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AN OVERVIEW OF THE UNIVERSITY

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 excellence-driven, Christ-centered, people-focused, and future-directed. These values shape its identity as an institution which prioritizes liberal arts based undergraduate education enhanced by professional and graduate programs. The academic community is composed of quality faculty, staff, and students working together in a caring, grace-filled environment conducive to the development of character, servant leadership, and cultural engagement.

Our Core Values

• **Excellence-Driven**: We believe that excellence, not mere compliance, is the goal of our teaching, our research, and our service. We are not motivated to excellence out of pride but out of a desire to do all things for God’s glory because He cares about our work and wants to be involved in everything we do. We will not be 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 commitment to being people focused is the visible demonstration of valuing one another. We will give honor to one another through our words and actions, and by committing to each person’s success. We therefore jointly commit ourselves to the success of Union University.

• **Future-Directed**: We will seek to maximize the windows of opportunity the Lord has presented to us to the greatest degree that resources allow. All of our resources and efforts must, by God’s grace, be maximized to 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.

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

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, Tennessee.

Jackson Male Academy, founded February 3, 1823, shortly after the opening of West Tennessee for settlement, was chartered by the legislature in 1825.

West Tennessee College
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.

Southwestern Baptist University and Tennessee Baptist
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 the southwestern regional university planned by the state’s Baptist leaders.

Meanwhile, after years of discussion and the raising of an endowment, the Baptists of Middle Tennessee (there were three separate conventions in Tennessee at that time) in 1848 established Union University in Murfreesboro, near the geographical center of the state. Union University came upon hard times when in 1859 its highly respected president, Joseph H. 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, at which time a committee was appointed to select a location for the proposed university. The committee recommended the acceptance of the offer made by the citizens of Jackson to assume ownership of West Tennessee College.

**Southwestern Becomes Union University**

In September 1874, the new Tennessee Baptist-related institution opened in Jackson, and in 1875 it was chartered as Southwestern Baptist University. In 1907, Dr. T. T. Eaton, a trustee at Southwestern from its beginning, bequeathed his 6,000 volume library to the institution. He was a former professor at the Murfreesboro campus, where his father, Dr. Joseph H. Eaton, had been president. In 1907 the name of Southwestern Baptist University was changed to Union University to honor the Eatons and others from the Murfreesboro campus who had made 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 for the University in conjunction with the adoption of the Cooperative Program and clarity regarding 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 campus fire in 1912, several new buildings were constructed, including Barton Hall, the centerpiece of the Jackson campus for the next 60 years. In 1948, during the administration of President Warren F. Jones (1945-62), the Southern Association of Colleges and Schools granted Union University its original accreditation. In 1962, at the request of area healthcare leaders, Union developed a nursing program with the assistance of Jackson-Madison County General Hospital.

**The Move to North Jackson Campus in 1975**

Because of an aging and landlocked campus, Union, in 1975, moved from near downtown to a new campus located along Highway 45-Bypass in north Jackson. This visionary move was accomplished during the administration of President Robert Craig (1967-85). Under President Craig and President Hyran Barefoot (1986-1996), enrollment increased from less than 1,000 students to nearly 2,000; the multipurpose Penick Academic Complex was enlarged several times; many additional housing units were erected; and the Blasingame Academic Complex (1986) and the Hyran E. Barefoot Student Union Building (1994) were constructed.

**The Building Years – 1995-2014**

When David S. Dockery was elected as the fifteenth president of Union University in December 1995, he brought with him a compelling vision to build on a great tradition while taking Union to the next level of regional and national prominence in Christian Higher Education. During his tenure the university grew in its commitment to the integration of faith, learning, and service, among other ways, through the establishment of a Center for Faculty Development. Undergraduate majors and graduate programs grew to include doctoral programs in education, nursing, pharmacy, and theology. The annual non-duplicating headcount increased from 2,183 (in 1996) to more than 5,300 (in 2012). Nine new buildings were constructed and a campaign for a new library was begun. In addition, the university achieved top tier recognition in U.S. News & World Report, Princeton Review, and other important listings, and the Chronicle of Higher Education named Union one of the Great Places to Work in the United States.

**United and Grounded – 2014-Present**

In June 2014, Samuel W. “Dub” Oliver became Union’s sixteenth president. Coming from a distinguished career at Baylor University and a five-year presidency at East Texas Baptist University, Dr. Oliver has demonstrated a firm commitment to lead Union University to inhabit her mission and core-values. In July of 2014, a new library and a new greenhouse project were begun.

The Logos—Union’s three-story, 54,000-square foot library was dedicated on November 6, 2015. A new strategic plan, United in Spirit. Grounded in Truth., 2016-2020, was adopted by the Board of Trustees in the fall of 2015. Union also in 2015 launched the EDGE program to provide educational opportunities and job skills training for youth adults with intellectual and developmental disabilities. In 2017, an academic reorganization took place that created two new schools: the School of Social Work and the School of Adult and Professional Studies. In 2018, the university launched its Writing Center, a result of the Quality Enhancement Plan that Union was required to produce as part of its reaffirmation of accreditation.

Union approved a campus master plan in 2019 that calls for new buildings and an extension of the university’s Great Lawn all the way to Highway 445 Bypass over the next 20 years.

Dr. Oliver leads with energy and a Christ-centered optimism about the future.

**Our Statement of Faith**

1. **The Scriptures.** The Scriptures of the Old and New Testament were given by inspiration of God, and are the only sufficient, certain, and authoritative rule of all saving knowledge, faith, and obedience.

2. **God.** There is but one God, the Maker, Preserver, and Ruler of all things, having in and of Himself, all perfections, being infinite in them all; and to Him all creatures owe the highest love, reverence, and obedience. He exists eternally in three persons: Father, Son, and Holy Spirit each with distinct personal attributes, but without division of nature, essence,
or being. God as Father reigns with providential care over all things that come to pass, and perpetually upholds, directs, and governs all creatures and all events; yet so as not to destroy the free will and responsibility of intelligent creatures.

3. **Jesus Christ.** The second person of the Trinity is the eternal Son of God. In his incarnation Jesus Christ was conceived by the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature, yet without sin. He honored the divine law by His personal obedience, and by His substitutionary death on the cross He made provision for our redemption from sin. He was buried and rose again the third day, and ascended to His Father, at whose right hand He lives to make intercession for His people. He is the only Mediator, the Prophet, Priest, and King of the Church, and Sovereign of the universe.

4. **Holy Spirit.** The Holy Spirit is the Spirit of God, fully divine, who exalts Jesus Christ. The Spirit convicts men and women of sin, of righteousness, and judgment, enabling them to understand the truth. He calls men and women to the Savior, and brings about regeneration, which is a renewal of heart and nature.

5. **Humankind.** God originally created humankind in His image, and free from sin; but through the temptation of Satan, they transgressed the command of God, and fell from their original righteousness, whereby all humans have inherited a sinful nature that is opposed to God, and are thus under condemnation. As soon as they are capable of moral action, they become actual transgressors. God created only two genders and He fashioned each one of us as either male or female. Sexual relationships are designed by God to be expressed solely within a marriage between a man and a woman.

6. **Salvation.** Salvation involves the redemption of the whole person, and is offered freely to all who believe in Jesus Christ as Lord and Savior; accepting and trusting in Him alone for justification and eternal life. Justification is God’s gracious declaration of righteousness of sinners, who believe in Christ, from all sin, through the satisfaction that Christ has made. Believers are also sanctified by God’s Word and Spirit dwelling in them. Sanctification is the process of progressing toward moral and spiritual maturity, enabled by the presence and power of the Holy Spirit. Those who are accepted in Christ and sanctified by the Holy Spirit will never totally nor finally fall away from the state of grace, but shall persevere to the end, and be kept by the power of God through faith unto salvation.

7. **The Church.** The Lord Jesus Christ is the Head of the Church, which is composed of all true followers of Christ, and in Him is invested supremely all power for its government. Christians are to associate themselves with local churches; and to each church is given the authority to administer order, to carry out ministry, to worship, and to practice discipline.

8. **Last Things.** The bodies of humans after death return to dust, but their spirits return immediately to God—the righteous to rest with Him; the wicked to be reserved under darkness to the judgment. God in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth. At the last day, the bodies of all the dead, both just and unjust, will be raised. God has appointed a day, when He will judge the world by Jesus Christ, when all people shall receive according to their deeds; the wicked shall go into everlasting punishment; the righteous, into everlasting life.

This Statement of Faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. With respect to faith, doctrine, practice, policy, and discipline, the Board of Trustees is the final arbiter on the Bible’s meaning and application for the purposes of the University.

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**External Associations**

**Accredited By**

Union University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctoral degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Union University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC’s website (www.sacscoc.org).

The University also has the following discipline-specific accreditation:

- Accreditation Council for Pharmacy Education

**Accrediting Board for Engineering and Technology, Engineering Accreditation Commission**

**Association to Advance Collegiate Schools of Business**

**Commission on Accreditation for Athletic Training Education**

**Commission on Collegiate Nursing Education**

**Council for the Accreditation of Educator Preparation**

**Council on Accreditation of Nurse Anesthesia Educational Programs**

**Council on Social Work Education**

**National Association of Schools of Art and Design**

**National Association of Schools of Music**

**Member Of**

- American Association of Colleges of Nursing
- American Association for Colleges of Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
The uniqueness of the Union University campus, located on U.S. Highway 45 Bypass 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 Hendersonville, Tennessee. The Hendersonville campus is located at the strategic intersection of Indian Lake Boulevard. and Maple Drive. The attractive 26,000 square foot multi-purpose facility effectively serves the expanding program offerings in the middle Tennessee area.

**Penick Academic Complex**

The Penick Academic Complex houses the G.M. Savage Memorial Chapel, Fred DeLay Gymnasium, E.T. “Rocky” Palmer Activities Center, Vocatio Center, Waldrop Administrative Center, Union Station, Information Technology, Writing Center, and the Warren Jones Academic Suite. The Complex includes the departments of Art, Computer Science, Engineering, English, History, Language, Mathematics, Physics, Political Science, Psychology, Sociology and Family Studies, Physical Education, Wellness and Sport, as well as the Intercultural Studies Program and the Center for Intercultural Engagement.

The Waldrop Administrative Center contains the offices of Accreditation and Research, Business Services, the College of Arts and Sciences, Counseling Services, Disability Services, Health Services, Safety & Security, and the Registrar.

**The Logos**

The Logos, opened in 2015, houses the Union University library and archives, the offices of the President and the Provost, the Modero coffee shop, and study and meeting rooms. The library provides comprehensive and current academic resources and services to support the educational initiatives of Union University, with immediate access to a collection of more than 150,000 books and 200,000 e-books, as well as thousands of journals and other academic resources.

**Fesmire Fields and Fieldhouse**

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

**Smith Memorial Soccer Complex**

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

**Blasingame Academic Complex**

The McAfee School of Business, the College of Education, and the School of Social Work are located in the Blasingame Academic Complex.

**Hammons Hall**

Hammons Hall contains the Offices of Institutional Advancement, Alumni Relations, University Communications, and the School of Adult and Professional Studies.

**Jennings Hall**

Jennings Hall contains the departments of Communication Arts and Music and the School of Theology and Missions, as well as the Ryan Center for Biblical Studies and Hartley Recital Hall.

**White Hall**

White Hall houses the departments of Biology and Chemistry as well as the College of Nursing and Health Sciences.

The Edward P. Hammons Center for Scientific Studies is located in White Hall.
Providence Hall

Providence Hall houses the administrative and faculty offices and state-of-the-art classrooms for the College of Pharmacy, as well as the simulation labs for the College of Nursing and Health Sciences and the Center for Excellence in Health Care Practice.

Luther Hall

Luther Hall houses the Center for Just and Caring Communities and provides conference spaces for various functions.

Residence Halls

Single student housing is arranged in two residence complexes. Student apartments include four private bedrooms and a kitchen. The Heritage Residence Complex and the Ayers Quad primarily house new students/freshmen. The McAfee Commons building in the Heritage Complex houses the Residence Director and Assistant Residence Director and provides facilities for lounge areas, laundry, and recreation. The Grace, Hope, Hurt, and Watters Quads house upperclassmen and a limited number of freshmen. The Bowld Student Commons Building houses male and female residence directors for The Quads. The Commons provides additional lounge, recreation, and classroom space.

Family housing is located in the Warmath Apartments. The complex consists of 24 two-bedroom apartments. Graduate housing for single students is available in the Hope Complex.

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.

Hyran E. Barefoot Student Union Building

The Barefoot Student Union Building houses the Brewer Student Dining Hall, Executive Dining Room, Lexington Inn, Eldon Byrd Faculty Lounge, Barefoots Joe coffeehouse, Harvey Auditorium, University Printing and Mail Services, campus bookstore, offices for Student Life (Dean of Students, Student Government Association, Student Activities Council, and Student Leadership and Engagement), offices of Undergraduate Admissions, Student Financial Planning, Enrollment Services, University Ministries (Missionary-In-Residence), and Prayer Chapel.

Carl Grant Events Center

The Carl Grant Events Center is named in honor of Carl J. Grant to recognize his generosity to and support for Union University. The beautiful state-of-the-art events center was designed to host significant conferences, dinners, banquets, and special events. This magnificent facility also contains the University’s Heritage Center, a splendid pictorial presentation of the University, portraying many of the highlights in the University’s history from 1823-2007.

Graduate Governance and Admissions

Fifteen graduate programs currently exist at Union University: the M.S. in Biology, M.S. in Conservation Biology, and M.M. in Music Technology administered by the College of Arts and Sciences; the M.B.A. and the M.Acc., administered by the McAfee School of Business; the M.A.Ed., the M.Ed., the Ed.S. and the Ed.D. degrees administered by the School of Education; the M.S.W. and the M.A.T., administered by the School of Theology and Missions; and the Pharm.D. administered by the College of Pharmacy.

The Master of Business Administration and the Master of Accountancy degree programs are administered by the Graduate Program Director and the MAcc Program Coordinator respectively, and by the Dean, McAfee School of Business. 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, School of Education. The Master of Social Work is administered by the Program Director and Dean, School of Social Work. The Master of Science in Nursing and the DNP is administered by the various track chairs and the Associate Dean for Graduate Programs. The Master of Christian Studies is governed by the M.C.S. Director and the Dean of the School of Theology and Missions. The Greater Faculty is responsible for approval of
curriculum and graduate program policies. The faculty considers recommendations from the University Curriculum Committee (UCC), which is responsible for examining graduate programs, course offerings, and policies relative to graduate studies at Union. Task teams may be created by the Deans of the Schools/Colleges to consider and make recommendations to the UCC. Thus, significant curriculum and policy changes and additions proceed from the Directors (and/or task teams) to the UCC to the faculty. The graduate governance structure at Union University is completed by the Provost, the President, and the Board of Trustees.

The Program Directors are empowered to make admissions decisions based on the approved and published admission criteria. Admission decisions of the nursing graduate program are made by the Graduate Nursing Admissions Committee. The Graduate Nursing Admissions Committee is comprised of the Dean, College of Nursing and Health Sciences, Associate Dean of Graduate Programs, and track chairs. The Graduate Business Admissions Committee, the Graduate Education Admissions Committee, the Graduate Social Work Admissions Committee, and the Graduate Theology and Missions Admissions Committee, comprised of business, education, social work, or Christian studies faculty and directors respectively, receive recommendations 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 curricular and co-curricular 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 at www.uu.edu/studentlife/handbook.

Student Conduct

At Union University all members of the University community have a responsibility to the values of the University and to one another. The commitment to these values is expected at any time a student is enrolled, whether or not school is in session. When students are accepted for admission to Union University, the University believes they are capable of conducting themselves in a manner which involves restraint and self-control when such are necessary. Written rules and regulations cannot be provided for every act or condition that may occur in the lives of several thousand students. However, the general policy of conduct at Union University is that students conduct themselves as persons of faith who strive to exemplify the character of Jesus Christ throughout their daily lives.

Union University graduate students are bound by the policies and procedures listed in the Campus Life Handbook and the supplemental departmental and/or program handbooks. Where there may be conflicting policies, the policies listed in the Campus Life Handbook will take precedent. For more information about University community values or the judicial process at Union University, please refer to the latest version of the Campus Life Handbook at www.uu.edu/studentlife/handbook.

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 attend as well as participate in other spiritual activities including activities sponsored by the Office of University Ministries.

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 advisors
- Records of discipline proceeding— maintained by the Student Life Office
- Financial records—maintained by Business and Financial Services
- Medical records—maintained by the Student Health Services Office (governed also by HIPAA)
- Admissions records—maintained by the Enrollment Management Office
- Financial aid records—maintained by the Student Financial Planning 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 Union University campuses must register each vehicle with the Safety & Security Office at the beginning of the semester or within 24 hours of bringing a vehicle to campus. The registration fee for one permit is included in your total tuition package. There is a $5 charge for each additional permit received within the academic year. The vehicle’s license plate number is required for registration of the vehicle.

The Safety & Security Office will issue a free Temporary Permit when an individual has the use of a vehicle for two weeks or less.
Academic Policies

Full-Time Students

A graduate student enrolled in 6 or more hours during Fall, Spring, or Summer will be considered full-time. A graduate student enrolled for 3 hours during Fall, Spring, or Summer will be considered half-time.

Class Attendance

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

Academic Integrity

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

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

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

Credit Hour

The unit for counting credit is the semester hour. A semester hour is defined as an hour of class work a week, or its equivalent in laboratory, pursued for one semester.

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 a Masters or Ed.S. degree or a post masters certificate, students are required to have a minimum grade point average (GPA) of 3.0 for all courses taken for graduate credit at Union University. To graduate with the Ed.D., a 3.2 minimum graduate GPA is required. To graduate with the Doctor of Pharmacy, a 2.33 minimum graduate GPA is required. 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

Repeating of Courses

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

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

Credit From the American Council on Education Regarding National Board Certification

Graduate programs in education at Union University award credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester hours of credit as recommended by the American Council on Education (ACE) regarding National Board Certification up to 6 semester
hours in a degree program. The Registrar will award transfer graduate credit upon recommendation of Program Directors for Masters, Education Specialist, and Doctor of Education (School Administration) programs. Application for the coursework to the student’s degree program is determined by the Dean or Program Director in the respective program after review of an official copy of the Registry of Credit Recommendations (transcript) from ACE.

**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. See also each program for program specific progression policies.

(For pharmacy students, this component is monitored by the Academic and Progression Review Committee of the College of Pharmacy. Continued enrollment eligibility in the College of Pharmacy is deemed to be satisfactory academic progress for students studying on one of Union University’s campuses must meet the same requirements for admission as well as requirements for financial aid eligibility since the School’s standards are more stringent than Federal requirements.)

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

**Academic Grievance and Appeal Procedures**

Orderly procedures are provided by which a student may be heard concerning a just academic 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.

A student who wishes to appeal for a variance from graduate policies or procedures such as admission to or dismissal from a graduate program should direct a written petition to the academic dean requesting the variance and carefully outlining the reasons for the request. If the student is dissatisfied with the dean’s response to the petition, the student may then appeal the dean’s decision to the Graduate Appeals Committee following the sequence of the appeal procedures outlined in the current *Campus Life Handbook*.

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**Admission Information**

**General Admission Requirements**

1. Completed application for the specific program, including any payment for an application fee charged by a particular program.
2. Official transcript(s) showing completed degrees or prerequisite requirements which inform program admission decisions or are subject to consideration for transfer credit must be sent from the awarding institution(s). International transcripts must be evaluated by a National Association of Credential Evaluation Services (NACES) certified transcript evaluation company.
3. International students must complete the international student application for admission (www.uu.edu/international/forms/graduate-application.pdf). All documents must be in English.

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

**Requirements for International Students Applying for Study in the United States**

In addition to the general application forms referenced above, and any program-specific requirements, all international students studying on one of Union University’s campuses must submit the following:

A. Student insurance meeting visa requirements purchased through the UU group plan or individually. If an individual plan is purchased, a Declaration Page should be sent to the International Officer for proof of insurance.

B. A financial affidavit as required by the United States Student Exchange & Visitor Program (SEVP), a division of the United States Immigration and Custom Enforcement. Each international student shall prepare 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 will be sent out from the International Student Office.

C. Proof of English proficiency:
   - 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 must show proof of English proficiency with scores from TOEFL, IELTS, or iTEP test centers. Proficiency scores may vary by program.
   - From another accredited institution of higher learning in the United States, international students will be admitted on academic credentials without regard to language requirements. Academic requirements will be the same as for regular admission.

SEVP requires full-time course enrollment in face-to-face classes for international students who have been issued an F-1 visa to attend school in the United States. The student may only enroll in 1 three-credit hour online course to complete the full-time load requirement per semester. If the full
load requirement has been met with face-to-face classes to include one 3-hour class, then the international student may enroll in additional online classes to a maximum load allowed under the degree being pursued. Dropping any face-to-face classes within the semester could result in being out of compliance with visa requirements. Any online course enrollment that falls outside of these guidelines for international students in the U.S. will result in the student being out of compliance and cannot be registered in SEVIS (part of Homeland Security). Contact the university’s International Student Office for additional information concerning these guidelines.

An SEVP-approved I-20 form may be issued only after admission requirements and the above monetary requirements have been satisfied.

Requirements for International Students Not Studying in the United States
In addition to the general application information at the beginning of this section, international students applying for an online program with no study/residence in the United States must communicate directly with the coordinator of the intended program about additional application information, including finances and English language proficiency requirements.

For international students outside the U.S. who enroll in online programming, SEVP guidelines do not apply.

Special Categories of Admission

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

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

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

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

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

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

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 seeking to withdraw from all classes should consult the academic calendar and/or their program director for withdrawal deadlines. In order to withdraw, students must submit the “Withdraw from All Classes” form via the portal (https://portal.uu.edu). 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.

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. Readmission is not guaranteed.

Graduation Policies and Requirements
Commencement is held in Jackson following spring semester (May), following fall semester (December), and following summer sessions (July). Students should participate in the appropriate ceremony according to degree completion deadlines.

An Application for Graduation must be completed online after being cleared by the appropriate graduate office.

Attendance at the activities related to graduation is expected. Students wishing to graduate in absentia must download and
complete the In Absentia Letter found on the Graduation website (www.uu.edu/events/graduation/InLetter.pdf).

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

**A candidate for the graduate degree must:**

- Successfully complete all degree requirements which are in effect for his/her program.
- Complete online Application for Graduation according to deadlines provided by the program office.
- Pay remaining balance on his/her account
- Settle all other obligations (fines, credentials, etc.) at the University.

**Financial Information**

**Expenses Due and Payable**

All expenses for the semester, after subtraction of financial aid, are due and payable before the first day of class for that semester. Students who have not paid in full or have a payment plan agreement will be withdrawn from all classes after the last day to add, which is one week after the beginning of the term. Students with an outstanding balance will not receive a diploma or academic transcript or be eligible to enroll for a subsequent term. Students preregistering for a semester must have their current account paid in full.

The General Student Fee covers a variety of University costs, including but not limited to the following: health services fee, admissions to athletic and campus-sponsored events, student activities, counseling services, student organization fees, career services, academic tutoring, wellness center membership, intramurals, post office box rental, student publications, computer lab/technology fee, online learning management system, graduation fee, printing, class dues, student ID, parking fee/sticker, and library services.

Please review the section below entitled “Financial Assistance” for additional information. The University accepts payment via Web Advisor, in person, or by phone or mail. Debit or credit card payments are subject to a convenience fee of 2.5%. Payment plans are available if needed, and may be established through the Office of Business Affairs. All financial information is subject to change without notice.

**Refunds**

A. Advance Deposits for New Students

A minimum tuition deposit of $200 is required after acceptance for admission to reserve a place in class; see program requirements for those that are program specific. This deposit applies to the tuition for the entering semester. A housing deposit of $100 is charged for room reservation in all resident complexes. All tuition and residence complex deposits will be refunded if the cancellation and request is made by May 1 for fall semester, December 1 for the spring semester, and May 1 for summer. NO REFUND WILL BE GIVEN ON CANCELLATIONS MADE AFTER THESE DATES. If the student is not accepted for admission, all deposits will be refunded. Requests for refund of tuition deposit must be submitted in writing to the Director of Admissions.

