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

**640 Special Studies in Sociology (3)**

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

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

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

**680 Research in Sociology Education A (3)**

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

**685 Research in Sociology Education B (3)**

A continuation of Research in Sociology Education A.

**Special Education (SE)**

**533 Internship (1-4)**

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

**585 Special Studies in Special Education (1-4)**

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

**595 Special Workshops (1-4)**

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

**605 Current Research in Educational Assessment of Persons with Exceptionalities (3)**

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

**610 Current Research in Behavior Management of Persons with Exceptionalities (3)**

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

**625 Learning and Behavioral Characteristics of Persons with Exceptionalities (3)**

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

**631 Educational Needs of Persons with Mild/Moderate Disabilities (3)**

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

**632 Characteristics and Needs of Students with Emotional Disabilities (3)**

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

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

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

**641 Teaching Mathematics and Science to Students with Exceptionalities (3)**

Prerequisite: SE 631 or 632.

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

**645 Teaching Language Arts and Social Studies to Students with Exceptionalities (3)**

Prerequisite: SE 631 or 632.

A study of the content, objectives, and pedagogy of instructing students with exceptionalities in the area of language arts and social studies in grades K-8. field Experience included.

**650 Current Research in Assessment of Learning Problems in the Young Child (3)**

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

**651 Cognitive Development of the Young Child (4)**

Prerequisite: EDU 629.

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

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

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

**657 Creative Development of the Young Child (4)**

Prerequisite: EDU 629.

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

**660 Issues and Trends in Special Education (3)**

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

**680 Research in Special Education A (3)**

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

**685 Research in Special Education B (3)**

A continuation of Research in SE 680.

# Teacher Licensure: Post-Baccalaureate Requirements for Initial and Add-on Endorsement

## Conceptual Framework: A Teacher-Student Dynamic of Sensitivity, Reflection and Faith

### Mission Statement

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

### Description of the Statement

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

### Goals

On completion of the Teacher Education Program, students will have developed:

1. Understanding of the growth and development of children and adolescents and sensitivity to their diverse learning needs;
2. Academic competence in a broad base of general education and in a major appropriate for the licensure being sought
3. Knowledge of a variety of effective teaching methods and materials which utilize skills that effectively apply content knowledge and knowledge of children and adolescents to the learning environment;
4. Awareness that teachers need continuing professional growth to remain effective and desire to pursue further study;
5. Knowledge of the ethical and professional responsibilities of teachers and an understanding of the teacher's role as a leader in the community;
6. A desire to have a lifestyle that demonstrates Christian values.

### NCATE Accreditation

The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) 2010 Massachusetts Ave., N.W., Suite 500, Washington, DC 20036; phone 202-466-7496. This accreditation covers initial teacher preparation programs and advanced educator programs.

### Profile of the Teacher Education Program

To be licensed to teach in the State of Tennessee, prospective teachers must earn a bachelor's degree with a major in an academic field and meet specific competencies needed in the teaching profession.

Areas of licensure: Union offers both initial licensure and additional endorsement in the following areas:

Beginning Administrator, PreK-12  
Biology, 7-12  
Business Education 7-12  
Business Technology, 7-12  
Chemistry, 7-12  
Early Childhood Educ., PreK-4  
Economics, 7-12  
Elementary, K-8  
English, 7-12  
English as a Second Lang., PreK-12  
French, 7-12  
Government, 7-12  
Health, K-12  
History, 7-12  
Library Information Specialist, Pre K-12  
Marketing, 7-12  
Mathematics, 7-12  
Middle Grades, 5-8  
Music Education:  
    Vocal/General, K-12 (no add-on)  
    Instrumental, K-12 (no add-on)  
Physical Education, K-12  
Physics, 7-12  
Reading Specialist, PreK-12  
School Social Worker, PreK-12  
Spanish, 7-12  
Special Education:  
    Modified, K-12  
    Comprehensive, K-12  
    Early Childhood, PreK-1  
Speech Comm., 7-12  
Theatre, K-12  
Visual Art, K-12

### Post-Baccalaureate Requirements

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

**Official transcripts.** Students who seek post-baccalaureate teacher licensure must first complete the Graduate Studies in Education Application and a \$25.00 (non-refundable) application fee. The candidate must order official transcripts from all colleges and universities that have been attended; these transcripts must be sent directly to Union University and may not be stamped "Issued to Student."

**Transcript evaluations.** After the candidate has submitted the Graduate Studies in Education Application and \$25.00 application fee and official transcripts have been received, the candidate should call the Assistant Dean for Teacher Education and Accreditation for an appointment

for a transcript evaluation. Post-baccalaureate candidates must have a transcript evaluation completed by the Assistant Dean prior to starting classes; if the licensure program takes more than one year to complete, the post-baccalaureate candidate should have another evaluation completed. At this meeting the candidate will be apprised of course work that remains, TEP status, Praxis II requirements, and any proposed changes in licensure requirements.

**Application to the TEP.** The application to the TEP is submitted with the Graduate Studies in Education Application. Due to the nature of class schedules on the graduate level, candidates may take courses that are required for licensure when they are available even if they require admission to the TEP on the undergraduate level. However, candidates must be fully admitted to the TEP prior to student teaching.

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

1. Satisfactory score on the Praxis II Speciality Area test for the endorsement being sought.
2. Minimum GPA of 3.0 from all undergraduate courses taken or provisional admission to graduate course work
3. Two positive reference forms
4. Interview with the Teacher Education Screening Committee
5. Successful completion of Portfolio Stage 1.
6. Approval of the School of Education
7. Approval of the Teacher Education Committee

**Continuation in the TEP.** In order to remain in the TEP following admission, the post-baccalaureate candidate must maintain a GPA of 2.75 in all course work taken at Union since completion of the baccalaureate degree and a GPA of 2.75 in the professional education core. The candidate must successfully complete Portfolio Assessment Stage 2.

**Admission to student teaching.** Candidates must file an application to student teach before the posted deadline during the semester prior to student teaching. Applications are available in the Education Department. Other requirements for student teaching are as follows:

1. Minimum scores on all applicable portions of the Praxis II series must be received by Union before the student is admitted to student teaching or before teaching experience can be substituted for student teaching
2. A recommendation from the department of the student's endorsement area or a minimum GPA of 2.75 in all undergraduate and graduate courses in the endorsement area
3. Satisfactory completion of a field experience at an appropriate level
4. Completion of the professional education core
5. Lack no more than one course for completion of the endorsement requirements

6. Completion of one term of full-time professional education
7. Approval of the Dean of Students
8. Approval of the Teacher Education Committee.

No courses may be taken during the semester of student teaching. During the semester of student teaching, seminars are held on Thursday afternoons from 3:30-5:00 and attendance is mandatory.

Teaching experience may or may not be allowed to substitute for student teaching. Post-baccalaureate candidates who have completed either two years of successful experience on the Alternative A in the area of licensure or 3 years of experience on a permit or combination of permit and Alternative A may submit a letter of appeal to the Dean of the College of Education and Human Studies. The letter must include the Verification of Teaching Experience Form completed by the supervisor or principal indicating grade, subject, and dates taught along with copies of two local evaluations completed by the supervisor and/or principal, a copy of Praxis II scores and copy of portfolio assessment for stage 3. If the Dean deems that the experience is within the guidelines of Union's policy, he/she will allow the experience to substitute for student teaching. If denied, the candidate may appeal the decision to the Teacher Education Committee.

**Application for teacher licensure.** The candidate will submit a portfolio at three stages throughout the program. The portfolio will present evidence that the candidate has met performance standards in the endorsement area and in professional education as set by the TN Department of Education and based on INTASC standards. Applications for Tennessee teacher licensure are completed during a student teaching seminar and are filed with the Tennessee State Department of Education when all requirements are completed.

## Academic Policies

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

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

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

available through Union University. Information about each of these options is available through the Assistant Dean.

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

Assessment of student outcomes. The candidate will submit a portfolio at three stages throughout the program.

The portfolio will present evidence that the candidate has met performance standards in the endorsement area and in professional education as set by the TN Department of Education and based on INTASC standards. To be admitted to student teaching, students must acquire passing scores on all applicable portions of the Praxis II as determined by the Tennessee State Department of Education. The Praxis II should be taken at least one semester prior to the beginning of student teaching to assure receipt of passing scores.

### **Financial Information**

In addition to tuition, a fee of \$125 will be charged all students engaged in enhanced student teaching. A fee of \$35 is charged for extended field experience. This fee is used to meet part of the expenses of the cooperating teacher stipend and travel expenses incurred by the university supervisor.

A materials fee is also charged for student teaching and appropriate courses throughout the education curriculum and elsewhere in the university to cover costs directly related to the course or laboratory. Current materials fees are indicated in the "Financial Information" section of the *Catalogue*.

# THE MASTER OF EDUCATION DEGREE

Available on the Jackson and Germantown Campuses

## Program Purpose

The purpose of the Master of Education Degree Program is to provide relevant continuing professional development for classroom teachers in a quality graduate environment.

## Objectives of the Program

Students in the M.Ed. program will:

1. Enhance their knowledge, skills and values relating to the major issues facing today's practitioners.
2. Be encouraged in their Christian commitment and service to society.
3. Apply research skills to current educational problems.
4. Prepare for leadership roles in their educational settings.

## Assessment of Outcomes

The Master of Education Degree utilizes the following means of assessing the four objectives listed above. The emphasis in this assessment is upon a variety of measures and comprehensiveness. The number of each objective to be assessed is listed in parentheses beside each means of assessment.

- Coursework and teacher-devised assessments, including small and large group discussions and exams, projects, papers. (1,2,3,4)
- Course evaluations, collected and tabulated by the Office of Graduate Studies in Education for each course taught in the program. (1,2,3,4)
- Alumni questionnaire for master's level programs. (1,2,3,4)
- Creative Research Project, the exit requirement of the M.Ed. program (1,3,4)
- Field experience, an integral part of most courses in the M.Ed. curriculum. (1,3,4)
- The Master's Forum, student presentations of the Creative Research Project in a setting such as a school, class conference, or colloquium. (1,3,4)

## The Cohort Approach

The M.Ed. program accepts students in groups of 15 to 24 to pursue each course together in a cohort. This model emphasizes teamwork, cooperation, professional support and sharing of knowledge among students. Each cohort is further subdivided into action research groups of 4-6 students. Lifelong friendships are developed through this format and learning takes place in a spirit of unity, rigor and cooperation. The curriculum consists of 12 courses totaling 30 semester hours with no transfer credits or electives permitted. The degree program begins each June and ends in July of the following year, with the course calendar published in advance for the 14-month program. Except for summer course work, when Saturdays as well

as weekdays are utilized, courses during the school year are offered on Saturdays in a unique delivery system, an intensive format where one course at a time is completed by the cohort of students.

## Admission Information

Candidates for admission to the M.Ed. (cohort) program will need the following:

1. A teaching license.
2. A minimum G.P.A. of 3.00 based on a 4.00 scale (undergraduate and post-baccalaureate credits combined).
3. An interview with the Director of the M.Ed. program.

Successful candidates must also complete an Application to Graduate Studies in Education; arrange for official transcripts to be sent directly to the Office of Graduate Studies in Education from all previously attended colleges or universities; and request of two persons who are in positions to judge the candidate's potential as a graduate student to recommend the candidate, using the forms provided in the application packet. In addition, a completed "Certificate of Immunization" is required.

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

## Graduation Requirements

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

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

## Financial Information

The following payment plans are available:

1. Full payment may be made for the program of 30 semester hours—tuition is discounted by 5% when 100% payment is received prior to the advent of the program.
2. Payment may be made by the semester, with 50% due before classes begin that semester, and 50% due one month later.

- Monthly payments may be made in using the FACTS Plan, an automatic debit from your bank account.

Tuition for the M.Ed. is \$260 per semester hour, or \$7800 for the program, effective for cohorts beginning in June 2004 through July 2005. Tuition is \$275 per semester hour, or \$8250 for the program, effective for cohorts beginning in June 2005 through July 2006.

The following are Non-Refundable Fees:

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

### Financial Aid

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

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

### Curriculum Calendar for the M.ED.

(The order of the M.Ed. courses will vary for individual cohorts.)

Summer	Hours	
EDU 601	Schools and Families in a Pluralistic Society	3
EDU 643	Methods and Designs for Classroom Research	2
EDU 603	Student-Centered Instructional Design	3
EDU 644	Creative Research Proposal	1
Fall		
EDU 605	Teacher Effectiveness	3
EDU 602	Educational Computer Technology	3
Winter		
EDU 609	Inclusionary Instruction	3
Spring		
EDU 645	Creative Research Project	2
EDU 641	Trends in Curriculum and School Reform	3
Summer		
EDU 607	Alternative Assessment	3

EDU 649	Interpersonal Relationships in the School Setting	2
EDU 647	Faith and Ethics in Education	2
<b>Total Semester Hours</b>		<b>30</b>

### Course Descriptions: Education (EDU)

#### 601 Schools and Families in a Pluralistic Society (3)

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

#### 602 Educational Computer Technology (3)

Focus of the course is the integration and utilization of the latest in instructional technology. Includes analysis and evaluation of existing software and hardware for elementary/secondary classrooms: teacher productivity tools, specific-use software, multimedia technology, adaptive technology, presentation software, Internet, web page construction, and future trends. Prerequisite: CSC 105 and EDU 250 on equivalent computer skills.

#### 603 Student-Centered Instructional Design (3)

Teaching strategies which focus on student learning such as constructivism, brain-based teaching and learning, integrated thematic instruction, inquiry and multiple intelligence learning styles are studied.

#### 605 Teacher Effectiveness (3)

Review of the educational research literature on teacher effectiveness as it focuses on the teacher-student dynamic and the learning environment. Issues of teaching strategies and classroom management are studied.

#### 607 Alternative Assessment (3)

Creation and use of alternative measures of student achievement which involve examination of the processes as well as the products of learning. Variants of performance assessments that require students to generate rather than choose a response. Exhibitions, investigations, demonstrations, written or oral responses, journals and portfolios are examples of alternatives.

#### 609 Inclusionary Instruction (3)

Rationales for inclusionary classrooms and schools, including the changing assumptions of how children learn, demographic changes, shifts in funding and demonstrations of effective programs.

#### 641 Trends in Curriculum and School Reform (3)

Recent innovative trends in educational practice including current curriculum models and school reform models.

#### 643 Methods and Designs for Classroom Research (2)

Identification of the key problems and issues in educational research, development of skills of critical analysis of the literature and the implementation of a proposal for action research in the classroom.

#### 644 Creative Research Proposal (1)

Introduction to the field of educational research. Students will review the literature on a topic of choice and write a proposal for the Creative Research Project.

**645 Creative Research Project (2)**

Designed to assist the teacher in defining and researching an education problem in a classroom setting. Effective applications to specific educational practice and school improvement are emphasized.

**647 Faith and Ethics in Education (2)**

Study of world views and ethical thinking in the context of the school classroom. The place of faith and values in the public school arena is an issue of study.

**649 Interpersonal Relationships in the School**

**Setting (2)**

Study of interpersonal relationships and educational leadership in the school setting. Motivation, decision-making, conflict resolution are included.

# EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

Available on the Jackson and Germantown Campuses

## Program Purpose

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

## Objectives of the Program

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

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

The objectives are met within the context of a set of standards developed by the Educational Leadership Constituent Council of the National Council for the Accreditation of Teacher Education (NCATE).

## Assessment of Outcomes

Assessment of the Program Objectives follows the same procedures utilized for the other graduate degrees in education. The number of each objective to be assessed is listed in parentheses beside each means of assessment.

- Entry interviews conducted by an admissions screening committee (with university faculty and school system administrators) for the Administration and Supervision track of the Ed.S. (2,4,5)
- Coursework evaluations conducted for every graduate course, tabulated by the graduate office and shared with the instructors. (2,4)
- Coursework with teacher-devised assessments including small and large group discussions and exams, projects and papers (1,2,3,4,5)
- "Leadership Growth Paper," the exit requirement of the degree program, employs action research relevant to leadership issues in the schools. (1,2,3,4,5)
- Oral presentation of the "Leadership Growth Paper." (1,2,3,4,5)

## Program Description

The Education Specialist (Ed.S.) in Educational Leadership is offered along two tracks: (1) Administration and

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

**The Cohort Approach.** The program accepts students in groups of 20-30 to pursue each course together in a cohort. Lifelong friendships are developed through this format, and learning takes place in a spirit of unity, rigor and cooperation.

**Program Delivery.** Students will be accepted into cohorts who will complete the program utilizing an innovative delivery system designed to meet the needs of educators. Ed.S. students will begin the program with a course offered on Saturdays in February and March, 8 a.m. – 2:30 p.m. over 5 1/2 Saturdays. The Summer term involves an intensive two months in which students complete 6-7 semester hours utilizing Saturdays in June and July, and mornings two days a week in June and July. Time is provided during the summer for library research, group projects, independent reading, and Practicum hours. In the fall, instruction occurs on Saturdays, 8 a.m. – 2:30 p.m. on 5 1/2 Saturdays for a course in September and October, followed by other courses offered on Saturdays in November-December, January-February, March-April, and May-June-July. Saturdays are utilized for courses offered January through May. The guiding principle is that students will complete one course before moving to another.

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

The Beginner Administrator's License will qualify the candidate for an administrative position in the schools. If the candidate wants to qualify for the Professional Administrator's License, he or she must be employed in

a public school administrative position. At that juncture, the Graduate Studies in Education Program enters into the approved follow-up process of mentorship with the public school system which allows the candidate to advance to a license at the Professional Administrator's level.

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

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

Transfer Credit by Petition: Maximum of 9 Semester Hours May Be Applied.

Licensure: This program leads to a recommendation for licensure as a principal or supervisor of instruction in the State of Tennessee. It is designed to meet NCATE, ISLLC and State of Tennessee licensure standards in school leadership.

EDU 603—Student-Centered Instructional Design

EDU 610—History and Philosophy of Education

EDR 700—Research Issues in Educational Leadership

EDU 702—Engaged Learning

EDS 703—Supervision

EDS 704—Leadership Issues I—Theories and Strategies

EDS 705—Leadership Issues II—Planning and Finance

EDS 706—Organizational Decision Making

EDS 708—Curriculum and School Improvement

EDS 709—Legal Issues in School Governance

EDU 723—Faith and Ethics in Educational Leadership

\*EDS 735 & 736—Leadership Practicum

OR

\*\*EDS 733 & 734—Leadership Internship

EDU 786—Readings in Cultural Diversity

Total: 39 hours

Exit Assessment:

Completion of Practicum or Internship—end of June

Completion of ISLLC Exam—middle of July

Leadership Growth Paper—end of July

Graduation—first weekend in August

**\*Standard Program Route Only**

**\*\*Internship Program Route Only**

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

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

Transfer Credit by Petition: Maximum of 9 Semester Hours May Be Applied.

EDU 603—Student-Centered Instructional Design

EDU 610—History and Philosophy of Education

EDR 700—Research Issues in Educational Leadership

EDU 702—Engaged Learning

EDS 703—Supervision

EDS 704—Leadership Issues I—Theories and Strategies

EDS 705—Leadership Issues II—Planning and Finance

EDS 706—Organizational Decision Making

EDS 708—Curriculum and School Improvement

EDS 709—Legal Issues in School Governance

EDU 723—Faith and Ethics in Educational Leadership

EDS 732—Leadership Growth Paper

EDU 786—Readings in Cultural Diversity

Total: 39 hours

Exit Assessment: Presentation of Leadership Growth Paper—end of July

### **Admission Information**

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

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

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

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

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

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

potential as demonstrated by past leadership experiences as exhibited in the screening interview.

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

### Candidacy for the Degree

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

### Graduation Requirements

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

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

In addition to the above criteria, students completing the Administration and Supervision licensure track must:

3. Successfully complete the required Practicum or Internship.
4. Successfully complete the Praxis II School Leader's Licensure Assessment (SLLA).

### Financial Information

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

1. Full payment may be made for the program of 30 semester hours. Tuition is discounted by 5% when payment for 30 semester hours is received prior to the advent of the program. Tuition must be paid on an individual basis for courses required for completion of the program which are in addition to the required 30 semester hours.
2. Payment may be made by the semester with 50% due before classes begin and 50% due one month later.
3. Monthly payments may be made using the FACTS Plan, an automatic debit from your account.

**Tuition and Fees.** Tuition for the Ed.S. Program is \$260 per semester hour effective for cohorts beginning in February 2004 through July 2005. Tuition is \$275 per semester hour effective for cohorts beginning in February 2005 through July 2006.

Application Fee:	\$ 25
EDS 730/731 Internship/Practicum Fee (A&S):	200
Graduation Fee:	25

**Financial Aid.** The Federal Stafford Loan (subsidized or unsubsidized) is available to Ed.S. students who need

financial assistance. To qualify for a student loan, the graduate student must:

1. Be admitted to the Ed.S. degree program.
2. Not be in default on a former loan or owe a refund on any grant.
3. Complete the FAFSA and Union Financial Aid Application. A Master Promissory Note must be on file in the Financial Aid Office.