B. When dropping a class but not withdrawing from school: A refund will be given to those students who drop a course by the deadline to drop (course does not appear on transcript). Refund policy for the nine to sixteen week semester is as follows:

1. Days one through five ........................................ 100%
2. Days six through eleven ................................. 75%
3. After the eleventh day, there is no refund.

Refund policy for the three to eight week semester is as follows:

1. Days one through five........................................ 100%
2. After the fifth day, there is no refund.

C. When withdrawing from school: A student following proper procedures for withdrawing from all classes will be refunded tuition charges according to the chart below. Refunds on housing charges will be prorated to the end of the week in which the student withdraws up to day 25. Refunds on meal plans will be prorated to the end of the week in which the student withdraws. General Student Fee, lab fees, and all other fees are not refundable. Students withdrawing due to disciplinary action will not receive a refund on housing charges. Refund policy for the nine to sixteen week semester is as follows:

1. Days one through five ........................................ 100%
2. Days six through ten ..................................... 75%
3. Days eleven through fifteen ............................ 50%
4. Days sixteen through twenty-five ..................... 25%
5. After the twenty-fifth day, there is no refund.

D. Refund policy for the three week semester is as follows:

1. Day one ......................................................... 100%
2. Day two ....................................................... 75%
3. Day three ..................................................... 50%
4. Day four ....................................................... 25%
5. After day four, there is no refund.

E. Refund policy for the four and five week terms is as follows:

1. Day one and two ........................................... 100%
2. Day three ..................................................... 75%
3. Day four ....................................................... 50%
4. Days five and six ........................................... 25%
5. After day six, there is no refund.

F. Refund policy for the six week term is as follows:

1. Days one and two ........................................... 100%
2. Day three through day four ......................... 75%
3. Day five through day six .............................. 50%
4. Day seven through day eight ......................... 25%
5. After the eighth day, there is no refund.

G. Refund policy for the eight week terms is as follows:

1. Days one through four ................................... 100%
2. Days five through ten ................................... 75%
3. Days eleven through fifteen ............................ 50%
4. Days sixteen through eighteen ....................... 25%
5. After the eighteenth day, there is no refund.

H. 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 Affairs or the Assistant Vice President for Business Affairs.

**Equipment**

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

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

**Financial Assistance**

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

**Veterans**

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

**Treatment of Financial Assistance when a Student Withdraws**

**Federal Aid – Return of Title IV Aid Regulations**

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

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

**Other Financial Assistance**

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

**Effect on the Student’s Account**

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

**Employer Tuition Reimbursement**

The student is responsible for providing information to the University regarding their employer’s policies for reimbursement. If the employer reimburses the student directly, the student must pay the University in full at the time of registration. If the employer provides partial reimbursement directly to the University, the student must pay their portion of the tuition at the time of registration. The University will provide any required information to an employer when requested by the student.
2022–2023 ACADEMIC CALENDAR FOR NON-COHORT PROGRAMS

Accelerated Courses follow their specific calendars shown below. Graduate and non-traditional faculty, staff, and students may follow program specific calendars.

Students may add an online class before 10% of the class has been completed by securing the signature of his/her advisor. Students may add an online class after 10% of the class has been completed and before 25% of the class has been completed by securing the signature of his/her advisor and the instructor of the online class.

**Fall Semester 2022 (16-week semester, 2022FFA)**

**August**
18-22, Thursday-Monday ................................................................. Welcome Week
18, Thursday .................................................................................. Residence Complexes Open for New Students Only
21, Sunday ..................................................................................... Residence Complexes Open for Returning Students
23, Tuesday .................................................................................... Registration—Day Classes and 16-Week Evening Classes Begin
24-30, Wednesday-Tuesday ............................................................... *Late Registration
26, Friday ....................................................................................... Convocation
30, Tuesday .................................................................................... *Last Day to Add a Class

**September**
5, Monday ..................................................................................... Labor Day Holiday
6, Tuesday ...................................................................................... *Deadline to Drop (Course Does Not Appear on Transcript)
21, Wednesday .............................................................................. Assessment Day
29, Thursday .................................................................................. *Academic Progress Reports Due

**October**
13-14, Thursday-Friday .................................................................. Fall Holiday
25, Tuesday ..................................................................................... *Deadline to Drop (Course Appears on Transcript with “DR”)
27, Thursday .................................................................................... Priority Registration Begins for Spring 2023

**November**
1, Tuesday ..................................................................................... Campus and Community: A Day of Remembrance and Service
18, Friday ....................................................................................... **Residence Complexes Close
19-27, Saturday-Sunday ................................................................ **Thanksgiving Holidays
27, Sunday ...................................................................................... Residence Complexes Open

**December**
2, Friday ......................................................................................... *Last Day to Withdraw from All Fall Classes%
12-15, Monday–Thursday ................................................................ *Final Examinations
15, Thursday ................................................................................... **Residence Complexes Close
17, Saturday .................................................................................. Graduation

**August 8-Week Accelerated Semester, 2022 (2022AFA)**

**August**
22, Monday .................................................................................. Registration Closes for Monday Accelerated/Classes Begin
23, Tuesday .................................................................................... Registration Closes for Tuesday Accelerated/Classes Begin
25, Thursday ................................................................................... Registration Closes for Thursday Accelerated/Classes Begin
26, Friday ....................................................................................... Registration Closes for Saturday Accelerated Classes
27, Saturday .................................................................................... Saturday Accelerated Classes Begin
29, Monday .................................................................................... Deadline to Drop (Course Does Not Appear on Transcript)
31, Wednesday ............................................................................ Additional Monday Evening August Accelerated
September
5, Monday ................................................................................................................ Labor Day Holiday
7, Wednesday ............................................................................................................. Additional Thursday Evening August Accelerated
16, Friday .................................................................................................................. Deadline to Drop (Course Appears on Transcript with “DR”)
29, Thursday ............................................................................................................ Last Day to Withdraw from August Accelerated Classes

October
6-11, Thursday-Tuesday ...................................................................................... Final Exams for August Accelerated Classes

October 8-Week Accelerated Semester, 2022 (2022OFA)

October
13-14, Thursday-Friday ....................................................................................... Fall Holiday
17, Monday .............................................................................................................. Registration Closes for Monday Accelerated/Classes Begin
18, Tuesday ............................................................................................................. Registration Closes for Tuesday Accelerated/Classes Begin
20, Thursday ........................................................................................................... Registration Closes for Thursday Accelerated/Classes Begin
21, Friday ................................................................................................................ Registration Closes for Saturday Accelerated Classes
22, Saturday ............................................................................................................. Saturday Accelerated Classes Begin
24, Monday ............................................................................................................. Deadline to Drop (Course Does Not Appear on Transcript)
27, Thursday ........................................................................................................... Priority Registration Begins for Spring 2023

November
11, Friday ................................................................................................................ Deadline to Drop (Course Appears on Transcript with “DR”)
21-27, Monday–Sunday ........................................................................................... Thanksgiving Holidays

December
2, Friday ..................................................................................................................... Last Day to Withdraw from October Accelerated Classes
10-15, Saturday-Thursday ....................................................................................... Final Exams for October Accelerated Classes
17, Saturday ............................................................................................................. Graduation

<table>
<thead>
<tr>
<th>Final Examinations: Fall &amp; Spring Semesters</th>
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</thead>
<tbody>
<tr>
<td><strong>Hours for Exam</strong></td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>8 - 10 am</td>
</tr>
<tr>
<td>11 am - 1 pm</td>
</tr>
<tr>
<td>2 - 4 pm</td>
</tr>
</tbody>
</table>

Classes which meet at other times will be scheduled by the instructor and the College/School Dean. See “Academic Programs” section of the Catalogue for policies regarding Final Examinations.

* Refers to both evening and day classes which meet the full Fall and Spring Semester.
** Residents will not be housed between semesters and during holidays without permission of the Director of Residence Life.
% Excludes accelerated and cohort classes already completed.
Accelerated Courses follow their specific calendars shown below.
Graduate and non-traditional faculty, staff, and students may follow program specific calendars.

Spring 2023 (16-week semester, 2023FSP)

January
8, Sunday ................................................................................................................ Residence Complexes Open for New/Returning Students
10, Tuesday ............................................................................................................... *Late Registration
11-17, Wednesday–Tuesday ....................................................................................... *Late Registration
16, Monday .............................................................................................................. Martin Luther King Jr. Holiday
17, Tuesday .............................................................................................................. *Last Day to Add a Class
24, Tuesday ............................................................................................................. *Deadline to Drop (Course Does Not Appear on Transcript
### January Accelerated 8-Week Semester, 2023 (2023JSP)

#### January
- **9, Monday**: Registration Closes for Monday Accelerated
- **10, Tuesday**: Registration Closes for Tuesday Accelerated
- **12, Thursday**: Registration Closes for Thursday Accelerated
- **13, Friday**: Registration Closes for Saturday Accelerated Classes
- **14, Saturday**: Saturday Accelerated Classes Begin
- **16, Monday**: Martin Luther King Day Holiday
- **16, Monday**: Deadline to Drop (Course Does Not Appear on Transcript)
- **18, Wednesday**: Additional Class for Monday Accelerated Classes

#### February
- **3, Friday**: Deadline to Drop (Course Appears on Transcript with "DR")
- **20, Monday**: Last Day to Withdraw from January Accelerated Classes
- **27- March 4, Monday-Saturday**: Final Exams

### March 8-Week Accelerated Semester, 2023 (2023MSP)

#### March
- **5-12, Sunday–Sunday**: Spring Holidays
- **13, Monday**: Registration Closes for Monday Accelerated
- **14, Tuesday**: Registration Closes for Tuesday Accelerated
- **16, Thursday**: Registration Closes for Thursday Accelerated
- **17, Friday**: Registration Closes for Saturday Accelerated Classes
- **18, Saturday**: Saturday Accelerated Classes Begin
- **20, Monday**: Deadline to Drop (Course Does Not Appear on Transcript)
- **23, Thursday**: Priority Registration Begins for Summer and Fall, 2023

#### April
- **7, Friday**: Deadline to Drop (Course Appears on Transcript with “DR”)
- **21, Friday**: Last Day to Withdraw from March Accelerated Classes

#### May
- **April 29-May 4, Saturday-Thursday**: Final Exams
- **6, Saturday**: Graduation
Final Examinations: Fall & Spring Semesters

<table>
<thead>
<tr>
<th>Hours for Exam</th>
<th>1st Day</th>
<th>2nd Day</th>
<th>3rd Day</th>
<th>4th Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 10 am</td>
<td>8:00 MWF</td>
<td>8:00 TR</td>
<td>9:00 MWF</td>
<td>10:50 TR</td>
</tr>
<tr>
<td>11 am - 1 pm</td>
<td>1:00 MWF</td>
<td>12:15 TR</td>
<td>12:00 MWF</td>
<td>1:40 TR</td>
</tr>
<tr>
<td>2 - 4 pm</td>
<td>11:00 MWF</td>
<td>9:25 TR</td>
<td>2:00 MWF</td>
<td>3:05 TR</td>
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Classes which meet at other times will be scheduled by the instructor and the College/School Dean. See "Academic Programs" section of the Catalogue for policies regarding Final Examinations.

* Refers to both evening and day classes which meet the full Fall and Spring Semester.
** Residents will not be housed between semesters and during holidays without permission of the Director of Residence Life.
% Excludes accelerated and cohort classes already completed.

Summer 2023

May (4-week accelerated semester, 2023MAY)

May
7, Sunday.................................................................Residence Complexes Open
8, Monday.................................................................Registration—Day and Evening Classes Begin
9, Tuesday.............................................................Late Registration; Last Day to Add a Class
15, Monday..............................................................Deadline to Drop (Course Does Not Appear on Transcript)
18, Thursday........................................................Deadline to Drop (Course Appears on Transcript with “DR”)
29, Monday......................................................Memorial Day Holiday
30, Tuesday........................................................Last Day to Withdraw from All May Classes

June
2, Friday.................................................................Final Examinations
2, Friday..............................................................**Residence Complexes Close

June (4-week accelerated semester, 2023JUN)

June
4, Sunday.................................................................Residence Complexes Open
5, Monday.................................................................Registration—Day and Evening Classes Begin
6, Tuesday.............................................................Late Registration; Last Day to Add a Class
12, Monday........................................................Deadline to Drop (Course Does Not Appear on Transcript)
15, Thursday........................................................Deadline to Drop (Course Appears on Transcript with “DR”)
23, Friday...........................................................Last Day to Withdraw from all June Classes
28, Wednesday....................................................Final Examinations
28, Wednesday........................................................**Residence Complexes Close

July (4-week accelerated semester, 2023JUL)

June
29, Thursday........................................................Registration—Day and Evening Classes Begin
30, Friday.................................................................Last Day to Add

July
4, Tuesday..............................................................Independence Day Holiday
6, Thursday........................................................Deadline to Drop (Course Does Not Appear on Transcript)
11, Tuesday........................................................Deadline to Drop (Course Appears on Transcript with “DR”)
24, Monday........................................................Last Day to Withdraw from July Classes
27, Thursday........................................................Final Examinations
29, Saturday.......................................................Adult Studies and Graduate Studies Summer Graduation
May/June (8-week accelerated semester, 2023MJU)

May
8, Monday ................................................................. Registration Closes for Monday Accelerated/Classes Begin
9, Tuesday ................................................................. Registration Closes for Tuesday Accelerated/Classes Begin
11, Thursday ............................................................... Registration Closes for Thursday Accelerated/Classes Begin
12, Friday ................................................................... Registration Closes for Saturday Accelerated Classes
13, Saturday ................................................................. Saturday Accelerated Classes Begin
15, Monday ................................................................ Deadline to Drop (Course Does Not Appear on Transcript)
17, Wednesday ............................................................. Additional Class for Monday Accelerated Classes
24, Wednesday ............................................................. Additional Class for Thursday Accelerated Classes
29, Monday ................................................................ Memorial Day Holiday

June
2, Friday ................................................................ Deadline to Drop (Course Appears on Transcript with “DR”)
16, Friday ................................................................ Last Day to Withdraw from May/June Summer Classes
22-27, Thursday-Tuesday .............................................. Final Examinations

June/July (8-week accelerated semester, 2023JUJ)

June
5, Monday ................................................................. Registration Closes for Monday Accelerated/Classes Begin
6, Tuesday ................................................................. Registration Closes for Tuesday Accelerated/Classes Begin
8, Thursday ............................................................... Registration Closes for Thursday Accelerated/Classes Begin
9, Friday ................................................................... Registration Closes for Saturday Accelerated Classes
10, Saturday ................................................................. Saturday Accelerated Classes Begin
12, Monday ................................................................ Deadline to Drop (Course Does Not Appear on Transcript)
21, Wednesday ............................................................. Additional Class for Tuesday Accelerated Classes
30, Friday ................................................................ Deadline to Drop (Course Appears on Transcript with “DR”)

July
4, Tuesday ................................................................ Independence Day Holiday
14, Friday ................................................................ Last Day to Withdraw from June/July Summer Classes
22-27, Saturday-Thursday ............................................. Final Examinations
29, Saturday ................................................................ Summer Graduation (Graduate and non-traditional adult programs only)

May/June/July (12-week accelerated semester 2023EXT)

May
8, Monday ................................................................. Registration—Classes Begin
9-11, Tuesday-Thursday .................................................... Late Registration
11, Thursday ................................................................ Last Day to Add
18, Thursday ................................................................ Deadline to Drop (Course Does Not Appear on Transcript)
29, Monday ................................................................ Memorial Day Holiday

June
30, Friday ................................................................ Deadline to Drop (Course Appears on Transcript with “DR”)

July
4, Tuesday ................................................................ Independence Day Holiday
14, Friday ................................................................ Last Day to Withdraw from May/June/July Summer Extended Classes
24-27, Monday-Thursday .................................................. Final Examinations
29, Saturday ................................................................ Summer Graduation (Graduate and non-traditional adult programs only)

* Refers to both evening and day classes which meet the full Fall and Spring Semester.
** Residents will not be housed between semesters and during holidays without permission of the Director of Residence Life.
COLLEGE OF ARTS AND SCIENCES

Hunter Baker (2010). Dean for the College of Arts and Sciences and Associate Professor of Political Science. B.A., Florida State University; M.P.A., University of Georgia; J.D., University of Houston Law Center; Ph.D., Baylor University.

Katie Yeaglin (2018). Administrative Assistant to the Dean for the College of Arts and Sciences.

Mark Bolyard (2006). Associate Dean of Arts and Sciences and University Professor of Biology. B.A., Hanover College; Ph.D., University of North Carolina; Additional study, Michigan State University; Penn State College of Medicine.

James Marcus Lockett (2004). Professor of Biology and Director of Graduate Programs. B.S. and M.S., Murray State University; Ph.D., University of Tennessee.

John Kinchen, III (2018). Chair, Professor of Music and Director of Choral Activities. B.M., Eastman School of Music, University of Rochester; M.M., Florida State University; D.M.A., Boston University.

A list of faculty who teach in graduate programs is available online at www.uu.edu/academics/faculty/

Degrees Offered

- Master of Science in Biology
- Master of Science in Conservation Biology
- Master of Music in Music Technology

Mission Statement

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

Goals

- Excellence driven: The College of Arts and Sciences is committed to excellence in every aspect of the academy, including teaching, scholarship, and service.
- Christ-centered: The College of Arts and Sciences seeks to foster spiritual growth and the development of a vital Christian worldview in both faculty and students.
- People-focused: The College of Arts and Sciences consists of faculty and staff committed to modeling the concept of servant leadership.
- Future-directed: The College of Arts and Sciences seeks to nurture lifelong learning skills, empowering students and faculty to impact their local and global communities.
Available on the Jackson Campus

Purpose Statement:
To enhance student preparation for professional school, graduate school, or career opportunities.

Program Description
The Master of Science in Biology is offered through two tracks: Pre-Professional and General Biology. The Pre-Professional track is designed for students who are seeking to be better prepared for health-related professional programs. The General Biology track is a broader, more customized program for students who are seeking to further their education or career opportunities through advanced training in Biology. The program includes mentoring and advising for students for both professional programs and career preparation. The Master of Science in Biology is very affordable compared to similar programs around the country, and students who complete advanced training in Biology at Union are extremely well prepared to be successful at the professional level (for more information, please visit the program website at www.uu.edu/msbio).

Alternates List
Students who otherwise meet the eligibility requirements for the Master of Science in Biology but who apply after the entering class has been filled will be placed on an alternate list and will be notified if they are selected for inclusion in the program for the upcoming academic year. Students who are placed on the alternate list and who are not admitted will receive a refund of half of their Application Fee ($25).

Completion Requirements
Both the Pre-Professional and General Biology tracks require 30 credit hours and a final GPA of 3.0 to graduate. Students should complete the 30 hours over two semesters, typically taking 15 hours in the fall and 15 hours in the spring. This sequence includes a 2 hour required course in the fall, Career Development in Biology, and a 2 hour required Graduate Project in both the fall and spring, leading to the completion of a non-thesis final paper. At least two courses during the fall and spring terms should include the accompanying lab section. Students may take additional laboratory sections if space permits.

A. Bio 518, 570, 571, 598
B. Fall Semester: Three courses from Bio 510, 512, 517, 519, 520, 521, 525, 527, or 540 (two of the selected courses must have a lab component). Additional options for General Track: Bio 501, 529, 536, 543, 555, 559.
C. Spring Semester: Three courses from Bio 505, 507, 510, 515, 516, 522, 523, 527, or 544 (at least one of the selected courses must have a lab component). Additional options for General Track: Bio 511, 528, 535, 537, 538, 555, 558.
D. Special Topics in Cell and Molecular Biology may be considered if applicable (Bio 597).

Each student will choose a mentor who will work closely with the student to select appropriate courses. The mentor will also work with the student throughout the Graduate Project courses to complete the non-thesis final paper.

Admission Information

Admission Requirements
- Bachelor’s degree from accredited college or university; Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
- Minimum undergraduate GPA of 2.5.
- Minimum of 12 undergraduate hours in biology applicable to a biology major.
- Statement of purpose (500-1000 words) which identifies your educational goals and expectations from the program, as well as your primary and secondary career objectives.
- Three letters of recommendation.
- Scores from professional exam recommended (i.e., GRE, MCAT, PCAT, etc.).

Retention Criteria
- Must maintain minimum 3.0 GPA
- If not achieved after Fall term, student will be on probation, and will be able to raise the GPA with the Winter term course.
- If GPA of 3.0 is not achieved after Winter term, student will meet with the program director to discuss progress.

Financial Information
- Application Fee: $50
- Laboratory Fees: A lab fee will be assessed for each lab course.
- Tuition/semester hour: $540
- Deposit: $500 (will be applied to your first semester’s tuition following matriculation; due May 1 or within two weeks of acceptance of your application. The deposit is 100% refundable within 20 business days of the acceptance of your application, 50% refundable between 21 and 35 days after acceptance of your application, non-refundable after 35 days of acceptance of your application). No refunds of deposits will be given after July 1.
- General Student Fee: $25/hour
- All financial information is subject to change without notice.
Financial Assistance

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans (www.uu.edu/financialaid/loans/alternative-lender-list.cfm), depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program. Additional external scholarship information may be obtained through www.fastweb.com

Course Descriptions: Biology (BIO)

501. Invertebrate Zoology (4) F–Even Years
Students will develop practical vocational skills by working within a framework of designing, performing, and communicating novel scientific research as we explore the diversity, natural history, physiology, and behavior of invertebrate animals. Three hours lecture and 3 hours laboratory/week.

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

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

510. Advanced Human Gross Anatomy (3) F, S
This course will incorporate the dissection of cadavers and viewing of anatomical models in understanding the nervous, endocrine, cardiovascular, respiratory, digestive, and urinary systems of the human body. Additional emphasis is placed on the needs of professional health care personnel.

511. Conservation Techniques (3) S–Even Years
A field intensive introduction to techniques for determining the age of many species, trapping for population assessments, terrestrial and aquatic sampling methods, methods for assessing population health through necropsies, and habitat management techniques. One hour lecture and 6 hours laboratory/week.

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

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

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

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

518. Career Development in Biology (2) F
This course is designed to develop critical professional skills in students interested in a career in the biological sciences. An emphasis will be in guiding the students through the professional or graduate school application process, specifically developing their interviewing skills. It will stress the significance of networking in professional and social development and help the students find the best fit for their professional education or job search, as well as educating them on alternative career paths in the biological sciences.

519. Clinical Microbiology (2) F
A review of the organisms associated with infections in humans with application directed towards those most commonly encountered in the United States. This will focus on how the body responds to various types of infections, and relevant clinical treatment methods.

520/520L. Immunology (3) and Immunology Lab (1) F
Structure and function of the immune system and some diseases related to the immune system. Laboratory will focus on a group research project. Three hours lecture and optional 3 hours laboratory/week.

521/521L. Advanced Human Anatomy & Physiology I (3) and Advanced Human Anatomy & Physiology I Lab (1) F
The 1st of a 2-semester sequence designed to establish a knowledge base of human anatomy and physiology. Body systems studied include the integumentary, skeletal, muscular, and nervous systems. Three hours lecture and optional 3 hours laboratory/week.
522/522L.  Advanced Human Anatomy and Physiology II (3) and Advanced Human Anatomy & Physiology II Lab (1) S
Prerequisite: BIO 521.
A continuation of BIO 521 studying body systems: endocrine, cardiovascular, respiratory, urinary, digestive, and lymphatic. Three hours lecture and optional 3 hours laboratory/week.

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

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

527.  Pathobiology (4) F or S
This course introduces students to the pathophysiology underlying human disease progressions with an emphasis on cell injury, adaptation and death, genetic components of disease processes, systemic disease, including cardiovascular, renal, respiratory, endocrine, neurologic and gastrointestinal disorders, and neoplasia. Along with lectures, students will engage with primary research literature to enhance their understanding of various disease processes and research methodology, including critical analysis of basic science and epidemiological data.