### Course Descriptions: Education (EDU)

#### 601 Schools and Families in a Pluralistic Society (3)

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

#### 603 Student-Centered Instructional Design (3)

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

#### 610 History and Philosophy of Education (3)

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

#### 702 Engaged Learning (3)

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

#### 723 Faith and Ethics in Educational Leadership (3)

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

#### 786 Seminar: Readings in Cultural Diversity (3)

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

### Education Specialist (EDS)

#### 703 Supervision (3)

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

#### 704 Leadership Issues I: Theories and Strategies (3)

A thorough introduction to the essential issues of educational leadership including strategic planning, theories

of leadership development, the change process, school improvement, comprehensive reform in schools, systems perspectives and more.

### **705 Leadership Issues II: Planning and Finance (3)**

Prerequisite: EDS 704

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

### **706 Organizational Decision Making (3)**

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

### **708 Curriculum and School Improvement (3)**

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

### **709 Legal Issues in School Governance (3)**

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

### **733 Leadership Internship I (1)**

Prerequisite: Approval from Office of Graduate Studies in Education.

The internship for the Administration and Supervision track of the Ed.S. in Educational Leadership is a five-month, mentored experience involving two or more set-

tings and multiple levels with an introductory field practicum of one month. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students develop and present a "Problems Paper" in the context of their internship work. Pass/Fail.

### **734 Leadership Internship II (1) and III (1)**

Continuation of 733 using a graded format.

### **732 Leadership Growth Paper (3)**

The Problems Paper is the culminating experience of the Ed.S. Program. The paper affords the Educational Leadership student the opportunity to engage in action-oriented research on a problem tied to school improvement. The problem is identified in EDU 708, and data is collected at the school or school system level. This course provides a context for completion of the paper by Curriculum and Supervision students.

### **735 Leadership Practicum I (1)**

Prerequisite: approval from Office of Graduate Studies in Education.

The practicum for the Administration and Supervision track (Standard Route) is an eight-month, mentored experience in a cooperating school system. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students develop and present a "Problems Paper" in the context of their practicum work. Pass/Fail.

### **736 Leadership Practicum II (1) and III (1)**

Continuation of 735 using a graded format

## **Education Research (EDR)**

### **700 Research Issues in Educational Leadership (3)**

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

# Doctor of Education

Available on the Jackson and Germantown Campuses

## Program Purpose

The Ed.D. in Educational Leadership is a blend of theory, research, scholarly inquiry, and best practice in a context of Christian values designed to prepare instructional leaders who can articulate the central issues and solve the salient problems of contemporary educational society.

## Objectives of the Program

The six objectives of the Ed.D. are to:

1. Focus on issues, practice, and research in the field of educational leadership.
2. Foster scholarly inquiry in areas of professional and intellectual interest.
3. Provide highly individualized experiences which meet individual career goals.
4. Foster analysis and problem solving skill and expertise.
5. Prepare leaders who effectively deal with the real issues of school improvement.
6. Encourage ethical service in a framework of Christian values.

The objectives and statement of purpose emphasize commitment to service in education within a framework of Christian ideals, the essence of the institution's mission and purpose. The Program Objectives are met within the context of a set of standards developed by the Educational Leadership Constituent Council of the National Council for the Accreditation of Teacher Education (NCATE).

## Assessment of Outcomes

In addition to each course in the Program reflecting the student outcome standards of NCATE, ISLCC, and the State of Tennessee Department of Education, assessment of the Ed.D. links program objectives with various evaluation procedures. The number of each objective to be assessed is listed in parentheses beside each means of assessment.

- Individual courses in the program with their assessments. (1,2,4,5,6)
- Practicum/Internship in Educational Leadership. (1,3,4,5)
- Graduate course evaluations. (6)
- Leadership Growth and Forum. (1,2,3,4,5)
- Comprehensive Examinations: written and oral. (1,2,4)
- Dissertation. (1,2,3,4,5)

## Program Description

The Doctor of Education (Ed.D.) is the highest professional degree in education. Candidates for this degree are recognized for their commitment to the application of knowledge for the improvement of educational practice.

The Union Ed.D. is designed for active professionals interested in leadership and teaching roles in P-12 schools, universities, government and business.

The Ed.D. is a 60-semester hour post-masters program containing two areas of emphasis; Administration and Supervision (A&S), a licensure course of study for P-12 school leaders, and Curriculum and Supervision (C&S), a non-licensure course of study designed for school leaders who desire knowledge of concepts and strategies for school and classroom leadership. With the A&S emphasis, earning a Tennessee Beginning Administrator License is possible while working on the degree. The degree is designed to meet both national (NCATE and ISLLC) and State of Tennessee licensure standards in school leadership.

**The Cohort Approach.** The Ed.D. program accepts students in groups to pursue each course (with the exception of the dissertation phase) together in a cohort. Lifelong friendships are developed through this format, and learning takes place in a spirit of unity, rigor and cooperation.

**Program Delivery.** Students will complete the first 39 semester hours of the program utilizing an innovative delivery system designed to meet the needs of educators. Ed.D. students will begin the program with a course offered on Saturdays in February and March, 8 a.m. – 2:30 p.m. over 5 1/2 Saturdays. The Summer term involves an intensive two months in which students complete 6-7 semester hours utilizing Saturdays in June and July, and mornings two days a week in June and July. Time is provided during the summer for library research, group projects, independent reading, and Practicum hours. In the fall, instruction occurs on Saturdays, 8 a.m. – 2:30 p.m. on 5 1/2 Saturdays for a course in September and October, followed by other courses offered on Saturdays in November-December, January-February, March-April, and May-June-July. Saturdays are utilized for courses offered January through May. The guiding principle is that students will complete one course before moving to another.

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

Licensure Assessment for "Beginning Administrator Licensure" and for graduation in August.

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

The doctoral program is completed in phases:

Phase I—the first 39 hours, the "Ed.S. phase" which serves as a period of residency for the student initially admitted to the doctoral program. Every doctoral student's performance and potential is evaluated during this phase.

Phase II—the next 9 hours, the "Statistics and Design phase" lasting September through July and culminating with the student's completing a dissertation proposal and the comprehensive exams.

Phase III—the final 12 hours, the "Dissertation phase" which consists of three registration periods of four semester hours each, September through May. All must be completed as a requirement for graduation. The Dissertation final draft is due May of each year for those students who hope to graduate in August of that same year. A dissertation oral presentation and defense by the doctoral student is conducted with his/her committee in May and June.

**The Leadership Growth Paper.** The Leadership Growth Paper is the culminating experience of the first 39 hours of the Ed.D. This scholarly paper affords the student the opportunity to engage in both an action-oriented research on a problem linked to school improvement and a self-evaluative professional development process.

**The Leadership Growth Paper Forum.** The Forum is an oral presentation of the Paper given by the graduate student facilitated by the graduate faculty in an educational community setting.

**The Doctoral Committee.** Doctoral students are assigned a dissertation committee chair by the graduate director during the first semester of the Research component. Selection of the committee chair is a critical step in the completion of the doctoral degree. Factors considered in selection are 1) expertise in the area of proposed research, 2) availability, 3) compatibility. A student works with his or her chair to recommend two other graduate faculty to serve on the committee. The committee members are assigned as early as the Fall and no later than the Spring semester of the first year of the Research component. In addition, the faculty members who teach one or more of the research courses (EDR 710, 720, 725) serve as research design and statistics resource faculty for all dissertation committees.

**The Comprehensive Examinations.** Upon completion of all courses (48 hours) prior to the Dissertation, the student will receive clearance to take the written and oral Comprehensive Examinations when the following requirements are met: a GPA of 3.2 in the first 48 hours of Ed.D. coursework as specified by the Program of Study and an approved doctoral committee. These examinations

cover issues, practice and research in Educational Leadership. The written exam is prepared by the student's doctoral committee and takes place over the course of three days. The exam consists of questions that are designed to provide students the opportunity to demonstrate their ability to analyze and synthesize pertinent knowledge in educational leadership while addressing significant problems and issues in their field. The exam is administered under supervision without the aid of texts or related materials. An oral Critique/Clarification with the student's doctoral committee follows. Successful completion of the comprehensive examination advances the student to doctoral candidacy, a requirement for registration for Dissertation hours. No more than two attempts to pass the examination are permitted.

**The Dissertation.** The Doctoral dissertation is the culminating experience and exit requirement of the Doctor of Education program. The dissertation is scholarly inquiry into an area of professional and intellectual interest. It is a highly individualized experience for the graduate student; thus, the topic of research may vary depending on the professional goals and area of specialization of the student and expertise of the faculty. Working with an advisor early in the program and with faculty throughout the coursework, the student develops a research problem and proposal. Using the expertise and knowledge developed in the research core courses and under the direction of a faculty dissertation advisor and committee, the student conducts the research and produces a quality report of the findings. It is expected that the dissertation will follow standard accepted research methodologies and format. Requiring a broad-based understanding of theory and research, the Ed.D. dissertation should integrate knowledge and provide solutions to problems in the educational community, focusing on a specific setting. Results should include specific solutions or changes in educational practice. As a final demonstration of scholarly competence, the student conducts an oral presentation and defense of the research.

### **Curriculum: Ed.D. in Educational Leadership: Administration and Supervision**

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

**Transfer Credit By Petition:** Maximum of 9 semester hours may be applied

**Licensure.** This program leads to a recommendation for licensure as a principal or supervisor in instruction in the State of Tennessee. It is designed to meet NCATE, ISLLC and State of Tennessee licensure standards in school leadership.

**Curriculum:** The Ed.D. curriculum has three components: Leadership Issues, Leadership Practice, and Leadership Research.

Leadership Issues (15 hours)

EDU 610—History and Philosophy of Education

EDS 704—Leadership Issues I: Theories and Strategies

EDS 705—Leadership Issues II: Planning and Finance

EDS 709—Legal Issues in School Governance

EDU 723—Faith and Ethics in Educational Leadership

Leadership Practice (21 hours)  
EDU 603—Student-Centered Instructional Design  
EDU 702—Engaged Learning  
EDS 703—Supervision  
EDS 706—Organizational Decision Making  
EDS 708—Curriculum and School Improvement  
\*EDS 735 & 736—Leadership Practicum OR  
\*\*EDS 733 & 734—Leadership Internship  
EDU 786—Seminar: Readings in Cultural Diversity

Leadership Research (24 hours)  
EDR 700—Research Issues in Educational Leadership  
EDR 710—Intermediate Statistics  
EDR 720 – Research Methods and Design  
EDR 725 – Advanced Statistics and Design  
EDR 790 – Dissertation

Total: 60 hours

\*Standard Program Route Only

\*\*Internship Program Route Only

**Exit Assessments:**

Completion of the Practicum or Internship  
Completion of School Leader's Licensure Assessment (SLLA) exam  
Presentation of Leadership Growth Paper  
Completion of Comprehensive Examinations  
Completion of Dissertation  
Completion of Dissertation Oral Defense

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

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

**Transfer Credit By Petition:** Maximum of 9 semester hours may be applied

**Curriculum:** The Ed.D. curriculum has three components: Leadership Issues, Leadership Practice, and Leadership Research.