528.  Tropical Ecology (4) Su
This field course is designed to showcase the basic flora and fauna of the tropics and review ecological principles within these unique tropical environments. Lectures and labs focus on the nature of life in tropical climates with specific emphasis on coral reefs, tropical rainforests, mangrove swamps, and seagrass communities. Through learning activities students review taxonomic diversity, form and function, ecological roles, and adaptations of representative tropical organisms. Topics include: adaptation to disturbance, physiological mechanisms, loko-motion and migrations, defenses against predation, sensory reception, productivity, feeding, biodiversity, reproduction and symbiosis through the lens of tropical ecosystems. Three hours lecture and 3 hours laboratory/week.

529.  Environmental GIS (4) F–Odd Years
This course is an introduction to GIS (Global Information Systems) in the context of applications that focus on the environment, conservation biology, and ecology. Main topics covered during the semester will include the historical development of GIS technology, its application, and its theoretical background. Students will develop skills and competency using GIS software and data collection tools. They will apply program knowledge and skills to investigate questions related to ecology, wildlife management, conservation biology, and natural resource management. Three hours lecture and 3 hours laboratory/week.

535.  Conservation Biology (3) S–Even Years
A study of the principles of conservation and wildlife management. Examines the ecology of species of interest and the habitat manipulation techniques used in the conservation of such organisms.

536/536L.  Ecology and Conservation of the Vertebrates (3) and Ecology and Conversation of the Vertebrates Lab (1) F–Even Years
Study of the natural history and ecology of North American vertebrates, including fish, amphibians, reptiles, birds and mammals. Conservation concerns of particular vertebrates will be examined. Three hours lecture and optional 3 hours laboratory/week.

537.  Taxonomy of the Vascular Plants (4) S–Odd Years
A study of the vascular plants of the eastern United States, focusing on the common herbaceous plants, vines, shrubs, and trees and their identification in the field. Field trips required. Two hours lecture and 6 hours laboratory/week.

538/538L.  Ecology (3) and Ecology Lab (1) S
A study of the interactions between organisms and their biological and physical environments. Three hours lecture and optional 3 hours laboratory/week.

540.  Experimental Design and Biostatistics (4) F
Statistical analysis of data in a biological context. Students will be given the opportunity to identify a variety of biological problems, develop specific questions, design and conduct experiments to address these questions, formulate and test hypotheses, choose and run the appropriate statistical test, and interpret the outcomes of such test. Three hours lecture and 3 hours laboratory/week.

543.  Natural Resources Policy (3) F–Odd Years
Examines current laws and policies governing public and private lands and the conservation of wildlife in the United States.

544.  Cancer Biology (3) S, February Accelerated
This eight week directed study course will focus on the cellular and molecular mechanisms of cancer progression, with emphasis on key discoveries and current research. Topics include: cellular transformation, malignancy, metastatic disease and common genetic mutations. Students will review, discuss and present current literature in the field and explore related studies on cancer systems biology, holistic/functional treatments, and oncology related health disparities. Web based format, with scheduled meetings TBD on the Jackson campus.

555.  Environmental Ethics (3) F–Odd Years
This course will examine the relationship between humans and their natural environment; addressing the problems confronting the necessity to balance conservation with human need and the use of natural resources. Topics to be explored include an ethical consideration for the urban environment and of wilderness preservation, the interplay of local and global environmental ethics, and the ethics of sustainability. An overarching view of the scope of historical and modern bioethical issues will also enter into our discussions.
556. Marine Biology (3) S
Lectures and labs on the nature of life in the ocean and in coastal environments. The first part of the semester is spent at Union University facilities and the second part is spent exploring the coastal environments of South Georgia and the Atlantic Coast of Florida. There is an extra fee associated with this class.

557. Ornithology (3) S
Focuses on the identification and ecology of birds in the eastern United States. Multiple field trips are required, culminating with a 10-day trip to South Georgia and Florida. There is an extra fee associated with this class.

558/558L. Plant Physiology (3) and Plant Physiology Lab (1) S–Even Years
Study of physiological factors influencing the chemical and structural composition of plant absorption and utilization of water and minerals; photosynthesis, translocation, respiration, nitrogen metabolism; and growth and development. Physiology is the study of how plants function, including resource acquisition, energy creation and use, resource allocation, life cycle, and stress response. Three hours lecture and optional 3 hours laboratory/week.

559. Dendrology (4) F–Even Years
This course will focus on the identification and management of trees, focusing on forest ecology and silvicultural practices. The laboratory will include field trips that will focus on tree identification. Three hours lecture and 3 hours laboratory/week.

570. Graduate Project I (2) F
Students enrolling in this course will work with a faculty mentor on a year-long project, culminating in a research paper, which will be defended in a public forum before a committee of three faculty members (including the mentor). The mentor will work with the student to select courses to support the general overview of the project.

571. Graduate Project II (1-4) S
Continuation of BIO 570.

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

597. Special Topics in Cell and Molecular Biology (3) S
Variable content course designed to address cutting-edge topics in cell and molecular biology.

598. Graduate Seminar (1) F, S
Students will develop proficiency in searching biological literature, writing a well-constructed summary of primary literature, making an oral presentation of primary literature and data analysis. Students will improve their critical thinking skills and their ability to evaluate and explain data. Students will also engage in meaningful discussions with other students and Biology Faculty on a number of relevant biological topics. This course may be repeated once.
Available on the Jackson Campus

Purpose Statement:
To provide enhanced training in Conservation Biology to students who desire to enhance their career or prepare for doctoral studies.

Program Description
Students will perform an extensive research project on which they will write their thesis. A flexible curriculum allows students to explore their specific interests. For more information, please visit the program website at www.uu.edu/msconbio.

Admission Information

Admission Requirements
• Bachelor’s degree from accredited college or university; Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
• Minimum undergraduate GPA of 2.75.
• Minimum of 12 undergraduate hours in biology applicable to a biology major. Conservation biology, biology, environmental science, forestry, or related area is preferred.
• Statement of purpose (500-1000 words) which identifies your educational goals and expectations from the program, as well as your primary and secondary career objectives.
• Research topic selection (500-1000 words): Explain your rationale and interest in a particular research project and how you anticipate this particular project assisting you in your career.
• Three letters of recommendation.
• Scores from GRE are required.

Retention Criteria
• Must maintain minimum 3.0 GPA
• Successful proposal defense completed during the first semester or first winter term.
• Committee approval and satisfactory progress towards project completion.

Alternate List
Students who otherwise meet the eligibility requirements for the Master of Science in Conservation Biology but who apply after the entering class has been filled will be placed on an alternate list and will be notified if they are selected for inclusion in the program for the upcoming academic year.

Financial Assistance
Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans (www.uu.edu/financialaid/loans/alternative-lender-list.cfm), depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program. Additional external scholarship information may be obtained through www.fastweb.com.
Course Descriptions: Biology (BIO)

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Students will develop practical vocational skills by working within a framework of designing, performing, and communicating novel scientific research as we explore the diversity, natural history, physiology, and behavior of invertebrate animals. Three hours lecture and 3 hours laboratory/week.

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A field intensive introduction to techniques for determining the age of many species, trapping for population assessments, terrestrial and aquatic sampling methods, methods for assessing population health through necropsies, and habitat management techniques. One hour lecture and 6 hours laboratory/week.

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Study of the similarities of anatomy and early development of vertebrates, complemented by dissection of representative adults. Three hours lecture and optional 3 hours laboratory/week.

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A study of the principles of heredity including both classical and molecular genetics. Three hours lecture and optional 3 hours laboratory/week.

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A study of the principles of physiology, emphasizing metabolic processes common to many organisms. Three hours lecture and optional 3 hours laboratory/week.

528. Tropical Ecology (4) Su
This field course is designed to showcase the basic flora and fauna of the tropics and review ecological principles within these unique tropical environments. Lectures and labs focus on the nature of life in tropical climates with specific emphasis on coral reefs, tropical rainforests, mangrove swamps, and seagrass communities. Through learning activities students review taxonomic diversity, form and function, ecological roles, and adaptations of representative tropical organisms. Topics include: adaptation to disturbance, physiological mechanisms, loco-motion and migrations, defenses against predation, sensory reception, productivity, feeding, biodiversity, reproduction and symbiosis through the lens of tropical ecosystems. Three hours lecture and 3 hours laboratory/week.

529. Environmental GIS (4) F
This course is an introduction to GIS (Global Information Systems) in the context of applications that focus on the environment, conservation biology, and ecology. Main topics covered during the semester will include the historical development of GIS technology, its application, and its theoretical background. Students will develop skills and competency using GIS software and data collection tools. They will apply program knowledge and skills to investigate questions related to ecology, wildlife management, conservation biology, and natural resource management. Three hours lecture and 3 hours laboratory/week.

535. Wildlife Management (3) S–Even Years
A study of the principles of conservation and wildlife management. Examines the ecology of species of interest and the habitat manipulation techniques used in the conservation of such organisms.

536/536L. Ecology and Conservation of the Vertebrates (3) and Ecology and Conversation of the Vertebrates Lab (1) F–Even Years
Study of the natural history and ecology of North American vertebrates, including fish, amphibians, reptiles, birds and mammals. Conservation concerns of particular vertebrates will be examined. Three hours lecture and optional 3 hours laboratory/week.

537. Taxonomy of the Vascular Plants (4) S–Odd Years
A study of the vascular plants of the eastern United States, focusing on the common herbaceous plants, vines, shrubs, and trees and their identification in the field. Field trips required. Two hours lecture and 6 hours laboratory/week.

538/538L. Ecology (3) and Ecology Lab (1) S
A study of the interactions between organisms and their biological and physical environments. Three hours lecture and optional 3 hours laboratory/week.

540. Experimental Design and Biostatistics (4) F
Statistical analysis of data in a biological context. Students will be given the opportunity to identify a variety of biological problems, develop specific questions, design and conduct experiments to address these questions, formulate and test hypotheses, choose and run the appropriate statistical test, and interpret the outcomes of such test. Three hours lecture and 3 hours laboratory/week.

543. Natural Resources Policy (3) F–Odd Years
Examines current laws and policies governing public and private lands and the conservation of wildlife in the United States.

555. Environmental Ethics (3) F–Odd Years
This course will examine the relationship between humans and their natural environment; addressing the problems confronting the necessity to balance conservation with human need and the use of natural resources. Topics to be explored include an ethical consideration for the urban environment and of wilderness preservation, the interplay of local and global environmental ethics, and the ethics of sustainability. An overarching view of the scope of historical and modern bioethical issues will also enter into our discussions.

556. Marine Biology (3) S
Lectures and labs on the nature of life in the ocean and in coastal environments. The first part of the semester is spent at Union University facilities and the second part is spent exploring the coastal environments of South Georgia and the Atlantic Coast of Florida. There is an extra fee associated with this class.
557. Ornithology (3) S
Focuses on the identification and ecology of birds in the eastern United States. Multiple field trips are required, culminating with a 10-day trip to South Georgia and Florida. There is an extra fee associated with this class.

558/558L Plant Physiology (3) and Plant Physiology Lab (1) S–Even Years
Study of physiological factors influencing the chemical and structural composition of plant absorption and utilization of water and minerals; photosynthesis, translocation, respiration, nitrogen metabolism; and growth and development. Physiology is the study of how plants function, including resource acquisition, energy creation and use, resource allocation, life cycle, and stress response. Three hours lecture and 3 hours laboratory/week.

559. Dendrology (4) F–Even Years
This course will focus on the identification and management of trees, focusing on forest ecology and silvicultural practices. The laboratory will include field trips that will focus on tree identification. Three hours lecture and optional 3 hours laboratory/week.

575. Graduate Research (1-6)
Research experience as part of the completion of the Masters in Conservation Biology. Variable credit to be determined in consultation with faculty mentor.

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

598. Graduate Seminar (1) F, S
Students will develop proficiency in searching biological literature, writing a well-constructed summary of primary literature, making an oral presentation of primary literature and data analysis. Students will improve their critical thinking skills and their ability to evaluate and explain data. Students will also engage in meaningful discussions with other students and Biology Faculty on a number of relevant biological topics. This course may be repeated once.
Available online

Mission
Union University’s Master of Music in Music Technology degree is a 36-credit hour program delivered entirely online and designed to prepare graduates to work in the music profession.

Admission Information
Admissions requirements
The program accepts students on a rolling admissions basis, so a student is able to enter the program at any point during one of the 8-week terms that courses are offered (Fall 1 and 2, Spring 1 and 2, and Summer 1 and 2). A prospective student who has earned a baccalaureate degree from an approved institutionally accredited college or university may be admitted under one of the following classifications.

Regular Admission
• A bachelor’s degree in music, commercial music, worship, jazz studies, or recording industry studies (or equivalent)
• A minimum 3.0 (4.0 scale) cumulative grade point average in undergraduate work
• Three acceptable letters of recommendation
• No GRE or other standardized tests are required.

Provisional Admission
• Students may be admitted on a provisional basis if one or more of the requirements listed above are judged to be marginal. Specific provisions for exiting provisional status will be set in each case by the admissions committee and must be satisfied before proceeding past the first 12 semester hours of course work.

Program Features
Students may select one of the following program emphases:
Live Performance Technology or Studio Recording/Post-Production Technology.

Graduation Requirements
• Successful completion of 36 credit hours in music technology at the graduate level, maintaining a 3.0 GPA in the program.
• Successful completion of all required courses
• Degree audit verifying the completion of the courses.

Financial Information
Application Fee: .......................................................... $50
General Student Fee: ........................................ $25/hour
Tuition/semester hour: .............................................. $590

All financial information is subject to change without notice.

Financial Assistance
Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Course Offerings in Music Technology (MUT)
All courses offered during Fall 1 and 2, Spring 1 and 2, and Summer 1 and 2

501. Introduction to Music Graduate Study (3)
An orientation and introduction to graduate study in music at Union University, focusing on program technology requirements, current readings and trends in music technology, techniques of scholarly writing, research in music technology and the application of the student’s personal experiences, opportunities, and ambitions as related to their anticipated career and life objectives within the music industry. The course also introduces various types of computer technology and audio hardware and its application to music, MIDI sequencing, digital recording, and hardware associated with recording.

503. History of Music Technology and Industry Applications (3)
An historical overview of the development, progression, and application of music technology from the first days in the recording industry to the present. Additionally, this class provides an introduction to DAW software, music recording concepts and the most current processes of production.

510. Ear Training and Music Theory for Music Technology (3)
Instruction in theory analysis and ear training using a variety of musical styles. Students will be expected to analyze, transcribe and create charts that could be used in live performance or studio recording sessions. The focus will be on ear training analysis and theoretical transcription in order to achieve practical musicianship necessary to operate in professional situations.
520. Music Business Career Essentials (3)
A focus on music technology tools, platforms and services used by the modern music business entrepreneur. Study topics include office technology, copyright/licensing services, royalty collection services, distribution platforms, multi-user project platforms, and the impact, both positive and negative, that technology has had on the music business. Additional focus will be placed on using online tools, social media platforms, promotion, management, and various types of contracts. Students will create a one-sheet, electronic press kit, and personal business plan for careers moving forward.

525. Live Performance and MIDI Programming Technology (3)
This course covers topics related to live performance production and MIDI programming technologies. Students learn to use the most current versions of Logic for programming of high-level mockups for songs in various styles. Ableton Live will be studied for use in live performance and programming, including work with stems and real-time triggering. Students will also create and manipulate a template of sample based virtual instruments using Musical Instrument Digital Interface (MIDI). Additional topics will include the use of midi technology for sound reinforcement and lighting systems.

530. Music Technology for TV, Gaming and Film (3)
An overview of the technology and techniques used in the creation of music and audio for use in video, film, and TV production. Concepts to be studied include video import to ProTools, synchronization and SMPTE time code, spotting, field audio recording, dialog replacement, Foley, and the use of software editing platform for final mix-down.

541. Studio Acoustics, Set-up and Signal Flow (3)
This course provides “hands-on” experience and training in sound system setup, design, implementation and live “front of house” and monitor mixing for concert venues, tours and church venues. Students will apply their live production skills using the components of a typical sound system, including loudspeakers, loudspeaker management, analog and digital mixing consoles, inboard and outboard gear, microphones, monitors, general stage setup, using in-ear monitoring, virtual sound checks and recording live shows/concerts/services for “live” recording projects.

542. Advanced Studio Recording Technology (3)
This course is an in-depth study of the fundamentals of recording studio acoustics, studio design, signal flow, studio setup, patch bay design, soldering, HDX cards/chassis, session set-up and how all these things relate to any kind of audio recording and producing in function and application. Additional topics include recording console set-up, microphone application/placement, first and second engineer skill sets, signal processing, troubleshooting, and critical listening as well as fundamentals for music production and album creation.

560. Digital Music Noteation (3)
Students acquire an intermediate skill level in the usage of Finale music notation software. Course activities focus on the role of score preparation, part extraction, workflow, and preparation for publishing. Differing formats will also be explored such as full score, parts, lead sheets, etc.

563. Venue Acoustics and Mixing Concepts (3)
This is a survey course dealing with a wide variety of topics related to live sound and concert production, including venue acoustics, room tuning, mixing concepts for different spaces, and implementation of lighting systems. The course also discusses the components of a typical sound system, using analog and digital consoles, inboard and outboard effects, and the effect of microphones, monitors, and general stage setup on the entire mixing process. This course also touches on working with clients (promoters, stage managers, and musicians on stage) as well as technicians.
670. Mixing Concepts I (3)
Students will learn to create polished industry standard mixes with music content in stereo and 9.1 Dolby surround sound. These mixes will be completed using all available tools to achieve professional sound, a personal sonic identity and by applying all techniques acquired in the music technology program. Students will also learn to employ critical and analytical listening skills in music mixing as well as the ability to compare/contrast the attributes of differing mix processes.

671. Advanced mixing Concepts and Mastering (3)
Students will learn to create polished music content with mastered, album quality mixes in stereo and 9.1 Dolby surround sound using all available tools to achieve professional sound, a personal sonic identity and apply all techniques learned in the music technology program. Students will also learn to employ advanced critical and analytical listening skills in music mixing as well as the ability to compare/contrast the attributes of differing mix processes including the detection of clarity issues. Students will apply their production and mixing skills in a capstone studio mixing and mastering projects.

690. Capstone Project (3)
The capstone project is the culminating experience in the Master of Music degrees with specific emphasis, demonstrating mastery and synthesis of knowledge and skills learned in the program.
**MCAFEE SCHOOL OF BUSINESS**

Jason Garrett (2017). Dean for the McAfee School of Business and Professor of Marketing. B.B.A., Oklahoma Baptist University; M.B.A., Washington University; Ph.D., University of Missouri.

Brooke Glover Emery (2010). Associate Dean for the McAfee School of Business and Associate Professor of Marketing. B.A., Rhodes College; M.B.A., Union University.


Karen C. Miller (1997). James and Shirley Porter Chair in Business, MAcc Program Coordinator, and Professor of Accounting. B.S.B.A., Freed-Hardeman University; M.Acc., University of Tennessee, Martin; Ph.D., University of Mississippi; C.P.A.


A list of faculty who teach in graduate programs is available online at [www.uu.edu/academics/faculty/](http://www.uu.edu/academics/faculty/).

**Degrees Offered**

- Master of Business Administration (MBA)
- Master of Accountancy (MAcc)

**Mission Statement**

Developing business leaders to fulfill their purpose in Christ and society.

Developing business leaders is central to the mission of the McAfee School of Business. Academic excellence is fundamental to developing people who are strong in their functional area and leaders in business. In the McAfee School of Business, we focus on disciplinary knowledge and high impact practices such as collaborative projects, research, community-based learning, internships, and course projects. Being future-directed, we believe business leaders will develop from functional knowledge and opportunities to practice business with faculty supervision.

Business provides a unique opportunity for leaders to fulfill their purpose in Christ. Paul spent time in the marketplace (Acts 17:17) so that he might join in conversation with the people of his day. To prepare our students to be Christ-centered in the modern-day marketplace we focus on faith integration, which includes faith practices such as modeling Christ-like business decisions, integrating Biblical lessons with business, developing meaningful interactions with students, and praying for students.

The people-focus of the McAfee School of Business is demonstrated through strong student-faculty interaction and faith integration which prepare students to fulfill their purpose in society. This is exhibited through the development of programs based upon business community needs, superior career outcomes, and the ongoing success of our students.
Available on the Jackson and Germantown Campuses and Online

The MBA Program

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

Program Emphasis

The Union MBA offers a flexible course of study with entry points in August, October, January, March and June each year. Courses are offered either fully online or through a hybrid integration which blends online with face-to-face interaction. Combined, this gives working professionals and full-time students the ability to complete a top quality AACSB accredited MBA in 12, 18 or 24 months.

Courses in the Union MBA are taught by faculty who combine practical work experience with strong academic backgrounds. The combination of professional and academic qualifications provides a rich and relevant classroom experience for our graduate students.

There are twelve (3-hour) courses in the Union MBA. To complete the program, students may choose to complete the traditional MBA program, or obtain a concentration in Accounting, Human Resources, Leadership, or Marketing. Students may also choose a Thesis option to complete the MBA upon the approval of the Graduate Program Director.

Expected Outcomes

The program strives to achieve the following learning outcomes:
1. Each student will apply methods from a variety of disciplines to solve business problems.
2. Each student will demonstrate knowledge of the ability to lead in team situations—to motivate and influence others in order to achieve organizational goals.
3. Each student will be an effective communicator with the ability to prepare and deliver oral and written presentations using appropriate technologies.
4. Each student will be skilled in critical thinking and decision-making, as supported by the appropriate use of analytical and quantitative techniques.
5. Each student will demonstrate the ability to make personal and business decisions based on values informed by the Christian worldview.

Dual-Degree Options

Dual Degree options are offered in conjunction with the College of Nursing, the College of Pharmacy, the School of Social Work, and the School of Theology and Missions. Interested students enrolled in either the Master of Science in Nursing, Doctor of Nursing Practice, Doctor of Pharmacy, Master of Social Work, or Master of Christian Studies programs may apply for the MBA dual-degree option. The design of these programs reduces the total courses required to complete both degrees. All regular admission requirements must be met.

Dual Degrees may be obtained within the McAfee School of Business between the MBA and the Master of Accountancy (MAcc). Six hours earned in the MBA program may be counted in the MAcc.

A dual degree has been established with the Southern Baptist Theological Seminary (SBTS). According to this agreement, Union will accept six hours from SBTS Master of Divinity courses, and Southern Seminary will accept twelve hours from Union’s MBA program.

Students should seek advice from each respective program regarding these options. In all dual degree options, at least 60 total hours must be completed for the dual degree. Applicants to dual degrees must apply to and be accepted to each program separately, per current admission requirements of each program.

Plus 1 Year MBA Option

After admission to the MBA program, Union undergraduate students may take up to 9 hours of MBA courses after earning senior classification. Additional graduate hours may be taken upon approval of the Graduate Program Director. All regular admission requirements must be met except the requirement to possess a bachelor’s degree and take the GMAT/GRE.

Admission Information

Regular Admission Requirements

1. One of the following:
   a. a bachelor’s degree from an institutionally accredited university with a minimum 3.0 GPA or
   b. a bachelor’s degree from an institutionally accredited university with a minimum 2.5 GPA and two years relevant work experience or a 450 GMAT score, (or GRE equivalent)
2. Complete application (with a resume and two references) for the MBA program, with application fee,
3. Sign the Union University Community Values Statement for Adult/Non-traditional Students,
4. Official transcript(s) from the awarding institution showing award of the highest degree earned and any requested transfer credits.
5. Completion of a letter of application or 3-minute video application.
6. For students from countries where English is not the recognized first language, TOEFL test results of 80 or higher is required.
Waiver of GMAT/GRE Requirement
Applicants may receive a waiver of the GMAT or GRE requirement if they meet one or more of the following conditions:

a. Applicants with a graduate degree earned from an institutionally-accredited college or university.

b. Applicants with at least five years of professional or managerial business experience.

c. Students pursuing a dual degree at Union University in the Doctor of Pharmacy, the Master of Science in Nursing, the Doctor of Nursing Practice, Master of Social Work, or Master of Christian Studies programs.

d. Recent (5 years or less) graduates from Union University with the Bachelor of Science in Business Administration degree and a cumulative GPA of 3.0 or greater.

e. Recent (5 years or less) graduates from an institutionally-accredited institution with a degree in a STEM (science, technology, engineering, mathematics) discipline.

Applicants must complete a request for waiver of the GMAT/GRE requirement during the application process. Requests for waiver will be considered by the Graduate Business Admissions Committee. If approved, the applicant will be admitted without the requirement to submit a GMAT or GRE score.

Prerequisites
Graduate Business Foundations (MBA 602) will be required of all students without an undergraduate or graduate business major. In the case of Union University students, a minor in business administration will also suffice. MBA 602 will not count towards the hours required 36-hours to complete the MBA program.

The Graduate Program Director may recommend or require the completion of preparatory courses, self-study, or other work prior to enrollment.

Conditional Admission Requirements
Conditional admittance may be granted to a student after review by the Graduate Admissions Committee. Conditional admittance allows a student to take up to 6 hours of coursework after completion of MBA 602 Graduate Business Foundations. A student earning a 3.0 or greater GPA in the first 6 hours beyond foundations coursework removes conditional admittance status.

Extraordinary cases beyond these guidelines will be reviewed by the graduate admissions committee. These cases will include a personal interview with at least one member of the graduate admissions committee.

Transfer of Credit
Normally, up to six hours of graduate credit for courses earned within the last five year from an AACSB accredited school of business or equivalent may be transferred to Union University. No grade less than “B” may be transferred.

Academic Suspension
A student enrolled in the MBA program will be suspended from the program upon earning three grades of “C” or below. In an effort to remove these grades while suspended from the MBA program, the student may repeat those courses in which a “C” or below has been received to remove the suspension and continue progress toward graduation. According to university Academic Probation and Suspension Policy in this catalogue, a student may only repeat a course one time.

Graduation Requirements

I. Completion of 36 hours to include 24 hours of MBA core and 12 hours electives. Unless noted, courses are 3 hours.

MBA core—24 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 601</td>
<td>MBA Orientation (0 hours)</td>
</tr>
<tr>
<td>MBA 610</td>
<td>Managerial Economics</td>
</tr>
<tr>
<td>MBA 613</td>
<td>Analytical Managerial Accounting</td>
</tr>
<tr>
<td>MBA 620</td>
<td>Ethical Management</td>
</tr>
<tr>
<td>MBA 625</td>
<td>Managerial Finance</td>
</tr>
<tr>
<td>MBA 628</td>
<td>Strategic Marketing</td>
</tr>
<tr>
<td>MBA 642</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>MBA 648</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>MBA 653 OR 635</td>
<td>Operations Management OR Business Analytics</td>
</tr>
</tbody>
</table>

The following are optional ways to utilize elective hours:

A. MBA Track

Choose one of the following:

1. Human Resource Concentration—12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 632</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MBA 633</td>
<td>Employee Training and Development</td>
</tr>
<tr>
<td>MBA 634</td>
<td>Human Resource Strategy</td>
</tr>
<tr>
<td>Select</td>
<td>3-hour MBA elective</td>
</tr>
</tbody>
</table>

2. Accounting Concentration—12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Select</td>
<td>3 MACC courses, excluding MACC 684</td>
</tr>
<tr>
<td>Select</td>
<td>3-hour MBA elective</td>
</tr>
</tbody>
</table>

3. Leadership Concentration—12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 621</td>
<td>Business &amp; the Legal Environment</td>
</tr>
<tr>
<td>MBA 622</td>
<td>Social Issues in Management</td>
</tr>
<tr>
<td>MBA 639</td>
<td>Executive Leadership</td>
</tr>
<tr>
<td>Select</td>
<td>3-hour MBA elective</td>
</tr>
</tbody>
</table>

4. Marketing Concentration—12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 636</td>
<td>Digital Marketing</td>
</tr>
<tr>
<td>MA 637</td>
<td>Marketing Decision-Making</td>
</tr>
</tbody>
</table>
5. Business Analytics Concentration—12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 635</td>
<td>Business Analytics</td>
</tr>
<tr>
<td>MBA 624</td>
<td>Data Management in Business</td>
</tr>
<tr>
<td>MBA 641</td>
<td>Data Visualization</td>
</tr>
<tr>
<td>MBA 616</td>
<td>Advanced Analytics &amp; Information Systems</td>
</tr>
</tbody>
</table>

6. Healthcare Management Concentration—12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 639</td>
<td>Executive Leadership</td>
</tr>
<tr>
<td>Select 3 from:</td>
<td></td>
</tr>
<tr>
<td>646: Issues in Healthcare Management</td>
<td></td>
</tr>
<tr>
<td>644: Healthcare Finance</td>
<td></td>
</tr>
<tr>
<td>645: Healthcare Marketing &amp; Management</td>
<td></td>
</tr>
<tr>
<td>643: Strategic Negotiations &amp; Conflict Resolution</td>
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</tbody>
</table>

7. Supply Chain Management Concentration—12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MBA 653</td>
<td>Operations Management</td>
</tr>
<tr>
<td>MBA 624</td>
<td>Data Management in Business</td>
</tr>
<tr>
<td>MBA 623</td>
<td>Supply Chain Management</td>
</tr>
<tr>
<td>MBA 635</td>
<td>Business Analytics</td>
</tr>
</tbody>
</table>

B. MBA Thesis Track—12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MBA 690</td>
<td>Thesis (3-6 hours)</td>
</tr>
<tr>
<td>Select 6-9 hours MBA electives</td>
<td></td>
</tr>
</tbody>
</table>

C. Dual Degree Options

1. MSN/MBA—12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 528</td>
<td>Nurse Administration &amp; the Law</td>
</tr>
<tr>
<td>NUR 535</td>
<td>Nursing Quality Management</td>
</tr>
<tr>
<td>NUR 548</td>
<td>Organizational Behavior &amp; Leadership</td>
</tr>
<tr>
<td>NUR 615</td>
<td>Resource Management</td>
</tr>
</tbody>
</table>

2. DNP/MBA—12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 710</td>
<td>Methods for Evidence-Based Practice</td>
</tr>
<tr>
<td>NUR 715</td>
<td>Technological Transformations</td>
</tr>
<tr>
<td>NUR 725</td>
<td>Health Care Policy &amp; Economics</td>
</tr>
<tr>
<td>NUR 730</td>
<td>Epidemiology</td>
</tr>
</tbody>
</table>

3. Pharm.D./MBA—12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHRM 700</td>
<td>Introduction to Pharmacy</td>
</tr>
<tr>
<td>PHRM 735</td>
<td>The Union Pharmacist</td>
</tr>
<tr>
<td>PHRM 744</td>
<td>Pharmacy Jurisprudence</td>
</tr>
</tbody>
</table>

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

Financial Information

There are three methods of payment for the program.

1. One-hundred percent of tuition expense for the entire program before the first night of class. Interest will be assessed on the unpaid balance at the rate of 1.5% per month.

2. The payment of tuition as billed monthly as a result of courses registered. Interest will be assessed on the unpaid balance at the rate of 1.5% per month.

3. FACTS payment plan. Please see details at www.uu.edu/admissions/financialinfo/facts/

4. Tuition reimbursement is offered by many employers. The University allows the completion of the current student schedule to meet eligibility requirements for payment. Prompt payment is requested to prevent interruption of registration.

5. All financial information is subject to change without notice.

Tuition is $675 per semester credit hour. The following are non-refundable fees:

Application Fee: .................................................. $25
General Student Fee: ........................................ $25/hour

Financial Assistance

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or
private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

**Course Descriptions: Graduate Business Programs**

601. **MBA Orientation (0)**
An orientation to the activities and experiences of graduate study in business at Union University, including adjustment to academic development and spiritual growth.

602. **Graduate Business Foundations (3)**
A review of foundational concepts in financial accounting, microeconomics, management, and business statistics. This course may be satisfied with equivalent undergraduate coursework.

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.

613. **Analytical Managerial Accounting (3)**
The use of accounting information by an organization’s investors, creditors and managers from a financial and managerial perspective. The course develops financial analysis skills useful in business decision-making, the ability to analyze accounting information useful for monitoring efficiency, quality, and timeliness, determine appropriate prices and costing of products and services, and the development of operation budgets.

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.

616. **Advanced Analytics & Information Systems (3)**
This course prepares students to understand the importance of data analytics and information systems in accounting and business. Emphasis is given to using data to create value and minimize risk in financial reporting and daily operations of economic organizations.

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)**
The nature of law and the regulatory and nonregulatory environments in which businesses and managers operate. Consists of lecture and discussion of legal cases involving numerous topics of law, including constitutional, tort, intellectual property, contract, employment, antitrust, and corporate legal issues.

622. **Social Issues in Management (3)**
An examination of how business impacts societal stakeholders and vice versa. Both the normative (ethical) and strategic implications for business will be explored.

623. **Supply Chain Management (3)**
This course provides a broad overview of key supply chain strategies, issues and challenges. Successful supply chain management requires cross-functional integration of key business processes within the firm and across the network of firms that comprise the supply chain. The challenge is to determine how to successfully accomplish this integration.

624. **Data Management in Business (3)**
This course is designed for managers looking to manage messy or unstructured data for the sake of connecting to APIs, and other business uses. Assignments are grouped based on the student’s path: Business Analytics and/or Supply Chain Management (TBD). This course helps students to learn how to manage data by choosing an Excel or Python path.

625. **Managerial Finance (3)**
Prerequisite: MBA 613
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.

632. **Human Resource Management (3)**
This course explores the fundamental principles and function human resources including strategies for building and retaining a quality workforce. Throughout the course is a review of applicable employment laws and regulations impacting human resources.
633. Employee Training and Development (3)
Employee Training and Development is an examination of the strategies and techniques of training systems, including needs assessment, motivation to learn, transfer of training, performance improvement, and the development of interpersonal skills as a means to satisfy both organization needs and personal career goals. This course likewise considers workforce management techniques related to the collective bargaining process, labor-management agreement, contract administration, labor union structure and goals, and the influence of external labor markets on labor relations.

634. Human Resource Strategy (3)
Examines the strategic use of the human resources function at the corporate level including explorations of corporate espionage and sabotage prevention; executive compensation; business and HR strategy integration; international issues in HR; and change management.

635. Business Analytics (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.

636. Digital Marketing (3)
This course provides an understanding of social media with a focus on best practices and business applications of this platform for communication.

637. Marketing Decision-Making (3)
This course covers the theories, frameworks, concepts, and tools that identify the core elements that drive consumers and organizations to purchase/source products and services.

638. Selling Strategies (3)
This course provides practical insight into the sales process including an understanding of the sales process and develops the skills necessary for success in the sales profession.

639. Executive Leadership (3)
This course examines the field of leadership within organizations at the executive level. Topics include leadership characteristics (e.g., IQ, personality), top management team dynamics, executive ethics, leadership development, networks, and inspirational/leadership.

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.

641. Data Visualization (3)
The goals of this course are to understand how visual representation can help in the analysis and understanding of complex data, how to design effective and interactive visualizations, and how to convert messy and unclean data into something fit for analysis.

642. Strategic Management (3)
Prerequisites: MBA 625
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.

643. Strategic Negotiation and Conflict Resolution (3)
An analysis of negotiation strategies and tactics in a variety of business environments to include selling situations, international conflict, channel partnerships, and union negotiations. Emphasis on collaborative and bargaining styles of negotiating. Seminar-style course with bargaining simulations throughout the course. Marketing and management strategy explored through simulations and exercises and recent literature.

644. Healthcare Finance (3)
This course shall explore advanced principles and techniques in healthcare financial management. The healthcare finance course focuses on financial management methods for healthcare organizations. The primary objective of this course is to impart administrative/managerial knowledge and financial/accounting theory and technique required in managing healthcare organizations within today’s healthcare marketplace.

645. Healthcare Marketing & Management (3)
The objectives of this course are to understand the dynamics and trends of the evolving healthcare system, to review managed care’s impact on pharmaceutical marketing and to develop strategies for success with the managed care customer. Students will learn to assess managed healthcare market segments, determine the needs of this customer and to identify the potential business opportunities for their company’s brands.

646. Issues in Healthcare Management (3)
This course examines the role of disruptive innovation in healthcare through the use of technology. Emphasis is on how healthcare innovation is utilized to enhance patient care, increase patient access to health services, reduce costs of health expenditures, and improve operational efficiency for health care organizations and integrated health delivery systems.

647. Advanced Digital Marketing & Analytic (3)
This course teaches students to develop methods of driving conversions through both paid and organic techniques. This course takes a strategic approach to implementing a digital marketing campaign and delves into decision-making involving digital marketing assets including but not limited to SEO, UX, paid search and display advertising, website optimization and analytics.

648. Organizational Behavior (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. 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.

690. Thesis (0-2 each semester, 3 to 6 hours total)
Students will complete a research proposal for a significant research problem in business, including a review of literature related to the research problem. Students will gather and analyze research data and complete a written thesis. Students are required to maintain continuous enrollment until the thesis is successfully completed. The thesis advisor will work with the student to create a syllabus which will outline time and work expectations. This syllabus must be submitted to the Director of Research for consideration and approval prior to registration. Students will receive a letter grade for each separate enrollment of their thesis hours.

579. External Domestic Study Programs (1-4) As Needed
All courses and their application must be defined and approved prior to registering.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4) As Needed
All courses and their application must be defined prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

585-588. 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.

684. Internship (0-4)
The Master of Accountancy degree provides advanced study in accounting for individuals interested in careers in the accounting field.

Program Emphasis
The Union MAcc curriculum requires the completion of 30 credit hours. These 30 hours are composed of 18 required MAcc hours and 12 elective hours from a combination of selected MAcc and MBA courses. The entire 30-semester hour MAcc program can be completed in one year. The strength of the Union MAcc program is the qualified faculty that serve our student body. Union’s business faculty combine practical work experience with strong academic backgrounds. This dual emphasis on practicum and education provides a rich and relevant classroom experience for our MAcc students. Faculty pursue innovative teaching concepts while continuing to conduct and publish accounting and business-related research.

Expected Outcomes
The MAcc program strives to achieve the following outcomes:
1. Each student will demonstrate a technical knowledge of the functional areas of accounting.
2. Each student will demonstrate the research and analytical skills needed to solve problems in an accounting context.
3. Each student will be an effective communicator with the ability to prepare and deliver oral and written presentations using appropriate technologies.
4. Each student will demonstrate the ability to make personal and business decisions based on values informed by the Christian worldview.

Dual-Degree Option
Dual Degrees may be obtained within the McAfee School of Business between the MBA and the Master of Accountancy (MAcc). Six hours earned in the MBA program may be counted in the MAcc. In all dual degree options, at least 60 total hours must be completed for the dual degree. Applicants to dual degrees must apply to and be accepted to each program separately, per current admission requirements of each program.

Plus 1 Year MACC Option
After admission to the MAcc program, Union undergraduate students may take up to 9 hours of MAcc courses starting in the second semester of their junior year. Additional graduate hours may be taken upon approval of the MAcc Program Coordinator. All regular admission requirements must be met except the requirement to possess a bachelor’s degree and take the GMAT/GRE.

Admission Information

Regular Admission Requirements
1. One of the following:
   a. a bachelor’s degree from an institutionally accredited university with a minimum 3.0 GPA or
   b. a bachelor’s degree from an institutionally accredited university with a minimum 2.5 GPA and two years relevant work experience or a 450 GMAT score,
2. Complete application (with a resume and two references) for the MBA program, with application fee,
3. Sign the Union University Community Values Statement for Adult/Non-traditional Students,
4. Official transcript(s) from the awarding institution showing award of the highest degree earned and any requested transfer credits.
5. Completion of a letter of application or 3-minute video application.
6. For students from countries where English is not the recognized first language, TOEFL test results of 80 or higher is required.

Waiver of GMAT/GRE Requirement
Applicants may receive a waiver of the GMAT or GRE requirement if they meet one or more of the following conditions:
   a. Applicants with at least five years of professional or managerial business experience.
   b. Graduates from Union University with the Bachelor of Science in Business Administration degree and a cumulative GPA of 3.0 or greater.
   c. Applicants with an earned graduate degree from an institutionally-accredited institution.
Applicants must complete a request for waiver of the GMAT/GRE requirement during the application process. Requests for waiver will be considered by the Graduate Business Admissions Committee. If approved, the applicant will be admitted without the requirement to submit a GMAT or GRE score.

Prerequisites
While there are no prerequisites to the MAcc program, students are expected to have a working knowledge of financial accounting, tax, audit, systems, and cost before beginning MAcc coursework.

The MAcc Program Coordinator may recommend or require the completion of preparatory courses, self-study, or other work prior to enrollment along with specific advising to design the proper course sequencing.
Conditional Admission Requirements

Conditional admittance may be granted to a student after review by the Graduate Admissions Committee. Conditional admittance to the MAcc allows a student to take up to 6 hours of coursework. A student earning a 3.0 or greater GPA in the first 6 hours beyond foundations coursework removes conditional admittance status.

Extraordinary cases beyond these guidelines will be reviewed by the graduate admissions committee. These cases will include a personal interview with at least one member of the graduate admissions committee.

Transfer of Credit

Normally, up to six hours of graduate credit for courses earned within the last five years from an AACSB accredited school of business or equivalent may be transferred to Union University. No grade less than “B” may be transferred.

Academic Suspension

A student enrolled in the MAcc program will be suspended from the program upon earning three grades of “C” or below. In an effort to remove these grades while suspended from the MAcc program, the student may repeat those courses in which a “C” or below has been received to remove the suspension and continue progress toward graduation. According to university Academic Probation and Suspension Policy in this catalogue, a student may only repeat a course one time.

Graduation Requirements

I. Completion of 30 hours to include:
   A. MACC core—12 hours
      Course    Title
      MACC 616  Advanced Analytics & Information Systems
      MACC 619  Taxation of Corporation and Pass-Through Entities
      MACC 624  Internal Auditing
      MACC 670  Advanced Financial Accounting
   B. Advisor-approved MACC courses—6 hours
   C. Advisor-approved MACC or MBA courses—12 hours
II. A minimum grade point average of 3.0 for the required course of study.

Course Descriptions: Prerequisites to the Master of Accountancy (PMACC)

511. Cost Accounting (3)
     Prerequisite: ACC 212.
     A study of methods of accounting for materials, labor, and factory overhead in job order and process cost systems.

513. Intermediate Accounting I (3)
     Prerequisite: ACC 212.
     Intensive review of the accounting process and financial statements with emphasis on the asset section of the balance sheet.

514. Intermediate Accounting II (3)
     Prerequisite: PMACC 513/ACC 313.
     Corporation formation and changes in the equity structure after formation. Topics include longterm investments, bonds, earnings per share, and income recognition.

Financial Information

There are three methods of payment for the program.

1. One-hundred percent of tuition expense for the entire program before the first night of class. Interest will be assessed on the unpaid balance at the rate of 1.5% per month.
2. The payment of tuition as billed monthly as a result of courses registered. Interest will be assessed on the unpaid balance at the rate of 1.5% per month.
3. FACTS payment plan. Please see details at www.uu.edu/admissions/financialinfo/facts/
4. Tuition reimbursement is offered by many employers. The University allows the completion of the current student schedule to meet eligibility requirements for payment. Prompt payment is requested to prevent interruption of registration.
5. All financial information is subject to change without notice.

Tuition is $675 per semester credit hour.
The following are non-refundable fees:
Application Fee: ...................................................... $25
General Student Fee: ................................................. $25/hour

Financial Assistance

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.
515. Taxation of Individuals (3)
Prerequisite: ACC 212.
The Internal Revenue Code as it affects individual income tax returns.

523. Auditing and Assurance Services (3) F
Prerequisites: PMACC 514/ACC 314 and 550/ACC 350.
An examination of ethics in accounting practice, general standards and procedures for a contemporary audit, audit programs, and work papers.

Course Descriptions: Master of Accountancy (MACC)

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

612. Advanced Cost Accounting (3)
This course focuses on effective managerial accounting tools to be used for decision making in business analysis including strategic position analysis and value chain analysis.

615. Advanced Accounting Theory (3)
This course is a study of the Financial Accounting Standards Board pronouncements for compliance with Generally Accepted Accounting Principles. Emphasis is given to understanding interpretations and pronouncements and their application to advanced topics in financial accounting.

616. Advanced Analytics & Information Systems (3)
This course prepares students to understand the importance of data analytics and information systems in accounting and business. Emphasis is given to using data to create value and minimize risk in financial reporting and daily operations of economic organizations.

619. Taxation of Corporation and Pass-Through Entities (3)
This course focuses on the taxation of corporations and pass-through entities including partnerships, S corporations, and estates and trusts.

624. Internal Auditing (3)
This seminar examines internal auditing concepts and proper internal controls for financial reporting and business operations along with compliance with applicable laws, regulations, and policies. Emphasis is placed on the role that risk management plays in improving corporate performance.

625. Fraud Examination (3)
An in-depth look at fraud detection, prevention, investigation, management and resolution.

650. Governmental and Not-For-Profit Accounting (3)
Operation of the accounting structure and financial reporting for governmental and not-for-profit entities to include colleges and universities, health-care organizations, and social service agencies.

550. Accounting Information Systems (3)
Prerequisite: ACC 212 and CSC 105.
Principles and problems of accounting system design and implementation. Organization for accounting control, internal control procedures, and internal reports. Attention given to computerized accounting systems and to traditional information flows.

670. Advanced Financial Accounting (3)
Accounting practices and theories for business combinations and partnerships.

675. Accounting Research (3)
This course is designed to introduce students to empirical thinking, empirical methods, and empirical writing in accounting.

679. External Domestic Study Programs (1-4) As Needed
All courses and their application must be defined and approved prior to registering.

679PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

680. Study Abroad Programs (1-4) As Needed
All courses and their application must be defined prior to travel.

680PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

684. Accounting Internship (0-4)
Experiential learning course where students obtain credit for supervised practical work experience in various areas of the accounting field.
SCHOOL OF EDUCATION
COLLEGE OF EDUCATION

John Foubert (2018). Dean for the College of Education and Professor of Education. B.A., The College of William and Mary; M.A., University of Richmond; Ph.D., University of Maryland.


Nancy Cherry (2005). Associate Dean and Chair of Teaching and Learning, School of Education, and Professor of Education. B.S., Union University; M.Ed., University of Memphis; Ed.S. and Ed.D. Union University.

Andrew Courtner (2020). Associate Dean and Chair of the Department of Educational Leadership, Director of the Doctor of Education in Higher Education Leadership Program, Director of the Thomas R. Rosebrough Center for Educational Practice and Associate Professor. B.S.B.A., Union University; M.B.A., Post University; M.Ed., Kent State University; Ed.D., Union University; Ph.D., Tennessee Technological University.

Linda Campbell (2018). Assistant Dean, School of Education—Germantown, and Assistant Professor of Educational Leadership. B.S., M.Ed. in Educational Leadership, and M.Ed. in Curriculum and Instruction, University of Memphis; Ed.S. and Ed.D., Union University.

Melessia Mathis (1998). Assistant Professor of Education and Director of Clinical Experiences. B.S., University of Alabama; M.Ed., University of Memphis.

Teresa Tritt (2018). Director, Educator Preparation, and Associate Professor of Education. B.S., Lambuth University; M.A.Ed., Ed.S., and Ed.D., Union University.

Mandy Cates (2018). Director, Accreditation and Assessment, and Assistant Professor of Education. B.S., Union University; M.A.Ed., Bethel University


April Cleaves (2022). Program Coordinator, School of Education and School of Theology and Missions—Germantown. B.S., University of Tennessee at Martin.


A list of faculty who teach in graduate programs is available online at www.uu.edu/academics/faculty/.

Degrees Offered
Available on the Jackson and Germantown Campuses
  • Master of Arts in Education

Available fully online
  • Master of Education
  • Education Specialist
  • Doctor of Education
School of Education Mission Statement
With Christ as our center, we develop educational leaders whose mission is to transform lives.