Leadership Issues (15 hours)  
EDU 610—History and Philosophy of Education  
EDS 704—Leadership Issues I: Theories and Strategies  
EDS 705—Leadership Issues II: Planning and Finance  
EDS 709—Legal Issues in School Governance  
EDU 723—Faith and Ethics in Educational Leadership

Leadership Practice (21 hours)  
EDU 603—Student-Centered Instructional Design  
EDU 702—Engaged Learning  
EDS 703—Supervision  
EDS 706—Organizational Decision Making  
EDS 708—Curriculum and School Improvement  
EDS 732—Leadership Growth Paper: Educational Leadership  
EDU 786—Seminar: Readings in Cultural Diversity

Leadership Research (24 hours)  
EDR 700—Research Issues in Educational Leadership  
EDR 710—Intermediate Statistics  
EDR 720—Research Methods and Design  
EDR 725—Advanced Statistics and Design  
EDR 790—Dissertation  
Total: 60 hours

**Exit Assessments:**

Presentation of Leadership Growth Paper  
Completion of Comprehensive Examinations  
Completion of Dissertation  
Completion of Dissertation Oral Defense

**Calendar for Ed.D.**

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

**Residency 1:** February through July of the next calendar year

Complete first 39 semester hours of Ed.D.

Leadership Growth Paper Forum: July (in second summer of courses)

**Year 3:** September through June

EDR 710, EDR 720, EDR 725

Dissertation Proposal due May 1

Written and Oral Comprehensive Examinations: July (in third summer of courses)

**Year 4:** September through July

EDR 790

Dissertation due May 1

Dissertation Oral Defense

Graduation: August (in fourth summer of the program)

**Admission Information**

Classes for new cohorts begin each February. Students may be admitted throughout the year in an ongoing process so they can begin the necessary prerequisites and complete their doctoral admission file. All files must be complete by January 15 for classes that begin in February of that year. Students who have completed the first 39 hours of the program or who are currently enrolled in the Ed.S. must submit all application materials by March 15. Their classes begin in September of that year.

The items below must be submitted to the Office of Graduate Studies in Education in Jackson or Germantown. After they have been received, the applicant may be contacted to schedule a formal interview with graduate faculty in education. When a decision is reached, students will be notified of their status by letter.

All candidates for admission to the Ed.D. in Educational Leadership must submit an Application to Graduate Studies in Education along with a non-refundable application fee (\$50) and arrange for official transcripts to be sent directly to the Office of Graduate Studies in Education from previously attended colleges or universities. In addition, a completed Certificate of Immunization will be required of all students.

If not documented on an official transcript, the student must complete coursework in instructional technology,

human growth and development, and assessment or educational measurement before graduating with the Ed.D.

**Admission Criteria.** Candidates for admission to the Ed.D. will meet the following criteria:

- Baccalaureate and Master's degrees from regionally accredited institutions
- Documentation of at least 5 years of relevant professional experience in the Education sector
- Grade Point Average—Undergraduate GPA of 3.0 or higher; Graduate GPA of 3.2 or higher.
- Teacher licensure—Teacher licensure and three years of teaching experience by program's completion (for A&S candidates).
- Student Goals—A letter to the Dean expressing the candidate's professional goals
- Recommendations—Rating forms from three present or former employers who can attest to the candidate's leadership potential.
- Interview—submission to an interview by Education graduate faculty pertinent to the candidate's potential for doctoral study
- Graduate Record Examination—submission of scores from the GRE taken within the past 5 years. A minimum total score of 1600 will be utilized in admission decisions following this formula: Graduate or Ed.S. GPA X 200 + GRE (verbal plus quantitative). No GRE score below 850 is acceptable, irrespective of GPA.

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

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

The Graduate Education Admission Committee reviews the performance of each doctoral student who has been initially admitted to the program, deciding upon continuation or non-continuation in Phase II of the Ed.D. Specifically, the Committee reviews the performance and perceived potential of each student in the "Ed.S. phase" of the doctoral program according to two criteria:

- Completion of Phase I of the Ed.D., the "Ed.S. phase of 39 hours," with an Ed.S. minimum GPA of 3.2.
- Evaluation and validation by doctoral faculty who have taught the student in Phase I, attesting to the doctoral student's potential based on his/her academic performance. All faculty are surveyed by the Graduate Education Admission Committee. A mini-

num of two positive faculty recommendations are required for continuation into Phase II of the Ed.D.

## Program of Study

At the time of admission, a student may transfer up to 9 graduate semester hours (recent "A" or "B" work from a regionally accredited institution) into the doctoral program with the approval of the Program Director. Transferred credits become a part of an official Program of Study that is furnished to the student. It is the student's responsibility to follow the Program of Study carefully in scheduling classes.

## Residency Requirement

Students are expected to complete the first 30-39 hours during the first 18 months of the program with a minimum GPA of 3.2. Continuous enrollment is expected. Students who interrupt the residency requirement may be dropped from the program.

## Time Limitations

All requirements for the doctoral degree must be completed within 6 years from the first semester of enrollment. Students needing more than 6 years to complete the degree must file a time extension petition with the Dean of the School.

## Graduation Requirements

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

1. Successful completion of the required 60 semester hours of coursework with a minimum GPA of 3.2.
2. Successful presentation of the Leadership Growth Paper.
3. Successful completion of the written and oral Comprehensive Examinations.
4. Submission of approved Dissertation.
5. Successful defense of the Dissertation.

In addition to the above criteria, students completing the Administration and Supervision licensure track must:

1. Successfully complete the required Practicum or Internship.
2. Successfully complete the School Leader Licensure Assessment Exam.

## Financial Information

Tuition for the 2004 Ed.S. cohort component is \$260 per semester hour, or \$7800 for the required minimum of 30 semester hours to establish residency. Tuition for the Research-Dissertation component is \$310 per semester hour for 2004-05 and \$320 for 2005-06.

The following are non-refundable fees:

Application Fee:	\$ 50
EDS Practicum/Internship Fee (A&S)	200
Graduation Fee:	25
Lab Fees, EDR 710, 720, 725	15

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

1. Full payment may be made for the program of 30 semester hours. Tuition is discounted by 5% when payment for 30 semester hours is received prior to the advent of the program. Tuition must be paid on an individual basis for courses required for completion of the program which are in addition to the required 30 semester hours.
2. Payment may be made by the semester with 50% due before classes begin and 50% due one month later.

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

1. Be admitted to the Ed.D. Degree program.
2. Not be in default on a former loan or owe a refund on any grant.
3. Complete the FAFSA and Union Financial Aid Application. A Master Promissory Note must be on file in the Financial Aid Office.

### **Course Descriptions: Education Research (EDR)**

#### **710 Intermediate Statistics (3)**

Prerequisite: EDR 700.

This course is designed to provide the student an opportunity to analyze data from experimental designs using

analysis of variance and multiple regression and to apply the data for school improvement.

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

Prerequisite: EDR 710.

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

#### **725 Advanced Statistics and Design (3)**

Prerequisite: EDR 720.

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

#### **790 Dissertation (4)**

Prerequisite: Successful completion of Ed.D. oral and written comprehensive examination.

The doctoral dissertation is the culminating experience of the Doctor of Education degree involving a scholarly inquiry into an area of professional and intellectual interest. The student will conduct research and produce a quality report of the findings involving a written and oral defense of the research. Students will register for a total of 12 hours of credit.

# THE SCHOOL OF NURSING

Available on the Jackson and Germantown Campuses

## Master of Science in Nursing

### Mission Statement

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

### Program Outcomes

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

1. Incorporate theory and research in advanced practice nursing.
2. Assume leadership roles in nursing education or nursing administration to promote health and well being of persons in an intercultural world.
3. Integrate knowledge of health care economics and policy into the delivery of cost effective, ethically responsible nursing care.
4. Manage information using technology to influence nursing practice.

### The Cohort Approach

The MSN Program accepts up to 30 students each Fall semester between the two campuses, with a maximum of one cohort per campus. A minimum number is required to form a cohort. Groups pursue the degree as a cohort. This model emphasizes group cohesion, cooperation, and interactive support. Core courses are taken together as a group. Administration or education track courses are taken with the respective track group. The program begins in the fall and ends in December of the following fall, consisting of 16 months and 4 semesters. Within semesters, most courses are offered in an accelerated, 7-8 week format.

### Graduate Program Admission Requirements

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

1. Completion of a baccalaureate degree in nursing from an NLN accredited program
2. Official transcript(s) from all undergraduate and graduate coursework attempted
3. Official GRE test score
4. Current RN licensure verification form
5. Evidence of writing skill to include:
  - Statement of philosophy of nursing that integrates faith into the discipline of nursing

- Statement of professional career goals

6. Interview with the Nursing Graduate Admissions Selection Committee
7. Three letters of professional/academic reference specifying the applicants capabilities for graduate study
8. Completed application with application fee of \$25.00

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

1. Current CPR certification
2. Evidence of Hepatitis B, MMR, polio and tetanus vaccination
3. Rubella and varicella titers
4. Freedom from tuberculosis as evidenced by a negative PPD or health provider examination
5. Evidence of professional malpractice insurance

### Conditional Admission

Applicants who do not meet the regular admission requirements to the MSN program may be admitted conditionally at the discretion of the MSN Graduate Admissions Committee. Conditional admission will require contractual agreement between the applicant and the Graduate Admissions Committee. The contract will specify the conditions and deadlines that must be met to matriculate to the regular MSN program.

### Transfer of Credit

Graduate credit for courses earned at a regionally accredited college or university or at a foreign college or university may be transferred to Union University if the courses are essentially the same as those required in the MSN program. Such transfer credit will not be allowed for courses used to satisfy another degree at another institution. The maximum number of semester hours that may be transferred to Union University and applied to the MSN degree is six.

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

### Financial Information

Tuition is \$330 per semester hour or \$11,400 for the program—effective for the Fall 2003 Cohorts. Full payment for a term (Fall, Spring, Summer, Fall or other non-regular term) is expected at the time of registration for classes.

Application Fee: \$25  
Graduation Fee: 25

Any combination of the following payment is available.

1. Check, cash, or credit card
2. Federal Stafford loan

- Employer reimbursement
- FACTS (an electronic monthly draft from a savings or checking account)

Books cost approximately \$100 per course and are purchased from Lifeway Christian Stores.