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

- Persons who are licensed teachers and wish to complete graduate degrees in their professional teaching fields, by completing either the M.A.Ed. or M.Ed.
- Persons with baccalaureate degrees who are not licensed to teach and who do not desire to qualify for a license, but who wish to increase their knowledge of children, young people, and education by completing the M.A.Ed. degree;
- Persons with baccalaureate degrees who are not licensed to teach but who wish to be. (These persons may choose to apply graduate courses taken to meet licensure requirements toward the M.A.Ed. degree);
- Persons with baccalaureate degrees who do not wish to pursue a graduate degree at this time, but who want to take graduate courses for personal or professional growth through M.A.Ed. course offerings. These persons may or may not hold a teaching license.
- Persons with advanced degrees who wish to pursue a degree in Educational Leadership, either at the master’s level (M.Ed.), the specialist level (Ed.S.), or at the doctoral level (Ed.D.).
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 (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:
2. Application processing fee of $25.
3. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
4. Director interview.
5. 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.
6. Writing sample scheduled by the Office of Graduate Studies in Education.
7. 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. 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 be fully admitted 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 classified 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 Educator Preparation Program.

3. Any student seeking initial teacher licensure must submit a Praxis II score in their intended endorsement area before beginning coursework.

**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. 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 be fully admitted to the Master of Arts in Education Degree Program.

**Advisement**

The Director of the M.A.Ed. program serves as the advisor for students admitted to the program. The director/advisor will develop a Program of Study, which will be placed in the student’s file in the Office of Graduate Studies in Education in the School of Education. The student will consult with the advisor or coordinator 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 and Germantown campuses. The M.A.Ed. with teacher licensure is available on the Jackson Campus in all endorsement areas offered by Union University (see The Educator Preparation Program). The M.A.Ed. with teacher licensure on the Germantown and Hendersonville campuses is restricted to applicants seeking secondary school licensure.

**Option One: M.A.Ed. Thesis Program**

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.

1. **Required Core**: 12 hours
   - EDU 610
   - EDU 671
   - EDU 650
   - EDU 665

2. **Select one Concentration**
   - **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
   - **Concentration**: Curriculum and Instruction, Non-Licensure (12 core + 15 concentration hours)
     - 1. EDU 604, EDU 637, EDU 626
     - 2. PSY/EDU 614
     - 3. Education Electives, advisor-approved, 3 hours
   - **Concentration**: Human Growth and Development, Non-Licensure (12 core + 15 concentration hours)
     - 1. SE 630, PSY 610, EDU/PSY 614, EDU 629
     - 2. Education Electives, advisor-approved, 3 hours

3. **Thesis**: EDU 690 and EDU 695: 6 hours

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

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.

1. **Required Core** (15 hours)
   - EDU 610
   - EDU 671
   - EDU 650
   - EDU 665
   - EDU 675

2. **Select one Concentration**
   - **Concentration**: Early Childhood Education, Licensure (15 core + 24 concentration hours)
     - 1. EDU 544, 552, 556
     - 2. EDU 602, 629, 646
     - 3. PSY 624 and SE 630
   - **Concentration**: Elementary Education, Licensure (15 core + 25 concentration hours)

   With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in Early Childhood PreK-4.
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in Elementary K-8.

1. EDU 527, 544, 552, 556
2. EDU 602, 604, 629
3. PSY 624 and SE 630

C. 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 6-12) field. Praxis II Tests and 2 years of successful teaching experience on a job-embedded Practitioner license appropriate to the endorsement area are required for licensure but not for the degree.

1. EDU 530
2. EDU 602, 604, 626, 637, 638
3. SE 630
4. Option A: If hired on a Practitioner License - EDU 623, EDU 627 and EDU 628
   Option B: EDU 614 and either EDU 660 or director-approved 3-hour elective.

D. 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 Interventionist K-8 and 6-12.

1. SE 505, 605, 606, 630, 631, 632, 648
2. If seeking initial licensure, candidate will take EDU 623, 627, and 628.

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

1. EDU 604, 616, 626, 637
2. EDU/PSY 614
3. Education Electives, advisor-approved, 9 hours

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

1. SE 630, EDU/PSY 614, EDU 629
2. EDU 646
3. Education Electives, advisor-approved, 8 hours

G. Concentration: Designed Studies (15 core + 24 concentration hours)

1. EDU/SE Electives, advisor-approved, 6 hours
2. EDU/SE/PEWS Electives, advisor-approved, 18 hours

H. Concentration: Reading Specialist Add-on Endorsement (18 hours)

1. EDU 618, 645, 651, 657, 658, 669

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

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

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

1. Interview with the M.A.Ed. Program Director.
2. Development of a program of study.
3. Completion of at least 18 semester hours in the program, including EDU 650, Educational Measurement and Evaluation.
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 that 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 School of Education 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 6 or more hours during Fall or Spring Semester will be considered full-time. A student enrolled for 3 or more hours during the Summer or 3 or more graduate hours in term less than 15 weeks will be considered full time.

**Transfer of Credit into the M.A.Ed. Degree Program (Thesis and Non-Thesis Options)**

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

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

Courses taken by non-degree students prior to admission to degree-seeking status may also be used to satisfy the Master of Arts in Education Degree requirements provided the student has met all degree-seeking admission criteria at the time the M.A.Ed. Program of Study is filed in the graduate program office. The Program of Study is planned and filed by meeting with the M.A.Ed. program director. Students should make this appointment with the M.A.Ed. director as soon as possible after degree-seeking admission criteria are met.

Financial Information

The registration of a student signifies an agreement by the student to fulfill the related financial obligations. There are three methods for the payment of expenses:

1. All expenses may be paid in full prior to or on the day of registration.
2. The University accepts payment via Self Service, in person, or by phone or mail. Debit or credit card payments are subject to a convenience fee of 2.5%. Payment plans are available if needed, and may be established through the Office of Business and Financial Services.
3. FACTS payment plan.

For students who have a definite commitment of financial aid from the Student Financial Planning 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. All financial information is subject to change without notice.

Tuition and Fees

M.A.Ed................................................ $605/semester hour
Non-degree-seeking post-baccalaureate students ................
................................................................................. $605/semester hour
Other fees when applicable:
Application Fee (non-refundable, one-time only) ............$25
General Student Fee .............................................$25/hour
Late Registration Fee ........................................... $100
Audit Fee.........................................................$145/semester hour
Course Drop Fee..................................................$10
Materials Fee per Course: 544, 552, 556, 646;
SE 505, 606 ............................................................$20
Lab Materials Fee per Workshop..... Varies with workshop
Thesis Binding Fee..................................................$50
Professional Liability Insurance for field experiences
(approximate cost) .............................................$25
Background Check / Fingerprint..............Actual Cost
EdTPA Fee .........................................................$300
(An edTPA fee is charged through enrollment in EDU 627 and EDU 628. Prior to the student submitting edTPA, he/she will be given a voucher to submit when registering for edTPA to cover the cost of the first submission. The cost of resubmission of edTPA is the responsibility of the student.)

Financial Assistance

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Course Descriptions

Biology (BIO)

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

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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.

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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.

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**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.

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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.

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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)

502. Transformational Teaching (3) Su
This course focuses on the conception of what teaching is and can be, on meeting the challenge of engaging all students. Educational psychology, philosophy, and pedagogy as foundational concepts in the discipline of education are explored, including their interrelationship. The synergistic roles of scholar, practitioner, and relater are studied in the context of school culture and transformational teaching; and, the synergism of academic, social, and spiritual goals in education are explored with emphasis on improved student learning.

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.

505. Classroom Leadership (3) F
This course focuses on teachers as classroom leaders with research-based applications for structuring classroom environments where high levels of engagement and learning occur. Topics include interpersonal relationships and management, classroom organization, effective instruction, leadership principles and practice, and problem-solving techniques.

506. Teaching Mathematics (3) F
This course provides an exploration of the content, materials, and methods of K-8 mathematics. Students will reflect on their own personal experiences in mathematics classrooms as they are challenged to explore a teaching methodology that emphasizes the importance of using models and clarifying language to teach mathematics. Additionally, students will be encouraged to reflect upon best practices of teaching mathematics while maintaining a sensitivity to individual differences found in a classroom environment.

507. Teaching Language Arts (2) S
This course includes the design and implementation of the language arts (listening, speaking, reading, writing) for effective instruction in K-8 classroom settings with emphasis on research-based practice.

508. Teaching Reading (3) F
A study of the design and implementation of instruction of reading with clinically-based emphasis. Current research and practice are used to investigate common reading problems, assessment methods, and remediation techniques.

515. Comprehending Text (1) S
A literacy course designed to assist teachers in using textbooks effectively in the learning process. Topics include free reading, reading, and post-reading strategies.

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.

527. *Leading the Elementary Learning Environment* (2)
Leading the elementary learning environment is a two hour course focusing on the precepts that build preventative, supportive, and corrective strategies of classroom management that engage students for learning and empower teachers for transformational teaching. Topics include classroom organization, building classroom communities, building interpersonal relationships, and designing behavior contracts.

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.

Design and implementation of instruction in elementary school mathematics, science, and social studies. Current issues, problems, and practices in the field are addressed.

552. *Language Arts and Children’s Literature* (2)
This course is concerned with contemporary issues and trends in the teaching of language arts using children’s literature, including the areas of reading, writing, speaking, listening, and thinking, and the relationships of the language arts skills to the whole school curriculum.

556. *Literacy in Diverse Classrooms* (4)
Current principles and trends on the teaching of reading and reading assessment are addressed. The areas of reading, writing, listening, speaking and thinking coupled with the relationship of reading to the whole development of the child will be emphasized.

560. *Teaching in Brain Compatible Classrooms* (3)
Insight into optimal learning environments, enhancing cognition, and a brain-compatible curriculum in order to engage students in current topics in brain research and its application to the field of education.

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

579PF. *External Domestic Study Programs (Pass/Fail)* As Needed
All courses and their applications must be defined and approved prior to registering.

580. *Study Abroad Programs* (1-4)
All courses and their application must be defined and approved prior to travel.
580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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.

602. Technology-Rich Learning (2)
Focus for the course is the integration and utilization of current instructional technology with emphasis on student learning, including the integration of technology as a learning tool for elementary/secondary classrooms: mobile technology, Web-based teacher productivity tools, specific-use software, mobile apps, adaptive technology, presentation software, Internet, and future trends.

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.

618. Advanced Literacy Strategies I (3)
The components of this course include becoming aware of the diversity of teaching styles, learning expectations, and reading styles and needs of students in the P-12 setting, as well as the critical need for quality literacy instruction in our local, state, and national context. Emphasis in this course is focused on the science of teaching reading. Phonemic awareness, phonics and vocabulary and the emphasis of instruction, as well as the course practicum. In addition, students will be asked to articulate and defend the components of structured literacy, justifying research based instructional best practices for each component of literacy.

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

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

623. Mentoring Seminar A (2)
627. Mentoring Seminar B (2)
628. Mentoring Seminar C (2)
The conceptual framework that supports the Educator Preparation Program at Union University is “A Teacher-Student Dynamic of Sensitivity, Reflection, and Faith.” Within this framework is the ability of candidates to consider the diversity of students and learning styles that they will encounter in their classrooms as well as the instructional/curricular needs that will appear. This course will help the teacher candidate meet those differences and needs in a sensitive and reflective manner by discussing issues related to diverse classrooms with the university mentor and colleagues within the cohort. Through this course, the student will be encouraged to demonstrate faith through exercising the fruit of the spirit in teaching and other teaching-related activities.

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.
633. 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.

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.

637. Leading the Secondary Environment (2)
Leading the secondary learning environment is a two hour course focusing on the precepts to build preventative, supportive, and corrective strategies of classroom management that engage students for learning and empower teachers for transformational teaching. Topics include classroom organization, building classroom communities, building interpersonal relationships, and designing behavior contracts.

638. Middle Grades Education (2)
This course is designed to support teachers as they prepare to teach within a middle grades environment. Time is given to explore the philosophy and structure of middle grades instruction. The challenges, issues, and current trends in middle grades design are discussed with emphasis of building a community of learner and collaboration among colleagues.

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

645. Advanced Literacy Strategies II (3)
The components of this course focus on the skills of fluency, vocabulary-building, and comprehending text. Strategies to teach students reading below grade level are emphasized. Discussion is targeted to facilitate competence in selecting complex texts, awareness of teaching styles and reading styles to meet needs of students in the P-12 setting, as well as the critical need for quality literacy instruction in our local, state, and national context. Students will be asked to reflect and describe the role of reading in helping to foster a path for life-long learning through a variety of texts and experiences.

646. Planning for the Early Childhood Environment (4)
Prerequisite: EDU 629
Graduate students will develop sensitivity to the cognitive and creative development of infants and young children, planning for diagnostic and assessment strategies which are supportive of young child.

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. Reading Assessment, Diagnosis, and Intervention (3)
As a result of this course, candidates will become assessment literate educators who value the integrated nature of the planning, instruction, and assessment cycle and leverage assessment results to support the varying needs of individual learners. Course topics include the validity and reliability of assessment, diagnostic, formative and summative assessment, and how to interpret assessment to inform classroom teaching.

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

657. Inclusionary Practices (3)
This course is designed to develop the teacher candidate’s ability to use a variety of instructional approaches as needed to support multiple ways for P-12 students to access knowledge, represent knowledge, and demonstrate the attainment of academic goals and competencies. Candidates will demonstrate an understanding of “the learner and the learning.” This course will help the teacher candidate meet student differences and needs in a sensitive and reflective manner by discussing issues related to diverse classrooms.

658. Writing Across the Curriculum (3)
Studying theories and specific examples on the teaching of writing, teacher candidates will build a skill set for empowering, supporting, and providing feedback to developing writers. Students will focus on the interdependence of a child’s language, reading, and writing development and the implications that these have for academic achievement and for personal development across time.

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.

669. Literacy Practicum (3)
Advanced Literacy Strategies I and II initiate field experience as candidates work under the direction of a site-based clinical mentor for a minimum of 15 hours (I - K-5 setting and II - 6-12 setting) with students experiencing reading difficulty. The Literacy Practicum constitutes 60 hours in either an elementary or secondary setting as the candidates build their professional diagnostic portfolio.

671. Standards, Strategies and Students (3)
Standards-based instruction is a process for planning, delivering, monitoring, and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. This course is designed to help teachers optimize students’ learning through using standards as a basis for lesson and assessment design in order to foster maximum student engagement and achievement.
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 665.
A course designed to help the student complete the master’s research and thesis. Students will complete a research proposal for a significant research problem in education, including a review of literature related to the research problem. Graded: Pass/Fail.

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.

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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

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.

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.

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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

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

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

655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.
680. Research in Social Science Education A (3)
A course designed to help the student complete the individual research related to the specialty area. 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.

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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

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

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.

622. Issues and Trends in School Libraries (3)
The course focuses on providing tools for future library media specialists to identify and learn from issues and trends in school libraries by examining topics such as the 21st Century learning environment and learner, examining the changing role of the school librarian, building collaborative partnerships, addressing multiple literacies, and examining characteristics of good leadership. Field experience required.

631. Collection Management and Organization (3)
Fundamentals of collection management and organization of a school library with emphasis on analyzing community needs, creating collection development policies, managing budgets, acquiring materials, technical processing, and weeding of materials. 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)
Library experience and training in elementary, middle and secondary school requiring 20 clock hours per credit hour under the supervision of a licensed school media specialist and college supervisor.
651. General Reference and Instruction (3)
An introduction to basic printed reference and electronic resources for school library media centers and how to use them effectively. Focuses on how to use strategies in seeking answers to reference questions. The reference resources studied will serve as a selection guide for school libraries. Attention is given to developing instructional skills for use with print and electronic resources. Field experience required.

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

680. Research in Library Science A (3)
A course designed to help the student complete the 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 Library Science B (3)
A continuation of Research in LSC 680.

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.

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their application must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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.

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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

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

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

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

680. Research in Music Education A (3)
A course designed to help the student complete the individual research related to the specialty area. 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 Music Education A.
Physical Education, Wellness, and Sport (PEWS)

510. Advanced Sport Biomechanics (3)
This course is designed for the advanced physical educator and coach who desires greater depth into the application of biomechanics to sport and physical education settings. The student will develop a working vocabulary of terminology related to movement and structure, perform an analysis of specific movements, learn to apply basic mathematics to human movement and correlate the role of skeletal and muscular systems in movement. In addition, the student will learn to apply movement principles to teaching and coaching situations.

511. Sports Injury Management (3)
This course will provide students with a basic understanding of the role of athletic trainers and other medical professionals in the management of athletic injuries, as well as, the role of athletic department administrators in the appropriate response to and management of such injuries. Topics of discussion will include: Policy and Procedure development, Emergency Action Planning, HIPAA, OSHA, Facility Design, Medical and Accident Insurance, and appropriate oversight, decision making, and reporting structure.

512. Seminar in Sport Law & Ethics (3)
Provide the student with a basic understanding of the law as it pertains to: Negligence Law, Property and Environmental Law, Intentional Torts and Criminal Acts, Risk Management, Sport and Legislation, Constitutional Law, and Contract Law. Upon completion of the course, the student will know his/her legal responsibilities as an: Administrator, coach, or teacher, and have a foundational knowledge of topics important to a sport agent, owner, broadcast manager, and facility manager.

513. Organizational Leadership in Sports (3)
Provide the student with a basic understanding of sport as it pertains to: The History of Sport, Sport Management, Financial, Legal, and Ethical Principles, High School/Youth Sports, College Sports, Professional Sports, Facility and Event Management, The Health and Fitness Industry, Recreational Sports, and Strategies for Career Success.

514. Sport Communication (3)
A study which focuses on the vast and exciting field of sport communication, communication theory, and sport literature. The course delves into the process of sport communication and its impact in the world of sport. Students will examine the growth and segments of the field of sport communication and explore career options within the field of sport communication. The history and growth of sport communication from the 19th century to the present is researched as well as discussion of sports coverage in all forms of media platforms. Graduate students will investigate the trends associated with sport communication and sport media to consider the academic aspects of sport management and sport communication.

515. Sport Finance (3)
Sport finance is a course for sport administration students that emphasizes how sport organizations manage matters related to finance. Students will engage in activities that develop understanding and appreciation for financial management practices, sponsorship acquisition, sales processes, facility planning, and revenue generation in all levels of sport. This class will guide students into developing a model for professional leadership in sport informed by Christian values and ethics.

516. Advanced Sport Behavior Sciences (3)
A study which focuses on active research that recognizes the merging of individual and socio-environmental factors in making sense of sport performance and behavior. Students will develop an understanding of social and psychological factors related to human movement and behavior in sport and physical activity. Students will gain experience to demonstrate an ability to incorporate sport and exercise psychology theory.

517. Event Management (3)
Event management is a course for sport management majors which emphasizes how sport organizations manage matters related to an event. Students will engage in activities that develop understanding and appreciation for event management practices such as event conceptualization, bidding, staffing, promotion, facility planning, and logistics in all levels of sport. This class will guide students into developing a model for professional leadership in sport informed by Christian values and ethics.

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

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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

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

640. Special Studies in Physical Education and Health (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.
655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

660. Issues and Trends in Physical Education (3)
A course designed to research the literature related to recent developments in Physical Education including the aims, philosophies, methods, content, and problems related to the 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.

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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

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

610. Advanced Educational Psychology (3)
This course involves an in-depth study of the 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.

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.

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

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

580. 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.

585. Research in Sociology Education B (3)
A continuation of Research in Sociology Education A.

**Special Education (SE)**

505. Literacy for Special Populations (4)
Graduate students will explore the differences and understand how to meet the needs of diverse individuals in the areas of reading, writing, listening, speaking and thinking. Emphasis on the sensitive and reflective manner of meeting needs of diverse pupils through the use of a variety of learning strategies, techniques and adaptations.

512. Seminar in Literacy for Special Education (1)
The conceptual framework that supports the Teacher Education Program at Union University is a "Teacher-Student Dynamic of Sensitivity, Reflection, and Faith." The central focus of this literacy seminar is on cultivating a reflective disposition in teacher candidates that is sensitive to the needs of students with mild to moderate disabilities in the areas of reading, listening, and viewing. It will also prepare teacher candidates to match identified literacy goals with the strategies, materials, and support that will enable all students to construct meaning from print and nonprint texts. This course complements EDU 331/630 - Literacy in Diverse Classrooms.

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

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

585. Special Studies in Special 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.

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.

606. Math, Science and Social Studies for Special Populations (4)
Students will explore the content, materials, and method of mathematics, science, and social studies teaching with special attention given to meeting the needs of students with disabilities. Reflection of best practices of teaching math, science and social studies are introduced while maintaining sensitivity to individual student differences.

630. Learning in Diverse Classrooms (3) W, Su
Students will explore special education legislation regarding the rights of persons with disabilities and the effect of legislation on our educational system and society. The types of exceptionalities and the physical, mental, emotional, and social traits of individuals with disabilities will be explored as well as effective strategies for meeting their needs.

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.

648. Teaching Individuals with Severe and Profound Handicaps (3)
A study of the theoretical and applied research for teaching individuals with severe and profound handicaps including special and adaptive equipment, techniques, and materials.
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.

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

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.

**Teaching English as a Second Language (TESL)**

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

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

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

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

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

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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

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

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

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

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

685. Research in Teaching English as a Second Language B (3)
A continuation of Research in TESL 680.
TEACHER LICENSURE
POST-BACCALAUREATE REQUIREMENTS FOR INITIAL LICENSURE AND ADD-ON ENDORSEMENT

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

Mission Statement
The mission of the Educator Preparation Program is to prepare highly effective educators 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 lifelong learners, and a careful examination of their worldview and integration of the fruit of the Spirit (Galatians 5:22-23).

Candidate Outcomes
1. Knowledge of Learners. Candidates as teacher-practitioners design and implement instruction in consideration of the typical cognitive, linguistic, social, emotional, and physical development of children and adolescents and responsive to individual needs.
2. Diverse Learners. Candidates as teacher-relaters respect diverse cultures and the wide range of individual abilities by establishing inclusive learning environments that maintain high expectations for all.
3. Learning Environments. Candidates as teacher-relaters create respectful, collaborative, and engaging learning environments that communicate the Christ-modeled worth and potential of each individual.
4. Content Knowledge. Candidates as teacher-scholars demonstrate academic competence in the central concepts, tools of inquiry, and structures of their discipline(s) and design instruction that makes content accessible and meaningful to facilitate content mastery.
5. Content to Critical Thinking. Candidates as teacher-practitioners engage learners in critical thinking, creativity, and problem-solving by integrating concepts of the discipline(s) from different viewpoints relevant to local and global issues.
6. Assessment, Reflection, Response. Candidates as teacher-practitioners use multiple assessment strategies to evaluate learning in the classroom and to empower the learner to reflect and improve.
7. Planning. Candidates as teacher-scholars and practitioners use content, pedagogical, and cultural knowledge to plan instruction that is rigorous, personal, and differentiated to the learner by providing for students a clear linkage between critical content, meaningful assessment, and purposeful, engaging instructional approaches.
8. Instructional Strategies. Candidates as teacher-practitioners demonstrate knowledge and use of a variety of effective teaching methods that promote deep understanding of content, its connections to other disciplines, and its meaningful application to their modern world.
9. Professional Learning and Ethical Practice. Candidates as teacher-practitioners are immersed in professional learning, demonstrate their ability to reflect on practice and choices, and are responsive to input from mentors, faculty, and cooperating teachers to adapt instruction for improved learner outcomes.
10. Leadership and Collaboration. Candidates as teacher-relaters demonstrate leadership by assuming responsibilities for instruction and learning in the classroom, collaborating with all stakeholders to ensure learner growth, and showing evidence of the potential for and interest in future leadership roles beyond the classroom.

CAEP Accreditation
The National Council for Accreditation of Teacher Education (NCATE) first approved Union’s Professional Education Unit at both the initial and advanced levels in 2000. This national accreditation supported the unit’s state approval that had stood since the mid-1950’s. The Educator Preparation Program remained accredited by NCATE through October 2020, when it achieved reaccreditation at the initial and advanced levels through the Council for the Accreditation of Educator Preparation (CAEP). This accrediting body was created via the merger of NCATE and the Teacher Education Accreditation Council (TEAC) in 2013. Union University’s CAEP accreditation term runs from October 2020 through 2027. To learn more about Union’s accreditation status, please visit https://caepnet.org/provider-search or contact the Council for the Accreditation of Educator Preparation (CAEP).

Profile of the Educator Preparation 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:
Instructional Leadership License, PreK–12
Biology, 6–12
Business Education, 6–12  
Chemistry, 6–12  
Chinese, PreK-12  
Early Childhood Educ., PreK-3  
Economics, 6–12  
Elementary, K–5  
English, 6–12 and 6–8  
English as a Second Lang., PreK–12  
French, PreK–12  
German, PreK–12  
Government, 6–12  
History, 6–12  
Japanese, PreK–12  
Marketing, 6–12  
Mathematics, 6–12 and 6–8  
Music Education:  
  Vocal/General, K–12 (no add-on)  
  Instrumental, K–12 (no add-on)  
Physical Education, K–12 plus Health Education K–12  
Physics, 6–12  
Reading Specialist, pre-K-12 (add on only)  
School Social Worker, PreK–12  
Science, 6–8  
Social Studies, 6–8  
Spanish, PreK–12  
Special Education:  
  Interventionist, K–8, 6–12  
  Comprehensive, K–12  
Speech Comm., 6–12  
Theatre, K–12  
Visual Art, K–12  

Current guidelines for additional endorsements are available on the TN Department of Education website.

Post-Baccalaureate Requirements

Due to continual changes in education, all licensure requirements must be completed within five years. If all requirements and/or assessments are not met within five years, professional education coursework more than five years old must be repeated.

Application Process. Students who seek post-baccalaureate teacher licensure must submit the Graduate Studies in Education Application; $25 non-refundable application fee; official transcripts sent directly to Union from every college/ university attended; Application for Admission to the Post-baccalaureate Educator Preparation Program; Consent to Fingerprinting, Background Check, and Release of Information form and background check received directly from TBI (www.uu.edu/programs/epp/resources/applications.cfm); and score report showing minimum Praxis II content knowledge test for the intended endorsement. A cumulative GPA of 2.75, or 3.0 on the last 60 semester hours, or conditional admission (9 graduate hours with 3.0 GPA) is required to apply for the job-embedded Practitioner license.

License evaluation. After the candidate has submitted the aforementioned items, the candidate should call the Director of Educator Preparation for an appointment for a licensure evaluation. Post-baccalaureate candidates must have a licensure evaluation completed by the Director of Educator Preparation prior to starting classes. At this meeting the candidate will be apprised of course work that remains, EPP status, additional Praxis II and edTPA requirements, any proposed changes in licensure requirements, and job-embedded Practitioner processes. Licensure requirements are determined by current policy of the TN DOE, not by the Catalogue of record. It is the student’s responsibility to inquire about current licensure policies if the program takes more than two years to complete.

Application to the EPP. The application to the EPP is submitted with the Graduate Studies in Education Application. Candidates must be fully admitted to the EPP by the end of the first year on the job-embedded Practitioner license.

Admission to the EPP. Post-baccalaureate candidates for initial licensure must meet the following requirements for admission to the Educator Preparation Program.

1. Satisfactory score on the Praxis II Speciality Area Content Knowledge Test for the intended endorsement.
2. Minimum cumulative GPA of 2.75 or conditional admission to graduate course work.
3. Two positive reference forms
4. Three dispositional evaluations completed by the student and the professors of the student’s first two classes.
5. Submission of criminal background check and fingerprinting from TBI.

Continuation in the EPP. In order to remain in the EPP 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. A GPA of 3.0 must be maintained if student is in the M.A.Ed. Program.

Job-embedded Practitioner License Program. All post-baccalaureate candidates must be hired on the job-embedded Practitioner license to complete initial licensure. In accordance with Tennessee’s Practitioner license policy, Union offers teaching endorsements in the areas listed above (except Instructional Leadership, Reading Specialist, and School Social Worker). Candidates qualify to be hired on the job-embedded Practitioner license through Union’s program if they have passed the Praxis II content knowledge test for the intended endorsement, have a cumulative GPA of 2.75, or 3.0 on the last 60 semester hours, and have submitted the Intent to Hire form provided by Union or the hiring school system. Once the Practitioner license is issued, the candidate must follow the program of study and policies of the EPP or risk having the EPP admission status changed to “Enrolled-off track” or “No longer affiliated” in the candidate’s license record. Candidates who are hired too late in the fall semester to enroll for classes must participate in an orientation designed to apprise them of licensure standards and assessments. For more information about this license, contact the Director of Educator Preparation.

Academic Policies

Minimum GPA requirements. Minimum GPA’s are listed above. Following admission to the EPP, if the GPA drops
below the minimum, the student is removed from the EPP and may only repeat courses to raise the GPA. When the GPA is at or above the minimum, the student will be submitted for readmission to the EPP.

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

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

**Background check and fingerprinting.** In accordance with TN Code Ann. §49-5-5632, all teacher candidates must supply a fingerprint sample and submit a criminal history records check by TBI prior to beginning coursework. Information available at www.uu.edu/programs/epp/resources/applications.cfm.

**edTPA.** While enrolled in EDU 628 Mentoring Seminar C, the graduate student will submit edTPA. This is a nationally-scored performance assessment that includes video recording a teaching segment and submitting it with commentaries related to planning, instruction, and assessment. Students must pass edTPA to pass EDU 628 and to renew or advance their license.

**Appeals.** The School of Education is charged with the responsibility to follow the established policies for admission to and completion of the EPP. The Educator Preparation Program Council (EPPC), which includes representatives of the faculty from across the university and students, is the EPP coordinating and policy-making body for the unit and is responsible for ensuring that the established policies are followed. If the student feels that established policy or practice is not being followed, the EPPC should be contacted. The EPPC is also the appeals committee for the EPP. All appeals for variance from established policy and practice should be presented in writing to the Dean of the School of Education. 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 EPPC. The student should contact the chairman of the EPPC and present the appeal in writing. After the EPPC has considered the appeal, the student will be notified in writing of the committee’s determination.

**Assessment of student outcomes.** The candidate will submit edTPA while enrolled in EDU 628 Mentoring Seminar C. This performance-based assessment is aligned to the inTASC standards and to the EPP’s candidate outcomes.

**Financial Information**

A materials fee is charged for appropriate courses throughout the education curriculum to cover costs directly related to the course. Current materials fees are indicated in the “Financial Information” section of the Catalogue.

An edTPA fee is added to the spring semester of EDU 627 Mentoring Seminar B and EDU 628 Mentoring Seminar C. Prior to the student submitting edTPA, he/she will be given a voucher to submit when registering for edTPA to cover the cost of the first submission. The cost of resubmission of edTPA is the responsibility of the student.

All financial information is subject to change without notice.
MASTER OF EDUCATION
SCHOOL OF EDUCATION

Available online

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

Program Description
The M.Ed. is structured into three focus areas for maximum depth, relevance, and flexibility:

1. Teaching and Learning (TL) – 30 hours
2. Instructional Leadership (IL) – 30 hours
3. Teacher Leadership (TLD) – 30 hours

The M.Ed. with a focus in Teaching and Learning (TL) provides opportunities for continuing professional development for the experienced classroom teacher in the areas of curriculum, instruction, and leadership. The TL focus is a non-licensure, fully online program.

The M.Ed. with a focus in Instructional Leadership (IL) provides opportunities for students to develop their knowledge and skills toward becoming leaders in schools and school districts. Students completing the IL focus must successfully pass the state licensure exam to obtain both the M.Ed. degree and state licensure.

The M.Ed. with a focus in Teacher Leadership (TLD) provides opportunities for students to develop their knowledge and skills to prepare for a leadership role (i.e., instructional coach, mentor, department chair, etc.), and/or leverage their existing abilities in their current roles as teacher leaders. The TLD focus is a non-licensure program.

A Collaborative Approach. The M.Ed. program emphasizes teamwork, cooperation, professional support, and sharing of knowledge among students.

Program Delivery and Calendar. The curriculum for each of the three focus areas (TL, IL, and TLD) consists of 30 semester hours. Students complete 12 semester hours of Foundation coursework, 12 semester hours of Focus coursework, and six semester hours of Flex coursework. Students are expected to commit to the rigor and attendance expectations for the intensively scheduled program. Each student is presented his/her unique calendar for the complete program. Current M.Ed. calendars are available at www.uu.edu/med

Each of the three areas of focus is completed during an intensive 12-month program. There are three entry points for each focus area: Summer, Fall, and Spring.

Expected Program Outcomes

Teaching and Learning Focus
This focus is designed to provide a relevant professional development curriculum for classroom teachers who are currently serving as the assigned teacher of record for a group of students. M.Ed. students will confront the triad of roles played by the transformational teacher to be enjoined to the education of the whole learner: Scholars have reason to be superbly confident in their subject; Practitioners specialize in methodology that engages learners; and Relaters develop an abidingly deep understanding of and concern for their students as persons. Students with the M.Ed. in Teaching and Learning will:

1. Enhance their knowledge (as Scholars), skills (as Practitioners) and values (as Relaters) in relation to the major issues facing today’s transformational teachers.
2. Engage the Christian intellectual tradition and demonstrate service to society.
3. Apply research skills to current educational problems.
4. Prepare for leadership roles in their educational settings.

The objectives are met within the context of a set of standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

Instructional Leadership Focus
This focus is designed to be a licensure curriculum for school principals and curriculum supervisors. Teachers must have completed a minimum of 2 years of teaching before beginning this degree program. M.Ed. students will confront the triad of roles played by the transformational teacher to be enjoined to the education of the whole learner: Scholars have reason to be superbly confident in their subject; Practitioners specialize in methodology that engages learners; and Relaters develop an abidingly deep understanding of and concern for their students as persons. Students with the M.Ed. in Instructional Leadership will:

1. Enhance their knowledge (as Scholars), skills (as Practitioners) and values (as Relaters) in relation to the major issues facing today’s practitioners.
2. Engage the Christian intellectual tradition and demonstrate service to society.
3. Apply research skills to current educational problems.
4. Prepare for school leadership roles as principal or curriculum supervisor.

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

This focus is designed to be a non-licensure curriculum for school- and district-based teacher leaders in formal and informal roles. Teachers must currently serve as the teacher of record for a group of students or the teacher leader of record for a school or district. M.Ed. students will confront the triad of roles played by the transformational teacher to be enjoined to the education of the whole learner: Scholars have reason to be superbly confident in their subject; Practitioners specialize in methodology that engages learners; and Relaters develop an abidingly deep understanding of and concern for their students as persons. Students with the M.Ed. in Teacher Leadership will:

1. Enhance their knowledge (as Scholars), skills (as Practitioners) and values (as Relaters) in relation to the major issues facing today’s practitioners.
2. Engage the Christian intellectual tradition and demonstrate service to society.
3. Apply research skills to current educational problems.
4. Prepare for or enhance school or district leadership roles as teacher leaders.

The objectives are met within the context of The Teacher Leader Model Standards (TLMS) developed by the Teacher Leadership Exploratory Consortium.

Assessment of Outcomes

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

Assessment Strategy

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

Foundation, Focus, and Flex Curriculum for the Master of Education Degree

M.Ed. Foundation for all Focus Areas (12 hours)
Transfer Credit by Petition: Maximum of 9 semester hours may be applied.
EDU 612 Literacy Across the Curriculum (3)
EDU 621 Faith and Ethics in Educational Leadership (3)
(or EDU 647 Faith and Ethics in Education (3) for TL focus)
EDU 639 Teacher Effectiveness (3)
EDU 643 Methods and Design for Classroom Research (2)
EDU 652 Performance Exhibition (1)

Curriculum for Teaching and Learning (18 hours)
Focus (12 hours)
EDU 606 Accountability for Greater Student Learning (3)
EDU 608 Learning Theories into Practice (3)
EDU 611 Differentiated Instruction (3)
EDU 6171 Positive Discipline (3)
Flex (6 hours)
EDU 602 Technology-Rich Learning (2)
EDU 648 Engaging Diversity in School Cultures (2)
EDU 6001 Community Involvement to Improve Schools (2)
*The above listed Flex courses for Teaching and Learning are required.

Curriculum for Instructional Leadership (18 hours)
Focus (12 hours)
EDU 624 Curriculum and School Improvement (3)
EDU 654 Legal and Financial Issues in School Governance (3)
EDU 659 Supervision (3)
EDU 664 Organizational Decision Making (3)
Flex (6 hours)
EDU 653 Leadership Issues I (3)
EDU 661 Practicum (1)
EDU 662 Practicum (1)
EDU 663 Practicum (1)
*The above listed Flex courses for Instructional Leadership are required.

Curriculum for Teacher Leadership (18 hours)
Focus (12 hours)
EDU 606 Accountability for Greater Student Learning (3)
EDU 636 Developing Educator Capacity through Professional Learning (3)
EDU 672 Teacher Leadership (3)
EDU 601 Leadership, Organizations, and Change (3)
Flex (6 hours)
Student option

Total Program Semester Hours.................................30
Admission Information
Candidates for admission to the M.Ed. program must have a minimum of a Bachelor’s degree and teaching experience (three years for the Instructional Leadership focus), as more specifically stated in the following admission criteria:
1. Teacher Licensure;
2. A minimum G.P.A. of 3.0 based on a 4.0 scale (undergraduate and post-baccalaureate credits combined);
3. Writing Sample. All candidates, regardless of GPA, must successfully complete the M.Ed. writing sample, demonstrating adequate graduate level writing skills;
4. An interview with the Director of the M.Ed. program;
5. Application to Graduate Studies in Education along with the non-refundable application fee;
6. Official transcript(s) showing all coursework, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution. Send transcripts directly to the Office of Graduate Studies in Education;
7. Recommendation forms (provided) from 4 persons:
   One must be completed by the applicant’s current principal or supervisor; two must be completed by fellow teachers/colleagues; and one by a character/personal reference (non-family member);

In addition to the criteria above, candidates for admission to the Instructional Leadership focus must submit the following:
1. Professional Resume;
2. Copy of most recent state-approved performance appraisal;
3. Verification of Experience form completed by applicant’s school system documenting at least 2 years of teaching experience;
4. Recommendation form completed by the Director of the school system where the applicant is employed;
5. Interview with Instructional Leadership Screening Committee. The candidate is interviewed by an admission screening committee comprised of university and public school personnel who will make a recommendation to the Dean and Graduate Admission Committee concerning admission to the Instructional Leadership program.

Conditional Admission. Persons not qualifying for Admission may be granted Conditional Admission after successfully completing a Writing Sample and upon the recommendation of the Graduate Education Admissions Committee and the Dean of the College of Education and Human Studies. Conditionally admitted students may be granted admission after completing 9 graduate hours of (minimum) 3.00 grade average work at Union 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 the Campus Life Handbook.

Transfer Credit into the M.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 degree program, provided the grades received in those courses were B or higher. Work transferred into the program must have been completed within five years prior to admission to the program.

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

Graduation Requirements
For graduation from the M.Ed. degree program, the student will:
1. Successfully complete the 30 semester hours of required course work.
2. Demonstrate a minimum GPA of 3.0 cumulative for the program.
3. Successfully complete the Performance Exhibition.
   In addition to the above criteria, students completing the Instructional Leadership Licensure focus must:
4. Successfully complete the required Practicums.
5. Take and PASS the Praxis II SLLA exam in order to complete the M.Ed. Instructional Leadership program.
   Students completing the Instructional Leadership focus must successfully pass the state licensure exam to obtain both the M.Ed. degree and state licensure.

Financial Information
The following payment plans are available:
1. Full payment may be made for the program of 30 semester hours.
2. The University accepts payment via Self-Service, in person, or by phone or mail. Debit or credit card payments are subject to a convenience fee of 2.5%. Payment plans are available if needed, and may be established through the Office of Business and Financial Services.
3. Monthly payments may be made by using the FACTS Plan, an automatic debit from your bank account.
   M.Ed. tuition rates vary by focus area. Generally, tuition rates are between $385-$595 per semester hour.
   The following are Non-Refundable Fees:
   Application Fee .................................................$25
   IL Portfolio fee (when applicable) .........................$150
   Practicum fee (IL) .............................................$200
   General Student Fee ........................................ $25/hour
   All financial information is subject to change without notice.
Financial Assistance

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Course Descriptions: Education (EDU)

6001. Community Involvement to Improve Schools (2)
A course designed to explore methods of increasing public engagement. Community, school, student, and parental values are explored with a view toward shared accountability for school improvement. Issues related to diversity within the community, schools, and learners will be addressed.

601. Leadership, Organizations, and Change (3)
A critical examination of key theories, functions and practices involving leadership and organizations with specific emphasis on individual and organizational responses to change. In addition to traditional applications, students will analyze leadership styles and organizational case studies through multiple frameworks.

602. Technology-Rich Learning (2)
Focus of the course is the integration and utilization of current instructional technology with emphasis on student learning, including the integration of technology as a learning tool for elementary/secondary classrooms: mobile technology, Web-based teacher productivity tools, specific-use software, mobile apps, adaptive technology, presentation software, Internet, and future trends.

606. Accountability for Greater Student Learning (3)
This course views accountability as a joint effort between instructor and student. The following areas have been identified as essential factors in improving student performance: multiple methods of instruction, the use of formative evaluation, student perceptions, self-observation and critical reflection (teacher and student), and creative avenues for communicating content mastered.

608. Learning Theories into Practice (3)
This course will include an analysis of contemporary cognitive research and theories and the evaluation of how each applies to the elementary and secondary classrooms. Course topics include learning theories, brain research, constructivism, inquiry learning and educational psychology.

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

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

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

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

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

636. Developing Educator Capacity through Professional Learning (3)
This course includes an examination of professional development standards and approaches used to design, implement, and evaluate professional learning. Best practices in using data to tailor professional learning to school-wide, group, and individual teacher needs will be identified and applied to student-generated professional development plans. Principles of adult learning theory will be analyzed and applied. Specific professional development structures, such as coaching, mentoring, and professional learning communities, will be researched.

639. Teacher Effectiveness (3)
An in-class, clinically focused course incorporating intentional and reflective pedagogical techniques. In addition to analyzing online excerpts of real teaching scenarios, students will record samples of their own teaching using video technology. Upon self-evaluation and peer feedback, students will use the current framework for teacher evaluation as a starting point for identifying best practices and areas for improvement in their own craft. These lessons will be useful as students begin the process of compiling their electronic Performance Exhibition product.

643. Methods and Designs for Classroom Research (2)
Designed to develop an understanding of problems and key issues in educational research. Emphasis on current research in primary sources, data collection and analysis, and the accurate reporting and discussion of findings will provide students with an overview of protocol and professionalism in educational research, equipping the student with a foundational knowledge readily applicable to problems in the student’s own professional setting.
Faith and Ethics in Education (3)
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.

Engaging Diversity in School Cultures (2)
An examination of the cultures and historical backgrounds of the major cultural (minority) groups in the United States, including but not limited to African American, Asian American, Hispanic, and Native American. Social and cultural issues will be investigated to enhance the educator’s knowledge and understanding of the similarities and differences among the groups. The course will also address, in light of educational history, the concepts of immigration, racism, discrimination, and assimilation in the United States. The course challenges students to appropriately contextualize equality and decipher the corners of education where equity still doesn’t exist. From both a holistic and a critical posture, students will explore ways that racial, ethnic, socioeconomic, and subcultural differences can be celebrated and engaged as a school’s greatest asset.

Performance Exhibition (1)
Through this ongoing process and culminating event, students will compile evidence of their developing skills and knowledge, ultimately showcasing their overall growth as professional educators. Before a panel of university faculty and community leaders, students will present a concise synthesis of artifacts and video footage to demonstrate their mastery of core program standards and their significant growth as Scholars, Practitioners, and Relaters.

Leadership Issues I: Theories and Strategies (3)
A thorough introduction to the essential issues of educational leadership including strategic planning, the decision-making process, effective communication, managing conflict, systems perspectives and more. The course includes an overview of classic theories of leadership and how those theories have impacted schools and school systems today.

Legal and Financial Issues in School Governance (3)
This course focuses on areas of the law as it impacts school administrators including, but not limited to, sources of the law and the courts, students and educational personnel, desegregation and its effects, school finance issues and school district liability, federal law, and regulations involving special education.

Supervision (3)
This course provides an analysis of supervisory models and techniques, management techniques and group processes, staffing patterns and organizational structures to support teaching and learning.

Leadership Practicum Summer (1)
Leadership Practicum Fall (1)
Leadership Practicum Spring (1)
(divided into three 1-hour sections such as current Ed.S./Ed.D. practicum)
Prerequisite: Approval from the Office of Graduate Studies in Education
The practicum for the Instructional Leadership concentration is a twelve-month, part-time mentored experience. It is the application in a workplace environment of the strategic, instructional, organizational, and contextual leadership program standards.

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

Teacher Leadership (3)
This course examines practical perspectives of teacher leadership. Topics include the study of the Teacher Leader Model Standards, the Teacher Leadership Competencies, roles and responsibilities of teacher leaders, and working with principals and other administrators. Various strategies for selection and development of leaders are examined. Concepts include stewardship, servant leadership, transformational leadership, gender, and ethnicity.
Available online

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

Objectives of the Program

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

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

Program Description

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

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

Program Delivery and Calendar. Students will be accepted into cohorts who will complete the program utilizing an innovative delivery system designed to meet the needs of educators.

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

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

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

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

Prerequisites: Human Growth and Development, Instructional Technology, Educational Assessment and 3 years of teaching experience.

Transfer Credit by Petition: Maximum of 12 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 State of Tennessee licensure standards in school leadership.

- EDR 700—Research Issues in Educational Leadership
- EDU 702—Engaged Learning
- EDU 703—Supervision
- EDU 706—Organizational Decision Making
- EDU 707—Legal Issues in School Governance
- EDU 708—Curriculum and School Improvement
- EDU 714—Leadership Issues I—Theories and Strategies
- EDU 715—Leadership Issues II—Planning and Finance
- EDU 721—Literacy Across the Curriculum
- EDU 722—Teacher Leadership
- EDU 723—Faith and Ethics in Educational Leadership
- EDU 737, 738, 739—Leadership Practicum Summer, Fall, Spring
- or EDU 734—Leadership Internship
- EDU 786—Seminar: Multicultural and Diversity Issues in Education

Total: 39 hours

Exit Assessment:
Completion of Practicum
Completion of SLLA Exam
Leadership Growth Paper
Graduation
Curriculum: Ed.S. in Educational Leadership: Teacher Leadership

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

Transfer Credit by Petition: Maximum of 12 Semesters Hours May Be Applied.

EDR 700—Research Issues in Educational Leadership
EDU 702—Engaged Learning
EDU 703—Supervision
EDU 706—Organizational Decision Making
EDU 707—Legal Issues in School Governance
EDU 708—Curriculum and School Improvement
EDU 714—Leadership Issues I—Theories and Strategies
EDU 715—Leadership Issues II—Planning and Finance
EDU 721—Literacy Across the Curriculum
EDU 722—Teacher Leadership
EDU 723—Faith and Ethics in Educational Leadership
EDU 721—Literacy Across the Curriculum
EDU 786—Seminar: Multicultural and Diversity Issues in Education

Total: 39 hours

Exit Assessment:
Presentation of Leadership Growth Paper—May

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

Transfer Credit by Petition: Maximum of 12 Semesters Hours May Be Applied.