#### Federal Stafford Loan

The Stafford loan application process will require that you:

- Complete and forward the FAFSA (Free Application for Federal Student Aid) to the federal government with Union University's code of 003528.
- Complete a Union Financial Aid Application and a Stafford Master Promissory Note and forward to the Union University Financial Aid Office.
- For more information, contact the Financial Aid Office at 731-661-5015.

If Federal Stafford loan is not approved and available at the time of registration, the student must assume the cost by paying in full by check, cash, credit card, or FACTS.

#### Employer Tuition Reimbursement

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

#### Graduation Requirements

- Completion of the thirty-eight hours of required course work.
- A minimum grade point average of 3.0 for the required course of study.
- Successfully complete all degree requirements which are in effect for the MSN program.
- File an application for graduation with the Graduate Nursing Office. The application deadline is October 1, 2004 for students who plan to complete degree requirements for December 2004 graduation.
- Pay in full the student's account in the Business Office
- Discharge all other obligations (fines, credentials, fees, etc.) at the University.

#### M.S.N., Nursing Education Track (36 hrs)

Fall Semester, Year One	
NUR 530, Research	2
NUR 514, Statistics/Health Sciences	3
NUR 513, Advanced Concepts I	2
NUR 512, Advanced Health Assessment	2
NUR 570, Curriculum Design	4

Spring Semester, Year One	
NUR 553, Advanced Concepts II	3
NUR 625, Teaching/Learning Lifespan	4
BIO 500, Advanced Pathophysiology	2
NUR 527 (Adult) or 557 (Pediatrics), Nursing Specialty I	3
NUR 537, Education Practicum I	2

Summer Semester	
NUR 573, Advanced Concepts III	3
NUR 627 (Adult) or 657 (Pediatrics), Nursing Specialty II	3

Fall Semester, Year Two	
NUR 696 (Thesis) or 697 (Scholarly Project)	3
NUR 637, Education Practicum II	3

#### M.S.N., Nursing Administration Track (38 hrs)

Fall Semester, Year One	
NUR 530, Research	2
NUR 514, Statistics/Health Sciences	3
NUR 513, Advanced Concepts I	2
NUR 512, Advanced Health Assessment	2
NUR 525, Intro Administrative Practice	3

Spring Semester, Year One	
NUR 553, Advanced Concepts II	3
NUR 645, Applied Financial Management	3
BIO 500, Advanced Pathophysiology	2
NUR 535, Quality Management	4
NUR 595, Administration Practicum I	2

Summer Semester	
NUR 573, Advanced Concepts III	3
NUR 615, Resource Management	3

Fall Semester, Year Two	
NUR 696 (Thesis) or 697 (Scholarly Project)	3
NUR 695, Administration Practicum II	3

#### Post-Master Certificate Program in Nursing

##### Description

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

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

an individual with a nurse practitioner degree desiring advanced study in nursing administration.

### **Mission Statement**

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

### **Program Outcomes**

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

### **Schedule**

The certificate program is part-time study with classes generally occurring one day per week over an 11-month period. In the final semester, clinical requirements of practicum commonly require more than one day per week. Courses taken out of the typical sequence will lengthen the time required to complete the certificate. Seminar Practicum must be the last course taken.

The enrollment of certificate students will occur on a space-available basis. Curricular needs of full-time MSN cohort students will be given priority.

### **Admission Requirements:**

- Master's degree with a major in nursing.
- Completed application
- \$25 application fee.
- Official transcripts from all colleges and universities attended.
- Letters of Professional Recommendation (2)
- Proof of current RN Licensure
- Once admitted, students must submit evidence of:
  - Current Immunizations Status
  - CPR Health Care Provider Certification
  - Professional Nurse Liability Insurance

### **Transfer credit policy**

No college credit will be allowed to transfer to the certificate program.

### **Financial Information**

Tuition is \$330 per semester hour of \$4,290 for the total program. Full payment for a term is expected at the time of registration for classes.

Graduation fee: \$25

Any combination of the following payment methods is available:

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

### **Employer Tuition Reimbursement Policies**

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

### **Certificate Program Graduation Requirements**

1. Completion of the 13 hours of required course work.
2. A minimum grade point average of 3.0 in the certificate course work.
3. Filing an application for graduation by the published deadline.
4. Payment in full of the student account.
5. Discharge of all other obligations to the university.

### **Curricula**

Nursing Education Post Master's Certificate Program—13 hours

- NUR 570, Curriculum Design (4)
- NUR 537, Education Practicum I (2)
- NUR 625, Teaching/Learning Methods (4)
- NUR 637, Education Practicum II (3)

Nursing Administration Post Master's Certificate Program—18 hours

- NUR 525, Administrative Practice (3)
- NUR 535, Quality Management (4)
- NUR 595, Administrative Practicum I (2)
- NUR 615, Resource Management (3)
- NUR 645, Applied Financial Mgmt (3)
- NUR 695, Administrative Practicum II (3)

### **Course Descriptions: Biology (BIO)**

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

#### **500 Advanced Pathophysiology (2) S**

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

### **Course Descriptions: Nursing (NUR)**

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

#### **512 Advanced Health Assessment (2) F**

This course builds on knowledge and skills acquired at the undergraduate level. Emphasis is on development of advanced assessment skills that enable learners to promote

wellness, prevent illness, and detect acute and chronic health problems among clients across the lifespan.

**513 Advanced Nursing Concepts I (2) F**

Prepares the student to critique, evaluate, develop and utilize appropriate theory in the advanced practice of nursing; also includes the study of the use of technology in health care practice, as well as educational and administrative decision making.

**514 Statistics for the Health Sciences (3) F**

Prerequisite: MAT 114 and admission to the MSN program.

This course serves as an introduction to biostatistics. Topics include a review of descriptive statistics, probability, and probability distributions; confidence intervals and classical hypothesis tests for one and two samples; analysis of variance; hypothesis tests for categorical data; regression and correlation; and nonparametric methods, all with an emphasis on applications in the health sciences. Appropriate statistical software will be utilized throughout the semester. This class consists of 3 class hours per week.

**525 Nursing Administration—Introduction to Administrative Practice (3) S**

This course will integrate information about delivery systems, organizational mission, structure, culture, personnel motivation, management and networking. The focus will be on exploring these concepts from a nursing perspective and a wholistic Christian worldview. This class consists of 4 class hours per week.

**527 Nursing Specialty I—Adult Health (3) S**

A study of the application of nursing practice to illness-related problems of symptoms associated with acute illnesses in selected populations. Emphasis: specific foundations of symptoms, models, theories, and empirical bases of therapeutic nursing interventions that facilitate recovery to optimal health. Clinical includes designing care based on evidence-based practice.

**530 Research Methods (2) F**

Pre- or Corequisite: NUR 514.

Specific aspects of the research process from quantitative analysis and qualitative perspectives will be studied. Emphasis will be placed on analysis of research, which prepares the student to utilize research findings as a basis for decision-making. The student will develop a proposal for research thesis or scholarly project. This class consists of 4 class hours per week.

**535 Nursing Administration—Quality Measurement and Information Management in Health Services (4) Su**

Prerequisite: NUR 525.

This course examines the quality of healthcare in relationship to nursing care delivery. It will include the concepts and information systems that are necessary in the identification, tracking, and evaluation of quality indicators. Emphasis is placed in terminology and information systems specific to nursing administration and quality. This class consists of 5.3 class hours per week.

**537 Nursing Education Practicum I (2) S**

Clinical introduction to the nurse educator practical experience. It involves application of educational theories and wholistic nursing practice.

**553 Advanced Nursing Concepts II (3) S**

Explores the importance of wholistic health promotion, disease prevention, and health risk education in individuals, families and communities with attention to developmental, cultural, and managerial perspectives as well as educational theory in assessing, analyzing, planning, implementing and evaluating health promotion strategies and the study of culturally appropriate and wholistic professional nursing care.

**557 Nursing Specialty I—Pediatric (3) S**

A study of the application of nursing practice to illness-related problems of symptoms associated with acute illnesses in selected populations. Emphasis: the scientific foundations of symptoms, models, theories, and empirical bases of therapeutic nursing interventions that facilitate recovery to optimal health. Clinical includes designing care based on evidence-based practice.

**570 Curriculum Design (4) S**

The focus of this course is the development of curricula using outcomes-based learning experiences. It addresses individual attitudes, knowledge and skills that are assessable, transferable and useful in a multicultural world. This class consists of 5.3 class hours per week.

**573 Advanced Nursing Concepts III (3) SU**

Prepares the student to understand and evaluate health care policy and the economics of health care utilized in the advanced practice of nursing. Includes the examination of health care ethics from a Christian perspective as well as its relationship to the economic characteristics of the health care industry.

**585 Special Studies in Nursing (1-4)**

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

**595 Nursing Admin Practicum I (2) S**

Experiential application of the concepts examined in Nursing Administration in a workplace setting with a preceptor in nursing management.

**598 Seminar (1-3)**

A non-lecture research and discussion course. Course content will be determined by need. To be used at the discretion of the department.

**615 Resource Management (3) SU**

The management of resources in the health care environment. Focus is managing the revenue and expense aspects of the budget and the management of personnel.

**625 Teaching/Learning Through the Lifespan (4) S**

Examine models and methods of teaching and learning, learner characteristics at each developmental stage and how these influence learning will be incorporated using the nursing process as its framework.

**627 Nursing Specialty II—Adult Health (3) SU**

A study of nursing interventions to enhance physical and cognitive function of clients with chronic illness in

selected populations. Emphasis: models, theories, and empirical bases of therapeutic nursing interventions that facilitate maintenance of chronic health problems, Clinical includes designing care based on evidence-based practice.

**637 Nursing Education Practicum II (3) F**

Clinical culmination of the nurse educator clinical experience. It involves application of educational theories and wholistic nursing practice. Practice experiences are designed to synthesize knowledge and skills and to enable the advanced practice nurse to meet individual practice outcomes and career goals.

**645 Nursing Administration—Applied Financial Management (3) S**

Prerequisites: NUR 530 and 535.

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

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

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

**657 Nursing Specialty II—Pediatric (3) SU**

A study of nursing interventions to enhance physical and cognitive function of clients with chronic illness in selected populations. Emphasis: models, theories, and empirical bases of therapeutic nursing interventions that facilitate maintenance of chronic health problems, Clinical includes designing care based evidence-based practice.

**695 Nursing Administration Practicum II (3) F**

Prerequisite: NUR 525, 535, 645.

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

**696 Thesis (3) F**

Prerequisites: NUR 514, 530.

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

**697 Scholarly Project (3) F**

Prerequisites: NUR 514, 530.