EDU 600 – Community Involvement for School Improvement
EDU 606—Accountability for Greater Student Learning
EDR 700—Research Issues in Educational Leadership
EDU 702—Engaged Learning
EDU 711—Politics, Policy, and Instruction
EDU 716—Purpose and Plan for Action Research
EDU 717—Entrepreneurial School Leadership
EDU 718—The Changing Superintendency
EDU 721—Literacy Across the Curriculum
EDU 722—Teacher Leadership
EDU 723—Faith and Ethics in Educational Leadership
EDU 741—Leadership Development Research Project I
EDU 742—Leadership Development Research Project II
EDU 786—Seminar: Multicultural and Diversity Issues in Education

Total: 39 hours

Admission Information

All candidates for admission to the Ed.S. in Educational Leadership must submit a Graduate Studies in Education Application along with a non-refundable application fee ($25), and official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution. Official transcripts should be sent directly to the Office of Graduate Studies in Education. 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. Copy of current teacher license.
2. Grade Point Average—Undergraduate GPA of 3.0 or higher. Prior Graduate GPA of 3.2 or higher.
3. Teacher Licensure—Teacher licensure and three years teaching experience.
4. Recommendation Forms. Rating forms from four persons. One must be completed by the applicant’s current principal or supervisor; two must be completed by fellow teachers/colleagues; and one character/personal reference completed by one with insight into all components on the form.

5. Writing Sample—All candidates, regardless of GPA, must successfully complete an Ed.S. writing sample demonstrating adequate advanced graduate level writing skills.
6. An interview with the Director of the Ed.S./Ed.D. Program.
7. Current professional resume.

In addition to the criteria above, candidates for admission to the Instructional Leadership track must submit the following.
9. Verification of Experience form completed by applicant’s school system documenting at least 2 years of teaching experience.
10. Recommendation form completed by the Director of the school system where the applicant is employed.
11. Instructional Leadership Screening Committee Interview.

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

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

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

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

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

**Graduation Requirements**

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

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

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

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

To be eligible for the bridge option, students must have completed their Ed.S. from Union University within the last 10 years of application date. Those who have held the Union Ed.S. for longer than 10 years may still apply but qualify for only the maximum number of 15 transfer hours from the Union Ed.S. into the Ed.D. program. See the Ed.D. program section for admission criteria and course descriptions.

**Financial Information**

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

1. Full payment may be made for the program.
2. The University accepts payment via Self-Service, in person, or by phone or mail. Debit or credit card payments are subject to a convenience fee of 2.5%.

Payment plans are available if needed, and may be established through the Office of Business and Financial Services.

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

**Tuition and Fees.** Tuition will be $630 per semester hour.

Application Fee...........................................................$25
Practicum Fee (IL):..........................................................$200
General Student Fee....................................................... $25/hour

All financial information is subject to change without notice.

**Financial Aid.** Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

**Course Descriptions: Education (EDU)**

600. Community Involvement in School Improvement (3)
A course designed to explore methods of increasing public engagement. Community, school, student, and parental values are explored with a view toward shared accountability for school improvement. Issues related to diversity within the community, schools, and learners will be addressed.

606. Accountability for Greater Student Learning (3)
This course views accountability as a joint effort between instructor and student. The following areas have been identified as essential factors in improving student performance: multiple methods of instruction, the use of formative evaluation, student perceptions, self-observation and critical reflection (teacher and student), and creative avenues for communicating content mastered.

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

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

707. Legal Issues in School Governance (3)
Areas of the law as it impacts school administrators are studied,
including, but not limited to, sources of the law and the courts,
the law and students and educational personnel, desegregation
and its effects, school finance issues and school district liability,
federal law and regulations involving special education.

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.

714. 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.

715. Leadership Issues II: Planning and Finance (3)
Prerequisite: EDU 714
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.

716. Purpose and Plan for Action Research (3)
Purpose and Plan for Action Research exposes students to the
basic principles of action research. Emphasis is given to what
constitutes action research and how it differs from other types
of research. Topics include the process of scientific inquiry
and data-driven decision making in an era of school reform.
Students will learn how to generate research questions, collect
and analyze data, and evaluate programs. Students will develop
their own research projects, using relevant ideas based on the
evaluation of initiatives in their own schools or school districts.

717. Entrepreneurial School Leadership (3)
In this course, students will learn the entrepreneurial side
of school leadership. Emphasis will be placed on the school
structure of charter schools and independent schools especially
the organizational differences between these types of schools
and traditional public schools. Topics will include financing,
student enrollment, and legal issues related to non-traditional
and for-profit schools. Students will investigate the attributes
of an entrepreneur (such as vision casting, risk taking, and
innovating) and determine how these could be applied in the
age of school reform.

718. The Changing Superintendency (3)
This course examines leadership at the superintendent/director of schools level, and includes study of the impact of
school reform on public and private education. Topics include
leadership theory and behavior, organizational development,
and change. Students study the diagnosis of organizational
needs and identification of challenges and solutions at both
the interpersonal and institutional levels.

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

722. Teacher Leadership (3)
This course examines practical perspectives on school
administrators’ leadership of teachers. Topics include the
study of professional learning communities, mentoring, and
classroom coaching. Various strategies for selection and development of
leaders are examined. Concepts include stewardship, servant
leadership, transformational leadership, gender, and ethnicity.

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.

724. Strategic Planning (3)
The Leadership Growth 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 Teacher Leadership students.
734. **Leadership Internship (3)**
Prerequisite: Approval from Office of Graduate Studies in Education.
The internship for the Instructional Leadership concentration of the Ed.S. in Educational Leadership is a five-month, mentored experience involving two or more settings and multiple levels with an introductory field practicum of one month. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students develop and present a “Leadership Growth Paper” in the context of their internship work.

737. **Leadership Practicum Summer (1)**
738. **Leadership Practicum Fall (1)**
739. **Leadership Practicum Spring (1)**
Prerequisite: approval from Office of Graduate Studies in Education.
The practicum for the Instructional Leadership 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 the "Leadership Growth Paper" in the context of their practicum work.

741. **Leadership Development Research Project I (3)**
Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

742. **Leadership Development Research Project II (3)**
Prerequisite: EDU 741
Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

786. **Seminar: Seminar in Multicultural and Diversity Issues in Education (3)**
A seminar course dealing with the theoretical and applied bases of educational administration in multicultural contexts. Students examine through readings the needs and characteristics of various cultural groups with the focus on translation to practice and policy.

**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 “Leadership Growth Paper” utilizing action research in an educational leadership context.
Available online.

School of Education Mission
Statement/Conceptual Framework

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

Ed.D. Description and Purpose

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

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

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

The Ed.D. in Educational Leadership P-12 School Administration degree has three areas of concentration: Instructional Leadership, Teacher Leadership, and Leadership in School Reform. All programs are offered fully online.

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

The Cohort Approach and Calendar

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

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

Doctor of Education Admissions Process

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

- Application Form: A completed application form submitted in a timely manner
- Application Fee: A nonrefundable application fee of $50. Checks should be made to Union University to the address indicated below.
- Official Transcripts: Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution. The minimum requirement for admission is an official Master’s degree transcript from a regionally accredited college/university with a minimum GPA of 3.20. In addition, students must ensure that transcripts received from non-US institutions are translated and evaluated by a recognized agency, and forwarded directly to Union University to the address indicated below.
- Test Requirements: Official test scores from the Graduate Record Exam (GRE) must be forwarded to Union University (Institution Code: 1826), reflecting scores for all three sections of the GRE (verbal, quantitative, and writing). Results must be current within the last five years. For all applicants who are not native English speakers, a TOEFL test is required and official test scores must be forwarded to Union University (Institution Code: 1826).
Note: For the 2022-2023 academic year, the GRE test requirement will be waived and replaced with a writing sample requirement.

- Documentation of at least five years of relevant professional experience in the Education sector.
- Recommendations: Rating forms from four persons: one from the applicant’s employer (principal or supervisor for P–12 specialization); one from a previous graduate professor; and two from professional colleagues.
- Interview: Once the application has been reviewed, students may be scheduled for a personal interview with graduate faculty.
- Leadership Role: Students are expected to have served a minimum of two years in a leadership position.
- Current professional resume
- Students applying for admission to the Ed.D. in Educational Leadership Program with a specialization in P-12 School Administration Instructional Leadership license concentration must provide the following additional items:
  1. Proof of teacher licensure
  2. Copy of most recent performance appraisal (In TN, the Framework for Evaluation and Professional Growth).
  3. Verification of Experience form completed by applicant’s school system documenting at least 2 years of teaching experience.
  4. Recommendation form completed by the Director of the school system where the applicant is employed.
  5. Instructional Leadership Screening Committee Interview.
- Mailing Address: Applications, fees, and supplementary materials should be sent to:
  Union University Box 1876
  Office of Graduate Studies in Education
  1050 Union University
  Jackson, TN 38305-3697
- Notification: Each student will be notified in writing of the decision regarding his/her admittance into the program.

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

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

Program of Study

At the time of admission, a student may petition to transfer up to 12 graduate semester hours (recent “A” or “B” work from a regionally accredited institution) into the doctoral program with the approval of the Program Director. In addition, students in the P-12 School Administration specialization may petition to transfer a maximum of 15 semester hours of education specialist credit from regionally accredited institutions. For students in the Higher Education program, a waiver of up to 12 hours is possible for those who graduated from a related master’s program at a university with a formal articulation agreement, and a transfer of a maximum of 15 hours is possible for students who have earned an Education Specialist degree in Higher Education from a regionally accredited institution. Transferred credits become a part of an official Program of Study that is furnished to the student. It is the student’s responsibility to follow the Program of Study carefully in scheduling classes.

Academic Requirements for Progression, Probation, and Suspension

Students in the Doctor of Education program must maintain an overall Grade Point Average of at least 3.2 to remain in Good Academic Standing. A student who earns below a grade of C (receiving an F) will be automatically dismissed from the program without the opportunity of probation.

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

If the student fails to attain the required minimum 3.2 GPA during the probationary semester, the student will be suspended from the Ed.D. program. While suspended from the program, the student may repeat courses in which a grade of B or C has been earned in an effort to improve the GPA. All students whose cumulative Ed.D. program GPA has been raised to 3.2 or higher and students who have been academically dismissed from the program can reapply for admission. However, readmission is not guaranteed.

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

Time Limitations

All requirements for the doctoral degree must be completed within 6 years from the first semester of enrollment. Students needing more than 6 years to complete the degree must file a time extension petition with the Dean of the School. After successful completion of coursework, doctoral students must maintain continuous enrollment status until graduation by enrolling in EDR 790 Dissertation each session. In order to remain in the doctoral program, students must maintain continuous enrollment throughout coursework and dissertation hours. Students who have extenuating circumstances that may prohibit continuous enrollment must contact the program office about a temporary leave of absence.
**Graduation Requirements**

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

1. Successful completion of the required 60 semester hours of coursework with a minimum GPA of 3.2.
2. Submission and presentation of The Qualifying Paper.
3. Successful completion of the written and oral Comprehensive Examinations.

**Financial Information**

Tuition for the Ed.D. program for the 2022-2023 year is $715 per semester hour.

The following are non-refundable fees:
- Application Fee: $50
- General Student Fee: $25/hour
- Practicum/IL: $200

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

- **FACTS**
- **Self-Service**
- **Student Payments**

**Doctoral Processes**

The **Qualifying Paper**. Required of students who specialize in P-12 School Administration and the Higher Education program, the Qualifying Paper is a substantial critical analysis of the theoretical and empirical literature related to educational leadership, which may or may not be related to the student's dissertation topic. The Qualifying Paper is completed by doctoral students in EDR 707-Leadership Research Seminar (P-12 School Administration) and EDR 750-Research in Higher Education (Higher Education Program) during the student's first year and a half of enrollment. This seminar serves as experimental ground for creating a scholarly community among doctoral students while they explore communication essentials, such as evaluating research articles, writing academic pieces including abstracts and literature reviews, and examining effective presentation skills. The final product of the seminar is the completion of the Qualifying Paper. EDR 707 and 750 prepare students for academic writing in other doctoral classes and assists students in preparation for Educational Leadership Comprehensive Examinations. Each student’s dissertation chair, who is assigned during this seminar, augments advising for the Qualifying Paper. Students present the Qualifying Paper to a symposium of doctoral students, faculty, and community as an exit requirement for EDR 707 and EDR 750.

The **Comprehensive Examinations**. Upon completion of all courses prior to the dissertation, the student will receive clearance to take the written and oral Comprehensive Examinations when:
- The student has earned a minimum GPA of 3.2 in pre-dissertation coursework as specified by the Program of Study.

- A dissertation committee for the student has been approved by the Program Director.

The Comprehensive Exams serve as an integrated measure of assessment and are directed at practical application of knowledge across the curricula. These examinations cover issues, practice, and research in educational leadership. The written exam is prepared by program directors with specific input from professors who write the examination questions. The written exam consists of questions designed to provide students the opportunity to demonstrate an ability to analyze and synthesize pertinent knowledge in educational leadership while addressing significant problems and issues in their field. The exam is administered under supervision without the aid of texts or related materials. An oral comprehensive examination with the student’s dissertation committee follows. Successful completion of the comprehensive examination advances the student to doctoral candidacy, a requirement for registration for dissertation hours. No more than two attempts to pass the examination are permitted.

The **Dissertation**. The doctoral dissertation is the culminating experience and exit requirement of the Doctor of Education program. The dissertation is scholarly inquiry 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 a dissertation chair 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 dissertation chair and committee, the student conducts the research and produces a quality
The primary purpose of the Ed.D. in Educational Leadership P-12 School Administration degree program is to provide experienced educators a broad, systematic understanding of contemporary education society. The primary purpose is to develop program outcomes that articulate the central issues and solve the salient problems in P-12 School Administration. The program outcomes become much more specific when delineated as objectives in individual course syllabi. The P-12 School Administration specialization is based on a set of national standards developed by the Educational Leadership Constituent Council of the Council for Accreditation of Educator Preparation (CAEP).

**Program Descriptions**

**Ed.D. in Educational Leadership Specialization: P-12 School Administration**

The Ed.D. in Educational Leadership with a specialization in P-12 School Administration 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 education society. The primary purpose is to provide experienced educators a broad, systematic understanding of educational theory, inquiry, and practice, as well as an ability to create and apply current research to educational problems.

**Program Outcomes**

The six outcomes of the Ed.D. in Educational Leadership with a specialization in Preschool – Grade Twelve (P-12) School Administration 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 that 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 policy and improvement, including best practices in teaching and learning.
6. Encourage ethical service in a framework of Christian values.

The outcomes 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 outcomes become much more specific when delineated as objectives in individual course syllabi. The P-12 School Administration specialization is based on a set of national standards developed by the Educational Leadership Constituent Council of the Council for Accreditation of Educator Preparation (CAEP).

**Areas of Concentration**

The P-12 School Administration degree program has three areas of concentration:

1. Instructional Leadership (IL). The IL concentration offers a license program that can earn the graduate the Tennessee Instructional Leadership License. Through this concentration, which includes a practicum that is closely supervised and directly related to the student’s individual needs, doctoral students can earn licensure as a principal or supervisor under standards approved by the Tennessee Department of Education.
2. Teacher Leadership (TL). The Teacher Leadership concentration is identical to the IL concentration; however, the Teacher Leadership concentration does not require the practicum course necessary for Tennessee Instructional Leadership License. Through this concentration, which includes a practicum that is closely supervised and directly related to the student’s individual needs, doctoral students can earn licensure as a principal or supervisor under standards approved by the Tennessee Department of Education.
3. Leadership in School Reform (LSR). The purpose of the Leadership in School Reform concentration is to create and actualize a vision for leadership in 21st century schools, embodying the best of research and practice in policy, child development, learning, teaching, and leadership within the context of school reform.

**Course of Study**

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

Students who have completed the Union Education Specialist Degree (Ed.S.) and desire to return to complete the
Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration
Concentration: Instructional Leadership

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

Transfer Credit by Petition: Maximum of 12 semester hours of master’s credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

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

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

Leadership Issues (15 hours)
EDU 707—Legal Issues in School Governance
EDU 714—Leadership Issues I: Theories and Strategies
EDU 715—Leadership Issues II: Planning and Finance
EDU 722—Teacher Leadership
EDU 723—Faith and Ethics in Educational Leadership

Leadership Practice (18 hours)
EDU 702—Engaged Learning
EDU 703—Supervision
EDU 706—Organizational Decision Making
EDU 708—Curriculum and School Improvement
EDU 721—Literacy Across the Curriculum
EDU 737, 738, 739—Leadership Practicum
EDU 786—Seminar: Multicultural and Diversity Issues in Education

Leadership Research (27 hours)
EDR 700—Research Issues in Educational Leadership
EDR 707—Leadership Research Seminar
EDR 712—Dissertation Seminar
EDR 710—Intermediate Statistics
EDR 720—Research Methods and Design
EDR 725—Advanced Statistics and Design
EDR 790, 791, 792, 793—Dissertation (9)

Exit Assessments
Successful Completion of:
• Minimum of 3.2 GPA in Ed.D. courses
• The Practicum or Internship
• The Qualifying Paper
• The School Leader’s Licensure Assessment (SLLA exam required for licensure)
• Dissertation Proposal (with Approval by Committee)
• Comprehensive Examination
• Oral Defense of Comprehensive Examination
• Dissertation
• Oral Defense of Dissertation

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration
Concentration: Teacher Leadership

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

Transfer Credit by Petition: Maximum of 12 semester hours of master’s credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

Teacher Leadership: The coursework for this concentration prepares teacher leaders and is based on the same CAEP and Tennessee Department of Education standards as the IL coursework (without practicum requirements) and integrates doctoral-level outcomes in research, practice, and analysis in school leadership. This non-licensure track has three components: Leadership Issues, Leadership Practice, and Leadership Research.

Leadership Issues (15 hours)
EDU 707—Legal Issues in School Governance
EDU 714—Leadership Issues I: Theories and Strategies
EDU 715—Leadership Issues II: Planning and Finance
EDU 722—Teacher Leadership
EDU 723—Faith and Ethics in Educational Leadership

Leadership Practice (18 hours)
EDU 702—Engaged Learning
EDU 703—Supervision
EDU 706—Organizational Decision Making
EDU 708—Curriculum and School Improvement
EDU 721—Literacy Across the Curriculum
EDU 786—Seminar: Multicultural and Diversity Issues in Education
Leadership Research (27 hours)
EDR 700—Research Issues in Educational Leadership
EDR 707—Leadership Research Seminar
EDR 710—Intermediate Statistics
EDR 712—Dissertation Seminar
EDR 720—Research Methods and Design
EDR 725—Advanced Statistics and Design
EDR 790, 791, 792, 793—Dissertation (9)

Exit Assessments
Completion of:
• Minimum of 3.2 GPA in Ed.D. courses
• The Qualifying Paper
• Dissertation Proposal (with Approval by Committee)
• Comprehensive Examination
• Oral Defense of Comprehensive Examination
• Dissertation
• Oral Defense of Dissertation

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration
Concentration: Leadership in School Reform

Prerequisites: Candidates must have one of three qualifications to be admitted to the program: (1) leadership experience, (2) a school leadership license, or (3) a school leadership degree.

Transfer Credit by Petition: Maximum of 12 semester hours of master’s credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

Ed.D. in Educational Leadership Specialization: Higher Education

The Ed.D. in Educational Leadership with a specialization in Higher Education is the second area of specialization, along with P-12 School Administration, to be offered by Union University’s School of Education. The doctorate in Higher Education is designed to prepare college and university professionals to serve as administrators and teachers, with special attention to the needs of smaller independent institutions of higher education. It prepares graduates to assume leadership positions in the fields of education, especially higher education, as well as government, business, and research. The degree program is delivered in a combination of campus residency and fully online courses to ensure service to a national community. The primary purpose of the Ed.D. in Educational Leadership with a specialization in Higher Education is to provide experienced educators a broad and systematic understanding of educational theory, inquiry, and practice, and an ability to create and apply current research to educational problems.

Program Outcomes
The six outcomes of the Ed.D. in Educational Leadership with a specialization in Higher Education are to:
1. Focus on issues, practice, and research in the field of higher education;
2. Foster scholarly inquiry in areas of professional and intellectual interest;
3. Provide highly individualized experiences that meet individual career goals;
4. Foster analysis and problem solving skill and expertise;
5. Prepare leaders who effectively deal with the challenges facing higher education, including evidence-based practices in teaching and learning;
6. Encourage ethical service in a framework of Christian values.

The outcomes 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 outcomes become much more specific when delineated as objectives in individual course syllabi.
Course of Study

The Ed.D. in Educational Leadership Higher Education degree requires completion of a minimum of 60 semester hours with a maximum of 9 hours from regionally accredited graduate programs applied in transfer by petition and upon approval of the Ed.D. Program Director. A waiver of up to 12 hours is possible for students who graduated from a related master’s program with a formal articulation agreement. A maximum of 15 hours of transfer credit is possible for students who have earned an Education Specialist degree in Higher Education from a regionally accredited institution. The degree program begins a new cohort each June on the Jackson campus and is delivered in a combination of summer residency and fully online courses to ensure service to a national community. Program goals include the university’s guiding principles of academic excellence, Christian values, development of the whole person, and future-driven scholastic agendas. For a schedule of courses in the Higher Education specialization, please visit the Union University website at www.uu.edu/edd/he.

Curriculum for the Ed.D. in Educational Leadership

Specialization: Higher Education

The Doctor of Education curriculum for the specialization in Higher Education has three components: Leadership Issues, Leadership Practice, and Leadership Research. The Higher Education Program courses for each component are categorized below:

Leadership Issues (18 hours)
EDU 710—History and Philosophy of Higher Education
EDU 723—Faith and Ethics in Educational Leadership
EDU 728—Strategic Planning and Marketing for Higher Education
EDU 745—Higher Education Policy and Assessment
EDU 752—Organizational Theory and Governance
EDU 753—Critical Issues in Higher Education

Leadership Practice (12 hours)
EDU 705—The American College Student
EDU 709—Legal Issues in Higher Education
EDU 754—Higher Education Finance
EDU 750—Proseminar: Leadership in Higher Education

Leadership Research (30 hours)
EDR 700—Research Issues in Educational Leadership
EDR 708—Qualitative Inquiry in Education
EDR 710—Intermediate Statistics
EDR 720—Research Methods and Design
EDR 750—Research in Higher Education
EDR 751—Dissertation Research in Higher Education
EDR 790—Dissertation (12)

Exit Assessments
Successful Completion of:
• Minimum of 3.2 GPA in Ed.D. courses
• Dissertation Proposal (with Approval by Committee)

Course Descriptions

Education (EDU)

600. Community Involvement in School Improvement (3)
A course designed to explore methods of increasing public engagement. Community, school, student, and parental values are explored with a view toward shared accountability for school improvement. Issues related to diversity within the community, schools, and learners will be addressed.

606. Accountability for Greater Student Learning (3)
This course views accountability as a joint effort between instructor and student. The following areas have been identified as essential factors in improving student performance: multiple methods of instruction, the use of formative evaluation, student perceptions, self-observation and critical reflection (teacher and student), and creative avenues for communicating content mastered.

701. Leadership, Organizations and Change (3)
A critical examination of key theories, functions and practices involving leadership and organizations with specific emphasis on individual and organizational responses to change. In addition to traditional applications, students will analyze leadership styles and organizational case studies through multiple frameworks.

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

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

705. The American College Student (3)
The social, psychological, cultural and historical contexts of the student in higher education. Current trends, projections and models for practice will be considered and analyzed.

706. Organizational Decision Making (3)
Theoretical approaches to understanding complex organizations are examined and applied to educational organizations, drawn from organizational theory, development and behavior. Students develop effective solutions for interpersonal, structural, and organizational problems experienced in contemporary educational communities. Strategic planning for educational change, including technological, is studied.
707. Legal Issues in School Governance (3)
Areas of the law as it impacts school administrators are studied including, but not limited to, sources of the law and the courts; the law, students and educational personnel; desegregation and its effects; school finance issues and school district liability; federal law; and regulations involving special education.

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 Higher Education (3)
Legal processes as well as legal rights, responsibilities, duties and liabilities of faculty, administrators and students within the context of higher education. Included will be studies from constitutional, statutory and case law.

710. History and Philosophy of Higher Education (3)
An examination of the historical and philosophical system of education in the United States considering issues to include: American system of education, survey of theories of education, and factors and forces changing American education philosophies.