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

# MASTER OF ARTS IN INTERCULTURAL STUDIES

Available on the San Francisco, CA and Jackson Campuses

## Mission

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

## Admission Information

### Admissions requirements

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

Applicants should submit the following to the MAIS office:

- Official transcript(s) showing completion of baccalaureate degree and all undergraduate and graduate coursework attempted.
- Official transcript(s) indicating a minimum grade point average (GPA) of 3.0 on a 4.0 scale of all undergraduate and post-baccalaureate coursework.
- An official GRE score (Graduate Record Exam)
- A completed Application to MAIS
- Non-native speakers of English must have a minimum score of 560 (paper) or 220 (computer) on the TOEFL
- A \$25 application processing fee
- Three letters of professional/academic reference specifying the applicant's ability for graduate study

### Conditional Admission

Students who do not meet the minimum requirements for admission may apply to the Admissions Committee for conditional admission. The committee may request a writing sample and/or interview with the prospective student. The committee may then recommend that the student be admitted conditionally. After successfully completing one semester in the MAIS program including a minimum of 6 hours of UU courses with at least a 3.0 average, the student may appeal to the Program Director for full admission to the MAIS.

## Program Features

The curriculum for the program consists of two components, the 27-hour MAIS core curriculum and a 12-hour professional component approved by the program director. The delivery system for the MAIS core is non-traditional and based on a modified cohort model. A group of up to 20 students will pursue each of the nine MAIS courses together. The cohort will be divided into study groups of eight to ten students. Prior to the beginning of the semester, students will receive a reading list and assignments for the first course session. Instruction will begin with an intensive class meeting with the professor early in the semester. For the second segment of the course, students will meet with their study group on a weekly basis for discussion of research and project

development. An MAIS program representative may facilitate these meetings, as the instructor deems necessary. Throughout this period, the instructor may also interact with students through on-line activities or discussions. Finally, the cohort will meet for a second intensive class meeting to complete the course. Dates and times for the intensive sessions and interim class meetings will be announced at preregistration each semester.

## Graduation Requirements

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

## Financial Information

Application Fee:	\$ 25
Graduation Fee:	25
Tuition/semester hour:	300

## Financial Aid

The M.A.I.S. program does not qualify for Federal Stafford Loans. However, the student may contact the Financial Aid Office about private alternative loans.

## Course Descriptions: Intercultural Studies (ICS)

### 510 Intercultural Communication (3)

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

### 515 International Professional Realities and Opportunities (3)

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

### 520 Organizational Systems of Society (3)

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

### 525 Field Research Methods (3)

A course designed to provide students with conceptual tools and research skills in the area of comparative cultural studies. The hands-on approach helps students prepare to design and conduct their own ethnographic research in culturally diverse settings.

**530 Field Data Analysis and Strategic Planning (3)**

A course that builds on in-class and applied field research knowledge by guiding students through the process of field data analysis. Attention is given to both qualitative and quantitative analytical methods. Students participate in process-focused learning and writing workshops which culminate in the preparation of case-study reports based on their field research/ data.

**535 Artistic and Intellectual Expressions of Culture (3)**

An emphasis on how to develop learning skills to understand the lexicon, grammar, and semantics of other intellectual and artistic systems encountered across cultures.

**540 Language and Culture (3)**

A study of language development and its relationship to culture. Examines principles of language acquisition and language teaching methodologies.

**545 Capstone Seminar (3)**

An integration of interdisciplinary principles, themes, and concepts learned in the study of intercultural interaction and understanding.

**555 Field Experience (3)**

Field experience in which students will conduct ethnographic research. All projects must have instructor's approval.

# Graduate Advisory Councils

## Ed.S. Advisory Council

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(Alphabetically with Year When Terms Expire)

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# ADMINISTRATION

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

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

**Jimmy H. Davis** (1978) Vice Provost, and University Professor of Chemistry. B.S., Union University; Ph.D., University of Illinois; Additional study, University of Florida, Oak Ridge Associated University, Argonne National Laboratory; Harvard University, and Oxford University, England.

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

**Kina Mallard** (1991) Associate Provost for Faculty and Academic Development and Associate Professor of Communication Arts. B.S., Middle Tennessee State University; M.A. and Ph.D., University of Tennessee.

**Jane Barber Betts** (1974) Registrar. B.A., Union University, M.Ed., University of Memphis.

## Deans

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

**Tharon Kirk** (1992) Acting Dean of the School of Nursing and Associate Professor of Nursing. B.S.N., Duke University; M.S.N., The University of Tennessee, Health Science Center.

**Barbara McMillin** (1992) Dean of the College of Arts and Sciences and Professor of English. A.A., Northeast Mississippi Community College; B.A., Union University; M.A. and D.A., University of Mississippi.

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

**James Patterson** (1999) Associate Dean of Christian Studies and Professor of Christian Studies. B.A., Rutgers University; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Princeton Theological Seminary.

**Ann Singleton** (1985) Associate Dean of Education and Associate Professor of Special Education. B.S., Union University; M.Ed., and Ed.D., University of Memphis.

**Kimberly C. Thornbury** (1999) Dean of Students. B.A., Messiah College; M.A., University of Louisville; Ph.D., Candidate, Regent University.

**G. Jan Wilms** (1992) Associate Dean of Arts and Sciences and Professor of Computer Science. B.A., Katholieke Universiteit Leuven, Belgium; M.A. (English) University of Mississippi; M.S., (Computer Science) University of Mississippi; Ph.D., (Computer Science) Mississippi State University.

**Dottie Myatt** (1994) Assistant Dean for Teacher Education and Accreditation and Associate Professor of Education. B.S., Lambuth University; M.Ed., Union University; Ed.D., University of Memphis.

## Vice Presidents

**Gary L. Carter** (1991) Senior Vice President for Business and Financial Services. B.S., Union University; C.P.A., State of Tennessee.

**Charles A. Fowler** (1995) Senior Vice President for University Relations and Associate Professor of Christian Ministries and Education. B.M., Union University; M.C.M., New Orleans Baptist Theological Seminary; Ph.D., Mississippi State University.

## Program Administration

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

**Michele W. Atkins** (1998) Director, Ed.S. and Ed.D. Programs, Jackson and Associate Professor of Education. B.S., Union University; M.Ed. and Ph.D., University of Memphis.

**Melinda Clarke** (2000) Director, Center for Educational Practice and Assistant Professor of Education. B.A., Lambuth University; M.Ed. and Ed.D., Vanderbilt University.

**Nancy M. Easley** (1998) Director of M.Ed, Germantown and Associate Professor of Education. B.A., Trinity University; M.Ed., Texas A & M University; Ed.D., University of Memphis.

**Jennifer F. Grove** (1999) Director of the M.A.Ed., Jackson and Assistant Professor of Education. B.S., M.Ed., Mississippi State University; Ed.D., University of Memphis.

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

**Ralph Leverett** (1997) Acting Director of M.Ed., Jackson and Professor of Special Education. B.S. Middle Tennessee State University; M.A., M.S., Ph.D., Vanderbilt University.

- J. Kenneth Newman** (2001) Director of the M.A. Ed., Jackson and Associate Professor of Educational Leadership. B.A., Union University; M.Ed., M.A., D.E., University of Memphis.
- Luanne Powell** (1984-87; 1999) MBA Director, Jackson. B.A. and M.B.A., Union University.
- Randy Shadburn** (2002) Director, Ed.S. and Ed.D. Programs, Germantown, Executive Director of Germantown Campus and Associate Professor of Educational Leadership. B.S., Freed-Hardeman University; M.Ed. and Ph.D., University of Mississippi.
- Helen B. Butler** (1992) Assistant to the Dean, College of Education and Human Studies. B.S., M.A.Ed., Union University.
- Lindy Hannah** (1997) Assistant Registrar, Germantown. A.A., Freed-Hardeman University; B.P.S., University of Memphis.
- Beth Poyner** (2001) Coordinator of M.Ed., Ed.S., and Ed.D. Programs, Germantown.
- Sue Taylor** (1999) Coordinator of Graduate Business Programs—Germantown.
- Linda Tittle** (2003) Coordinator of M.A.Ed. Program, Germantown

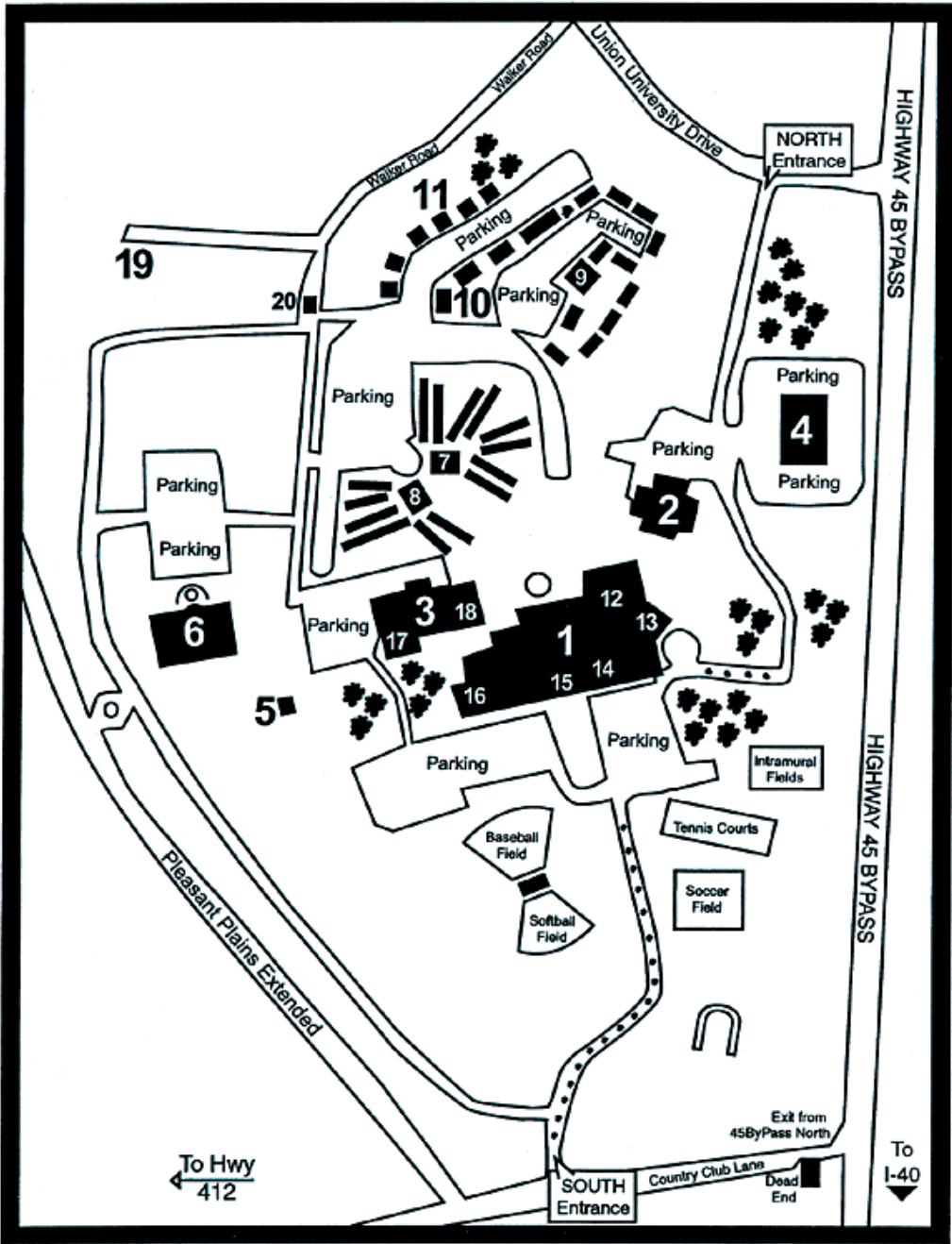
## GRADUATE FACULTY

- David Austill** (1997) Associate Professor of Management. B.B.A., University of Memphis; M.B.A., University of Arkansas; J.D., University of Tennessee; L.L.M., Washington University.
- Steven L. Baker** (1990) Associate Vice President for Academic Resources, Director of the Library and Professor of Library Services. B.A., Samford University; M.Div., Southern Baptist Theological Seminary; M.A., University of Kentucky; Additional study, University of South Carolina and University of Memphis.
- Charles Baldwin** (1970-81, 1988) O.P. and Evalyn Hammons University Professor of Pre-Medical Studies. B.A., University of Corpus Christi; Ph.D., Texas Tech University; Additional study, University of Texas, Stanford University and Imperial College (London).
- Elizabeth Bedsole** (1998) Professor of Music. B.M., Stetson University; M.C.M., Southwestern Theological Seminary; Ed.D., University of Illinois.
- Aaron Lee Benson** (1996) Professor of Art. B.F.A., B.S. and M.F.A., University of Tennessee at Knoxville.
- David Blackstock** (1973) Professor of Physical Education and Health and Director of Athletics. B.S., Union University; M.Ed., Memphis State University; Ed.D., University of Southern Mississippi.
- Chris Blair** (1997) Associate Professor of Communication Arts and Coordinator of DMS. B.A., Union University; M.A. and Ph.D., University of Memphis.
- Terry Blakley** (2003) Associate Professor of Social Work. B.S., Sam Houston State University; M.S.W. and Ph.D., Barry University; A.C.S.W., L.C.S.W.
- Ronald Boud** (1996) Professor of Music. B.M. and M.M., American Conservatory of Music; D.M.A., Southern Baptist Theological Seminary; Additional studies, Emory University, DePaul University, Julliard School of Music, Northwestern University, and Franz Schubert Institute.
- David Burke** (1986) Associate Professor of Communication Arts and Director of the Theatre. B.S.A., Houston Baptist College; M.F.A., University of Houston.
- Randall Bush** (1991) Professor of Christian Studies and Philosophy and Director of the Interdisciplinary Honors Program. B.A., Howard Payne University; M.Div., and Ph.D., Southwestern Baptist Theological Seminary; D.Phil., University of Oxford.
- Stephen Carls** (1983) University Professor of History and Department Chair. B.A., Wheaton College; M.A. and Ph.D., University of Minnesota.
- J. Daryl Charles** (2004) Associate Professor of Christian Studies. B.S., West Chester State University; M.A., Southern California College; Ph.D., Catholic University of America/Westminster Theological Seminary
- Ruth Chastain** (1992) Professor of Nursing. Diploma, Norton Memorial Infirmary School of Nursing; B.S.N., University of North Alabama, Florence; M.S.N., University of Alabama, Birmingham, Ed.D., University of Memphis.
- Antonio A. Chiareli** (1997) Associate Professor of Sociology. B.A., Macalester College; M.A., and Ph.D., Northwestern University.
- Don Christensen** (2002) Associate Professor of Finance. B.B.A. and M.B.A., University of Memphis; Ph.D., University of South Carolina.
- Michael Chute** (2003) Associate Professor of Communication Arts. A.A., Missouri Baptist College; B.A., Oklahoma Baptist University; M.A., Southwest Missouri State University; Ph.D., University of Southern Mississippi. Additional study, Escola de Portugese Orientacao and Papei Language Institute.
- Gail Coleman** (1994) Associate Professor of Nursing. Diploma, Baptist Memorial Hospital School of Nursing; B.S.N., Union University; M.S.N., University of Tennessee; N.D., Rush University.
- Kevin J. Cooney** (2004) Assistant Professor of Political Science. B.A., Oral Roberts University; M.A., Lancaster University, England; Ph.D., Arizona State University.
- Bryan Dawson** (1998) Associate Professor of Mathematics. B.S. and M.S., Pittsburg State University; Ph.D., University of North Texas.
- Nancy Dayton** (1979) Professor of Nursing. B.S.N., Duke University; M.S.N., University of Tennessee Center for Health Sciences; M.S., Ed.D., University of Memphis.
- David Dennis** (1994) Professor of Music. B.A., Western Carolina University; M.C.M. and D.M.A., Southern Baptist Theological Seminary.
- Mark Dubis** (2002) Associate Professor of Christian Studies. B.S.E., Clemson University; M.Div., Gordon-Conwell Theological Seminary; Th.M., Calvin Theological Seminary; Ph.D., Union Theological Seminary-Virginia.
- Sean Evans** (2000) Assistant Professor of Political Science. B.A., David Lipscomb University; M.A., University of Alabama; Ph.D., University of Colorado.

- Gene Fant** (2002) Associate Professor of English and Department Chair. B.S., James Madison University; M.A., Old Dominion University; M.Div., New Orleans Baptist Theological Seminary; M.Ed., and Ph.D., University of Southern Mississippi.
- Julie Glosson** (1995) Associate Professor of Spanish. B.A., Union University; M.A. and Ed.D., University of Memphis.
- Bradley Green** (1998) Assistant Professor of Christian Studies. B.A., Northeast Louisiana University; M.Div., Southern Baptist Theological Seminary; Th.M., Southwestern Baptist Theological Seminary; Ph.D., Baylor University.
- David P. Gushee** (1996) Graves Professor of Moral Philosophy. B.A., College of William and Mary; M.Div., Southern Baptist Theological Seminary; M.Phil. and Ph.D., Union Theological Seminary-New York.
- George Guthrie** (1990) Benjamin W. Perry Professor of Bible, Director of the Center for Biblical Studies and Department Chair. B.A., Union University; Th.M., Trinity Evangelical Divinity School; M.Div. and Ph.D., Southwestern Baptist Theological Seminary.
- Chris Hail** (1995) Associate Professor of Mathematics. B.S., Campbellsville College; M.A., Morehead State University; Ed.D., University of Kentucky.
- Patricia Hamilton** (2001) Assistant Professor of English. B.A., Biola University; M.A., California State University, Fullerton; Ph.D., University of Georgia.
- Carrie Harvey** (2004) Associate Professor of Nursing. B.S.N., Belmont University; M.S.N., Vanderbilt University; Ph.D., The University of Tennessee, Health Science Center.
- Kyle Hathcox** (1974-88, 1994) University Professor of Physics and Coordinator of Physics. B.S. and Ph.D., University of North Texas. Additional study, Oakridge Associated Universities.
- Sally A. Henrie** (1998) Associate Professor of Chemistry. B.S., University of Arizona; Ph.D., South Dakota State University.
- Sherry Hickey** (1989) Professor of Nursing. B.S.N., and M.S.N., University of Arkansas; Ed.D., University of Memphis.
- James Huggins** (1987) University Professor of Biology, Department Chair and Director of the Center for Scientific Studies. B.S.A. and M.S., Arkansas State University; Ph.D., Memphis State University; Additional study, University of Tennessee, Memphis.
- Gary Johnson** (1994) Associate Professor of Physical Education. B.S., Union University; M.S., University of Memphis; D.A., Middle Tennessee State University.
- Randy F. Johnston** (1994) Professor of Chemistry and Department Chair. B.S., University of Missouri, St. Louis; Ph.D., Texas Tech University.
- James Richard Joiner** (2002) Professor of Music and Department Chair. B.M., Mississippi College; M.C.M., Southwestern Baptist Theological Seminary; M.M. and Ph.D., Louisiana State University. Additional study, Cambridge Choral Seminary (England) and Deller Academy of Early Music (France).
- James Kirk** (2003) Associate Professor of Computer Science. B.M., Union University; M.M. and M.A., Indiana University; Ph.D., University of Louisville.
- Naomi Larsen** (1996) Associate Professor of Sociology and Department Chair. B.A. and M.A., Mankato State University; Ph.D. Iowa State University.
- Scott Lawyer** (2000) Associate Professor of Management. B.S. and M.B.A., University of Mississippi; J.D., University of Mississippi.
- Judy C. Leforge** (1999) Assistant Professor of History. B.A. and M.A., Western Kentucky University; Ph.D., University of Memphis.
- Haifei Li** (2004) Assistant Professor of Computer Science. B.E., Xi'am Jiaotong University; M.S. and Ph.D., University of Florida.
- W. Terry Lindley** (1986) Professor of History. B.A., Texas A & M University; M.A., University of New Orleans; Ph.D., Texas Christian University; Additional study, Southwestern Baptist Theological Seminary.
- Anne Livingstone** (1975) Associate Professor of Political Science. B.A., Anderson College; M.A., Vanderbilt University; Ph.D., University of Keele, UK.
- Jenny Lowry** (2003) Assistant Professor of Library Sciences. B.B.A., The University of Kentucky; M.L.S., Indiana University of Purdue University; M.Div. and Ph.D., The Southern Baptist Theological Seminary.
- Matt Lunsford** (1993) Professor of Mathematics. B.G.S., Louisiana Tech University; M.S., University of Nebraska; Ph.D., Tulane University.
- Andy Madison** (2002) Assistant Professor of Biology. B.S., University of Tennessee; M.S., University of Kentucky; Ph.D., Kansas State University.
- Michael Mallard** (1991). Professor of Art. B.F.A., University of Georgia; M.F.A., University of Illinois.
- David Malone** (1999) Associate Professor of English. B.A., Wheaton College; M.A., State University of New York at Binghamton; Ph.D., Northern Illinois University.
- C. David McClune** (1981) Professor of Music. B.M., Westminster College; M.M., Bowling Green State; D.M., Florida State University.
- Michael L. McMahan** (1980) University Professor of Biology. B.S. and M.S., University of Mississippi; Ph.D., Louisiana State University.
- Terry McRoberts** (1992) Professor of Music. B.S., Manchester College; M.M., Youngstown State University; D.A., Ball State University.
- Darren Michael** (2002) Assistant Professor of Theatre. B.A., Ouachita Baptist University; M.F.A., University of Southern Mississippi.
- R. Kelvin Moore** (1991) Professor of Christian Studies. B.A., Samford University; M.Div and Th.D., New Orleans Baptist Theological Seminary; Additional study, Jerusalem University and Southern Baptist Theological Seminary.
- Melissa Moore** (1992) Reference Librarian and Associate Professor of Library Services. B.A., Wake Forest University; M.L.S., University of Kentucky; Additional study, Union University.
- Patricia H. Morris** (1979) Collection Development Librarian and Professor of Library Services. B.A., Union

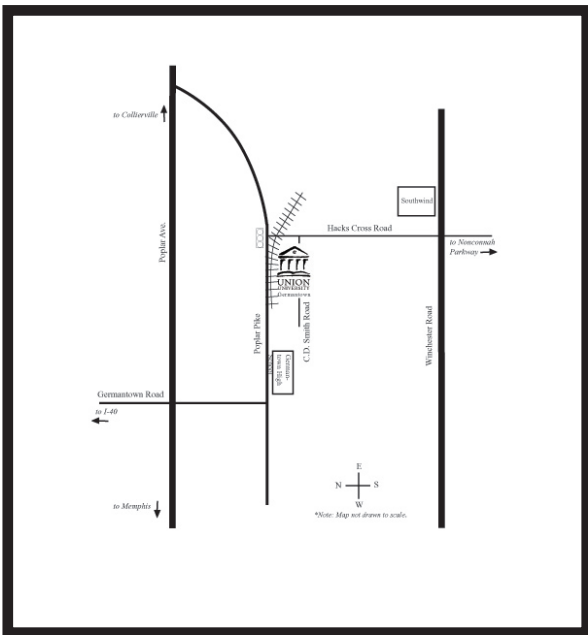
- University; M.L.S., Vanderbilt University; Ed.D., University of Memphis.
- Hadley Mozer** (2003) Assistant Professor of English. B.A., Houston Baptist University; M.A. and Ph.D., Baylor University.
- Sam Myatt** (1987) Professor of Business Administration and Director of Academic Services for the Department of Continuing Education. B.S., Lambuth College; M.S., and Ed.D., Memphis State University.
- Christopher M. Nadaskay** (1993) Professor of Art and Chair of Art. B.A., Southern Arkansas University; M.F.A., East Texas State University.
- Howard Newell** (1982) Professor of Business Administration. B.S. and M.S., Southern Illinois University; Ph.D., Indiana University.
- Marlyn Newhouse** (1992) Associate Professor of Chemistry. M.A. and B.S.Ed., Northern Arizona University; D.A., Middle Tennessee State University.
- Michael Penny** (1988) Associate Professor of Music. B.A. and M.M., Louisiana State University; D.M.A., Southwestern Baptist Theological Seminary; Additional study, Westminster Choir College.
- Mary Platt** (1992) Cataloging/ Authority Librarian and Associate Professor of Library Services. B.A., Stillman College; M.L.S., University of Alabama.
- Harry L. Poe** (1996) Charles Colson Professor of Faith and Culture and Special Assistant to the President. B.A., University of South Carolina; M.Div., and Ph.D., Southern Baptist Theological Seminary. Additional study, Oxford University, England.
- Mary Ann Poe** (1996) Associate Professor of Social Work, Department Chair and Program Director. B.A., Vanderbilt University; M.S.S.W., University of Louisville; M.Div., Southern Baptist Theological Seminary, A.C.S.W.
- Roland Porter** (2004) Associate Professor of Business. B.S., Lane College; J.D., University of California-Berkeley.
- Tom Proctor** (1996) Associate Professor of Accounting and Chair of Business. B.S., University of Tennessee at Martin; M.B.A., M.S., and Ph.D., University of Memphis; CMA.
- Gavin Richardson** (1998) Associate Professor. B.A., Vanderbilt University; M.A. and Ph.D., University of Illinois at Urbana-Champaign.
- Troy Riggs** (1993, 2001) Associate Professor of Mathematics. B.S., University of South Dakota; M.A., and Ph.D., University of Nebraska-Lincoln.
- Bobby Rogers** (1989) Professor of English. B.A., University of Tennessee at Knoxville; M.F.A., University of Virginia.
- Jeannette Russ** (2002) Assistant Professor of Engineering. B.S., Mississippi State University; M.B.A., Colorado State University; Ph.D., Vanderbilt University.
- Philip Ryan** (1997) Associate Professor of Language and Coordinator of the ESL Program. B.A., Union University; M.A., University of Memphis; Ph.D., Indiana University of Pennsylvania.
- Donna Sachse** (2003) Associate Professor of Nursing. Diploma, Baptist Memorial Hospital School of Nursing; B.S.N., University of Memphis; M.S.N. and Ph.D., The University of Tennessee Health Science Center.
- Michael Salazar** (2001) Assistant Professor of Chemistry. B.S., New Mexico State University; Ph.D., University of Utah; Additional study, Los Alamos National Laboratory.
- Randal Schwindt** (2004) Assistant Professor of Engineering. B.S., Hardin Simmons University; M.S., Texas A&M University; Ph.D., University of Illinois-Champaign.
- Camille Searcy** (1993) Associate Professor of Education. B.S., Lane College; M.Ed., Memphis State University; Ph.D., Southern Illinois University.
- Gary V. Smith** (2004) Professor of Christian Studies. B.A., Wheaton College; M.A., Trinity Evangelical Divinity School; Ph.D., Dropsie College.
- Joanne Stephenson** (1988) Professor of Psychology and Sociology. B.S. and M.S., University of Tennessee at Martin; Ed.D., Memphis State University.
- Robert Stiegmann** (1997) Assistant Professor of Athletic Training and Program Director. B.A., University of Missouri; M.Ed., University of Mississippi; D.A., Middle Tennessee State University.
- Linn M. Stranak** (1980) University Professor of Physical Education and Chair of Department of Physical Education, Wellness and Sport. B.S., Union University; M.S., University of Kentucky; D.A., Middle Tennessee State University; Additional study, United States Sports Academy.
- Pam Sutton** (1998) Professor of English. B.A., Southern Arkansas University; M.A. and Ed.S., Arkansas State University; Ed.D., Texas A&M University-Commerce.
- David Thomas** (1994) Associate Professor of History. B.S., Ohio State University; M.S., University of Michigan; Ph.D., Ohio State University.
- Gregory A. Thornbury** (1999) Assistant Professor of Christian Studies and Director of the Carl F. Henry Center for Christian Leadership. B.A., Messiah College; M.Div. and Ph.D., Southern Baptist Theological Seminary; Additional study, Oxford University.
- Don Van** (2001) Associate Professor of Engineering and Department Chair. B.S. and M.S., University of Illinois; M.Sc. and Ph.D., New Jersey Institute of Technology.
- Ray F. Van Neste** (1997-98, 2001) Assistant Professor of Christian Studies and Director of the R.C. Ryan Center for Biblical Studies. B.A., Union University; M.A., Trinity Evangelical Divinity School; Ph.D., University of Aberdeen (Scotland).
- Elizabeth Vaughn-Neely** (2002) Associate Professor of Educational Leadership. B.A., Syracuse University; M.Ed., University of Oregon; Ph.D., Oregon State University.
- David Vickery** (1981) Professor of Psychology. B.A., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Georgia.
- Jean Marie Walls** (1987) Professor of Language and Department Chair. B.A. and M.A., Mississippi State University; Ph.D., Louisiana State University; Additional study, NEH Institute, Northwestern University.

- David H. Ward** (1992, 1999) Professor of Physics. B.S. and M.A., University of South Florida; Ph.D., North Carolina State University.
- Charlotte Ward-Larson** (1999) Associate Professor of Nursing. Diploma, Baptist Memorial Hospital; B.A., Stephens College; M.S., Texas Women's University; Ph.D., St. Louis University.
- Stanley Warren** (2004) Associate Professor of Music. B.M. and M.M., Eastman School of Music; D.M.A., Southern Baptist Theological Seminary.
- Rosetta Washington** (2004) Assistant Professor of Education. B.S. and M.S.Ed., University of Tennessee, Martin; Ed.D., University of Mississippi.
- Carol Weaver** (1998) Associate Professor of Biology. B.S., Union University; M.S., University of Missouri-St. Louis; Ph.D., St. Louis University.
- Terry Weaver** (1992) Associate Professor of Education and Special Education. A.A., Miami Dade Junior College; B.S. and M.Ed., Florida Atlantic University; Ph.D., George Peabody College for Teachers of Vanderbilt University.
- Jill Webb** (1987) Associate Professor of Nursing. B.S.N., Murray State University; M.S.N., University of Evansville; Ph.D., University of Tennessee, Health Science Center.
- Georgia Wellborn** (1989) Professor of Music. B.M., Carson-Newman College; M.M., Florida State University; M.L.S., University of Tennessee; D.A., University of Mississippi; Additional study, Southwestern Baptist Theological Seminary, the University of North Texas, and Westminster Choir College.
- Teresa West** (1983) Professor of Psychology and Department Chair. B.A., Union University; M.A. and Ed.S., Memphis State University; Ed.D., Memphis State University.
- Carrie L. Whaley** (1997) Associate Professor of Education. B.A., Union University; M.C.M. and M.R.E., Southwestern Baptist Theological Seminary; Ed.D., Texas Woman's University.
- Darin White** (1994) Associate Professor of Marketing. B.S., Birmingham Southern University; M.A. and Ph.D., University of Alabama.
- Roslyn Wilson** (1995) Associate Professor of Social Work and Social Work Field Director. B.S., Tennessee State University; M.S.S.W., University of Tennessee.
- Wayne Wofford** (1987) Professor of Biology. B.S., Union University; M.S. and Ph.D., Texas A&M University.



☼ Trees

- 1- Penick Academic Complex
- 2- Blasingame Academic Complex
- 3- Barefoot Student Union Building
- 4- Hammons Hall
- 5- Miller Tower
- 6- Jennings Hall
- 7- Hurt Residence Complex
- 8- Watters Residence Complex
- 9- McAfee Residence Complex
- 10- Warmath Married Student Residence
- 11- Fraternity Row
- 12- Powell Theater
- 13- Savage Chapel
- 14- Summar Library
- 15- DeLay Gymnasium
- 16- Palmer Activities Center Williams Aquatic Center
- 17- Coburn Dining Room
- 18- Enrollment Services
- 19- Facilities Management
- 20- The Welcome House



## UNION UNIVERSITY Germantown Campus