711. Leadership Seminar: Politics, Policy, and Instruction (3)
This course is designed to allow the doctoral student to analyze and synthesize current knowledge related to issues in politics, public policy and school instructional practices. The course will focus on relationships between public policy and education; recognizing policy issues; and relating policy initiatives to student welfare. Current philosophical and cultural issues reflective of local, regional, national and global contexts will be studied.

712. Pre-Candidacy Resources (0)
Non-credit, non-graded course for graduate students to allow access to university resources while they are not actively completing coursework. Upon receiving special permission from the Dean’s office, doctoral students have access to the library, applicable tools and software.

714. 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.

715. Leadership Issues II: Planning and Finance (3)
Prerequisite: EDU 714
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.

716. Purpose and Plan for Action Research (3)
Purpose and Plan for Action Research exposes students to the basic principles of action research. Emphasis is given to what constitutes action research and how it differs from other types of research. Topics include the process of scientific inquiry and data-driven decision making in an era of school reform. Students will learn how to generate research questions, collect and analyze data, and evaluate programs. Students will develop their own research projects, using relevant ideas based on the evaluation of initiatives in their own schools or school districts.

717. Entrepreneurial School Leadership (3)
In this course, students will learn the entrepreneurial side of school leadership. Emphasis will be placed on the school structure of charter schools and independent schools, especially the organizational differences between these types of schools and traditional public schools. Topics will include financing, student enrollment, and legal issues related to non-traditional and for-profit schools. Students will investigate the attributes of an entrepreneur (such as vision casting, risk taking, and innovating) and determine how these could be applied in the age of school reform.

718. The Changing Superintendency (3)
This course examines leadership at the superintendent/director of schools level, and includes study of the impact of school reform on public and private education. Topics include leadership theory and behavior, organizational development, and change. Students study the diagnosis of organizational needs and identification of challenges and solutions at both the interpersonal and institutional levels.

719. Comparative Higher Education (3)
A comparative study of selected delivery systems, theoretical constructs, cultural influences and implications, governmental involvement as well as educational outcome expectations.

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

722. Teacher Leadership (3)
This course examines practical perspectives on school administrators’ leadership of teachers. Topics include the study of professional learning communities, mentoring, and coaching. Various strategies for selection and development of leaders are examined. Concepts include stewardship, servant leadership, transformational leadership, gender, and ethnicity.

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.
728. Strategic Planning and Marketing for Higher Education (3)
The role of strategic planning and marketing in higher education utilizing case studies methods and applications. The student will develop strategic plans for utilizing integrated marketing approaches for higher education.

730. Service-Learning in Higher Education (3)
A comprehensive examination of service-learning as a philosophy of education, pedagogy and program type. Successful models of service-learning programs will be analyzed and students will explore the benefits and challenges of this form of engaged learning. To include the design of a service-learning program.

732. Leadership Growth Paper (3)
The Leadership Growth Paper is the culmination 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.

734. Leadership Internship (3)
Prerequisite: Approval from Office of Graduate Studies in Education.
The internship for the Instructional Leadership track of the Ed.S. in Educational Leadership is a five-month, mentored experience involving two or more settings and multiple levels with an introductory field practicum of one month. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students in the Education Specialist Instructional Leadership concentration program develop and present a “Leadership Growth Paper” in the context of their internship work.

737. Leadership Practicum Summer (1)
738. Leadership Practicum Fall (1)
739. Leadership Practicum Spring (1)
Prerequisite: Approval from Office of Graduate Studies in Education.
The practicum for the Instructional Leadership concentration (Standard Route) is an eight-month, mentored experience in a cooperating school system. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students in the Education Specialist Instructional Leadership concentration develop and present a “Leadership Growth Paper” in the context of their practicum work.

740. Leadership Internship in Higher Education (3)
The Internship is an approved, mentored, experience that provides the Higher Education student the opportunity to engage with issues impacting the nature and function of higher education in a workplace environment. Students prepare an “Executive Summary” that reflects the context of their internship experience.

741. Leadership Development Research Project I (3)
Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

742. Leadership Development Research Project II (3)
Prerequisite: EDU 741
Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

745. Higher Education Policy and Assessment (3)
Current policy and assessment issues in with specific attention to the nature and function of policies that impact administrative posts in higher education as well as assessment strategies and procedures in diverse higher education settings.

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

751. Dissertation Proposal Development (3)
Prerequisite: successful completion of all EdD coursework and Comprehensive Exams.
Doctoral level course offers an opportunity, within one semester, to extend the time needed by EdD students to develop the dissertation proposal. Special permission for this course should be requested through the Dean’s office. Pass/Fail.

752. Organizational Theory and Governance (3)
In this course, we investigate theories underlying how higher education institutions function as organizations and their governance processes. Historical and contemporary points of view on organizations will be discussed along with consideration of the internal and external forces acting on the institution.

753. Critical Issues in Higher Education (3)
In this course, we explore issues that have shaped and are shaping higher education in American society. An emphasis on evaluating various perspectives on each issue is a central focus.

754. Higher Education Finance (3)
Students will obtain an overview of the financing of higher education, both nationally and internationally. Students will review the main issues in finance, develop the ability to examine and analyze financial statements, assess the budget as an instrument of control, and relate the budget to the educational program.

786. Seminar: Multicultural and Diversity Issues in Education (3)
A seminar course dealing with the theoretical and applied bases of educational administration in multicultural contexts. Students examine through readings the needs and characteristics of various cultural groups with the focus on translation to practice and policy.
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.

707. Leadership Research Seminar (1, 2)
Prerequisite: EDR 700
This course provides students opportunity to demonstrate clear understanding of the interrelated nature of the experiences from the educational leadership courses in their doctoral program through critical discourse on contemporary issues. The seminar series will serve as experimental ground for creating a scholarly community among doctoral students while they explore communication essentials, such as evaluating research articles, writing academic pieces including abstracts and literature reviews, and examining effective presentation skills. The final product of the seminar is the completion of the Qualifying Paper, a substantial critical analysis of the theoretical and empirical literature related to educational leadership, which may or may not be related to the student's dissertation topic. The first enrollment is for 1 credit hour, and the second enrollment is for 2 credit hours.

708. Qualitative Inquiry in Education (3)
A foundation for understanding and conducting qualitative research in education by covering topics of qualitative theoretical underpinnings, research designs, data collection, and data analysis techniques.

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.

712. Dissertation Research Seminar (1)
Prerequisite: EDR 707
This course is offered in seminar format in 2 segments. It serves as experimental ground for creating a scholarly community among doctoral students, coinciding with enrollment in EDR 710, 725 and 720. The seminar assesses researchable questions in leadership and administration in a student's area of specialization resulting in a Dissertation Proposal. One enrollment is for 1 credit hour, and the other enrollment is for 2 credit hours.

720. Research Methods and Design (3)
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 proposal.

750. Research in Higher Education (3)
This seminar introduces the student to higher education research and serves as an opportunity for doctoral students to develop a scholarly research focus. The research and writing process will be discussed, with an emphasis on the literature review process. The student will have the opportunity to (a) explore research issues in higher education; (b) develop a research agenda; (c) establish a conceptual framework; and (d) write a doctoral level review of the literature.

751. Dissertation Research in Higher Education (3)
Prerequisite: EDR 750
This course advances the student's development as researcher and scholar through the assessment of researchable questions in higher education resulting in a Dissertation Proposal.

785. Special Study
Group study which do not appear in the College course offerings. Content will be determined by need.

788. Special Studies (1-3)
A variable topics course in either Leadership Issues or Leadership Practice that do not appear in regular course offerings. These group studies may be offered as needed.

790, 791, 792, 793. Dissertation (1-4)
Prerequisite: Successful completion of Ed.D. oral and written comprehensive examination and approval of the Dissertation Proposal.
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 minimum of 9–12 hours of credit. The course is graded PR (progress) or F (failure). Each doctoral student must submit his pre-dissertation or dissertation manuscript for publication or presentation, as written by him/her during enrollment in the Educational Specialist phase/Education Doctorate Program at Union University. Validated verification of official submission by the student’s Dissertation Chair must be on file in the Dean’s Office before the student will be permitted to defend his/her dissertation. With successful completion of the dissertation the final semester is graded Pass and all previous PRs are converted to Pass.
Nita Mehr (2009). Dean for the School of Social Work, Professor of Social Work, and Fellow for the Center for Just and Caring Communities. B.S.W. Freed-Hardeman University; M.S.S.W., University of Tennessee; Ph.D., Northcentral University; A.C.S.W., L.C.S.W.

Katrinna Matthews (2015). Director of Assessment and Accreditation—Germantown Campus and Assistant Professor of Social Work. B.S.S.W., University of Mississippi; M.S.S.W., University of Tennessee; M.Ed., University of Mississippi; D.S.W., St. Katherine-St. Thomas University; L.A.P.S.W.

Rebecca Bohner (2015). Director for the BSW Program, BSW Field Director for Jackson, Associate Professor. B.S.W., Union University; M.S.W., Baylor University; L.C.S.W.

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

Virginia Schwindt (2009). M.S.W. Field Director—Jackson and Associate Professor of Social Work. B.B.S., Hardin Simmons University; M.S.S.W., University of Texas at Arlington; L.C.S.W.

Cheryl Hall (2022). School of Social Work Programs Coordinator—Jackson Campus.

Stephanie Townsend (2020). Program Coordinator, Social Work—Germantown Campus. B.S.W., University of Memphis.

Legon Roberson (2018). Director of Marketing and Continuing Education. B.S.W. and M.S.W., Union University.

A list of faculty who teach in graduate programs is available online at www.uu.edu/academics/faculty/

**Degrees Offered**

**Available on the Jackson and Germantown Campuses and Online**

- Master of Social Work

**Master of Social Work Mission Statement**

The mission of the MSW Program is to prepare competent and effective professionals for leadership in advanced generalist practice. In a context of Christian higher education, the program fosters compassionate service, promotes social and economic justice, and equips students for excellence in social work practice.

**Program Outcomes**

The goals of the Master of Social Work Program are:

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

**Program Delivery**

The MSW Program accepts students beginning in the fall semester. Students entering with a degree other than the BSW must complete 60 credit hours to complete the program. Qualified applicants with the BSW may be eligible for the Advanced Standing program, which requires 33 hours to complete the MSW. Qualifications include graduation with the BSW from a CSWE-accredited program, a GPA of at least 3.0, completed application, and references that meet the standards of the MSW Admissions Committee (More information appears below). Most courses have online components, and some courses are totally online. For more information, visit www.uu.edu/msw/. The MSW program also offers an Online option.

**Accreditation**

The MSW program is accredited by the Council on Social Work Education (CSWE).

**Program Options:**

**Option One: Advanced Standing**

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

1. A minimum GPA of 3.0 in the undergraduate program.
2. At least a grade of “B” in the Advanced Standing Bridge Course (SW 599) offered in the summer term prior to taking required classes.

A minimum of 33 semester hours of approved graduate work is required for completion of the Advanced Standing option and can be completed in either a one year or two year option. In addition, each student will complete 600 clock hours of field practicum.

I. Required Core: 24 hours
   A. SW 599 Advanced Standing Bridge Course
   B. SW 605 Psychopathology
   C. SW 623 Theory and Ethics for Advanced Practice
   D. SW 631 Practice and Program Evaluation
   E. SW 650 Advanced Practice with Individuals and Families
   F. SW 660 Advanced Practice in Community Development and Administration

   G. SW 690 Field Seminar III
   H. SW 691 Field Seminar IV
   I. Electives: 9 hours

**Option Two: Regular Standing**

A minimum of 60 semester hours of approved graduate work is required for completion of the Regular Standing program. This can be completed in a two year or a three year option. In addition, each student will complete a total of 900 clock hours of field practicum

I. Required Core: 51 hours
   A. SW 500 Human Behavior and the Social Environment I
   B. SW 501 Human Behavior and the Social Environment II
   C. SW 510 Social Welfare and Social Justice
   D. SW 520 Practice I: Communities and Organizations
   E. SW 521 Foundations for Research
   F. SW 530 Practice II: Individuals and Families
   G. SW 535 Policy Analysis and Advocacy
   H. SW 540 Social Work with Groups
   I. SW 590 Field Seminar I
   J. SW 591 Field Seminar II
   K. SW 605 Psychopathology

**Graduate Program Admission Requirements**

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

1. Completion of a baccalaureate degree from a regionally accredited college or university.
2. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
3. Three professional/academic references specifying the applicant’s capabilities for graduate study.
4. Completed online application, including essay, with application fee of $25.
5. Cumulative GPA of at least 2.65 for the baccalaureate degree.
6. A completed immunization form.
7. The Social Work Admissions Committee may request an interview.
8. The following personal qualities: Self-awareness, empathy, objectivity, appreciation of diversity, professional commitment, critical thinking ability, effective oral and written communication skills, and the ability to advocate for and empathize for and with others.
L. SW 623 Theory and Ethics for Advanced Practice
M. SW 631 Practice and Program Evaluation
N. SW 650 Advanced Practice with Individuals and Families
O. SW 660 Advanced Practice in Community Development and Administration
P. SW 690 Field Seminar III
Q. SW 691 Field Seminar IV

II. Electives: 9 hours

**Dual Degree Options**

**MSW/MCS:** A dual degree option is offered between the School of Social Work and the School of Theology and Missions. Students will complete the required social work courses from Advanced Standing (24 hours) or Regular Standing (51 hours), the required Christian studies courses (24 hours), and an additional 12 hours of electives.

**60-hour option:**
I. Required Social Work Core from Advanced Standing—24 hours:
II. Required Christian Studies Courses—24 hours:
   - MCS 500, 505, 510, 515, 517, 538, 545, 546
III. Four Electives from the following (2 from each discipline)—12 hours:
   - A. SW: 522, 523, 524, 525, 526, 550, 551, 552, 553, 554, 555, 556, 557, 558, 610, 611, 612
   - B. MCS: 516, 520, 535, 536
   - C. SW/MCS 580 Study Abroad (Communities and Trauma)
   - SW/MCS 580 Study Abroad (Poverty)

**87-hour option:**
I. Required Social Work Core from Regular Standing—51 hours:
II. Required Christian Studies Courses—24 hours:
   - MCS 500, 505, 510, 515, 517, 538, 545, 546
III. Four Electives from the following (2 from each discipline)—12 hours:
   - A. SW: 522, 523, 524, 525, 526, 550, 551, 552, 553, 554, 555, 556, 557, 558, 610, 611, 612
   - B. MCS: 516, 520, 535, 536
   - C. SW/MCS 580 Study Abroad (Communities and Trauma)
   - SW/MCS 580 Study Abroad (Poverty)

Admissions Requirements: Applicants to the MSW/MCS dual degree must apply to and be accepted to each program separately, per current admission requirements of each program.

**MSW/MBA:** A dual degree option is offered between the School of Social Work and the McAfee School of Business. Students will complete the required social work courses from Advanced Standing (24 hours) or Regular Standing (51 hours), the required Master of Business Courses (24 hours), and an additional 12 hours. of MSW courses which are counted as MBA electives.

**MBA Core Courses:**
- MBA 648: Organizational Behavior
- MBA 610: Managerial Economics

- MBA 613: Managerial Accounting
- MBA 625: Managerial Finance
- MBA 653: Operations Management
- MBA 620: Ethical Management
- MBA 628: Strategic Marketing
- MBA 642: Business Policy

Admissions Requirements: Please see the Master of Business Administration section of the Graduate Catalog for MBA core coursework and prerequisite coursework. MBA 602 may be required as a prerequisite for the dual degree. Applicants to the MSW/MBA dual degree must apply to and be accepted to each program separately, per current admission requirements of each program.

**Progression in the program:**
1. After being approved for admission to the MSW program, the student will enroll in the courses according to the prescribed sequence.
2. A cumulative GPA of 3.0 on a 4.0 scale must be maintained, with no grade less than a B required to pass all courses. Students may repeat a course once in which they earn lower than a B. Elective courses with a grade lower than a B need not be repeated, but no credit will be given toward graduation. Students earning less than a B in required courses or in field practicum may be placed on probation status or terminated from the program. The MSW Director will meet with the student to discuss these options.
3. Continuation in the MSW program is contingent upon compliance with ethical and professional standards of conduct stipulated by the Code of Ethics of the National Association of Social Workers. Reasons for dismissal can include inadequate interpersonal skills and an inability to conform to the Core Performance Standards of the School of Social Work.
4. Successful completion of the required coursework, 900 clock hours in an approved social service agency, and attendance in field seminar class concurrent with each social work field practicum are required for graduation, along with a GPA of 3.0 or better. All classes and field practices must be passed with a grade of B or better.
5. Graduation requirements follow the guidelines of Union University.

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

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

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

Financial Information

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

Tuition $630/semester hour for the 2022-2023 MSW program.

Non-degree seeking post-baccalaureate students

Application Fee (non-refundable, one time only) .... $25
General Student Fee .......................... $25/hour
Course Drop/Add Fee .......................... $10
Insurance Fee .................................... $25
Field Instruction Fee (SW 590, 591) ............... $100 per Field Seminar enrollment
Field Instruction Fee (SW 690, 691) ............... $245 (includes licensing prep)
Cap and Gown Purchase ......................... approx. $55
Advanced Standing Student Fee (SW 599) .... $25

There are two methods for the payment of expenses.
1. Full payment for a term (fall, spring, summer, or other non-regular term) is due prior to or on the day of registration for classes.
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 Student Financial Planning Office, the total cost for the term and the financial aid allocation is the amount payable by the student to the university.

Any combination of the following payment is available.
1. Check, cash, or credit card (MasterCard, Discover, American Express) – a 2 ½ % service charge will be applied when payment is by credit card.
2. Federal Stafford loan
3. Employer reimbursement
4. FACTS (an electronic monthly draft from a savings or checking account)

All financial information is subject to change without notice.

Financial Assistance

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Employer Tuition Reimbursement

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

Estimated Costs during the M.S.W. Regular Standing Program

Semester 1—Fall

Tuition ........................................ $630 per credit hour
Textbooks ..................................... approximately $400
General Student Fee ......................... $25/hour
Field Practicum Fee ......................... $100
Insurance Fee ................................... $25

Semester 2—Spring

Tuition ........................................ $630 per credit hour
Textbooks ..................................... approximately $400
Field Practicum Fee ......................... $100
General Student Fee ......................... $25/hour

Semester 3—Fall

Tuition ........................................ estimated $630 per credit hour
Textbooks ..................................... approximately $400
Field Practicum Fee ......................... $100
General Student Fee ......................... $25/hour
Insurance Fee ................................... $25

Semester 4—Spring

Tuition ........................................ estimated $630 per credit hour
Textbooks ..................................... approximately $400
Field Practicum Fee ......................... $100
General Student Fee ......................... $25/hour

These are approximate costs only and are subject to change.

Acceptance Deposits

A non-refundable tuition deposit of $100 is required to reserve a place in the MSW program after an applicant is accepted.
Graduation Requirements
1. Completion of all course work.
2. A minimum grade point average of 3.0 for the required course of study.
3. An application for graduation to be submitted online. Application deadlines are February 15 for May graduation, September 15 for December graduation, and April 15 for July graduation.
4. Full payment of the student’s account in the Business Office
5. Discharge of all other obligations (fines, fees, etc.) to the University.

Student Organizations
M.S.W. Student Organization
A professional organization is open to all M.S.W. students to assist in developing professional social work identity by regular meetings, educational events, and opportunities for students to lead in service to various social service agencies and the community.

Phi Alpha Honor Society
National Honor Society for Social Work Students, Eta Phi Chapter, fosters high standards of education for social work students and invites into membership those who have attained excellence in scholarship and achievement. Students with an overall GPA in the top 35% of all graduating MSW majors are considered for membership. Other criteria for membership include professionalism, experience in field practicums, and leadership in the social work program. Students will be invited for membership after completion of SW 690, Field Seminar, in the curriculum.

Program Calendar
Classes meet on Monday and Thursday evenings depending on the program option. Classes may include both in-class and online instruction. Electives may be held any night of the week, on Saturday, or be totally online.
See www.uu.edu/msw for additional information.

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

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

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

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

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

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

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

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

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

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

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

623. Theory and Ethics for Advanced Practice (3)
The capstone course for the master’s in social work degree addressing the integration of professional knowledge, values, and skills under a rubric of theoretical and ethical practice.
631. Practice and Program Evaluation (3)
Advanced graduate level research course designed to offer the student an opportunity to demonstrate advanced theoretical and practical approaches to program planning, development, grant writing, evaluation, and monitoring.

650. Advanced Practice with Individuals and Families (3)
An advanced course in social work practice with individuals and families focusing on evidence-based and culturally competent practice. Various theories and methods for work with individuals and families will be explored in depth with an aim toward equipping the advanced practitioner for skilled practice.

660. Advanced Practice in Community Development and Administration (3)
This advanced course in administrative and community practice focuses on leadership skills for use in advanced generalist practice. Planned change processes, program development and administration, teamwork, consensus organizing, grant writing and program management expertise are contexts for social work leadership.

690, 691. Field Seminar III and IV (3 each)
Students participate in the advanced field seminars during the graduate level concentration year field practicum. Field seminar III and IV are designed to assist the student with processing the advanced year field experiences and in applying classroom learning to practice.

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

511. Community Development (3) As Needed
Students will explore the practice of community development as a means to address social problems such as poverty, disease, and social injustice; explore the dynamics of religious life and faith in the work of Christian community development; learn the history and culture of a specific geographic region, with a focus on issues of cross-cultural service and development, and local and international sociopolitical factors in its development and poverty. Students will reflect on their own experiences and understandings in a cross-cultural setting and gain skills in cultural competence.

512. Counseling Theories (3) F
This course serves as an introduction and overview for selected counseling theories and will help prepare students for application of theoretical concepts. Students will have the opportunity to examine theories as they begin the process of developing a personal theoretical approach to counseling that best fits specific client populations. By the end of the course, students will be able to identify the theory with which they most closely connect, applying it to a particular case study and developing a theory-specific treatment plan.

522. Aging Issues and Services (3)
This is a graduate overview course that will introduce a wide variety of issues related to aging. It will aid the student to understand the complexity of the aging process from the perspective of the individual, the family, society, and social policy using senior mentors who will attend, respond to class lectures and participated in role play exercises.

523. Trauma-Focused Cognitive Based Therapy (3)
This course will introduce the students to the concepts, components, and skills underlying evidenced-based treatment for traumatized children and youth. There will be specificity placed on trauma-focused cognitive behavioral therapy, as well as focus given on how to integrate the knowledge, values, and skills as an advanced generalist practitioner.

524. Applied Technology in Social Work Practice (3)
This course equips graduate social work students to utilize emerging technologies in their daily professional practice. Students will become proficient in identifying specific hardware, software, and mobile & cloud services that can be employed in each phase of the planned change process in micro, mezzo, and macro client systems. A particular emphasis will be placed on how social workers can stay informed on the rapid development of technologies relevant to professional practice.

525. Traumatic Grief and Loss (3)
Traumatic Grief and Loss is a three-credit hour master level elective course that will underscore trauma-informed social work practice that transcends the particular type of trauma exposure with individuals, families, and groups of persons, but has special focus on those who have experienced the loss of a loved one from sudden, violent death.

526. Children and Families at Risk (3)
The course introduces students to knowledge of the child welfare and the juvenile justice system. It provides an overview of the child welfare system describing the history, policies, and programs, at both the state and the federal level for intervening with families in crisis. It is intended to provide a foundation in the knowledge and values necessary for professional child welfare practice and explore evidence based practices working with families and children. The class is taught web blended.

527. Professional Communications and Ethics (3) Su
This course focuses on building proficiency in professional communication skills and ethics in the field of social work in academic, agency, and other community settings. Types of communication covered include writing, speaking, presentations, documentation, emails, memos, etc. Ethical analysis of case scenarios are utilized in both building ethical analysis skills and in practicing and assessing communication proficiency.

528. Social and Cultural Diversity (3) As Needed
This course is designed to prepare social work students to be knowledgeable of people’s biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, disability and how these contribute to discrimination and oppression. Students will examine the role, function, and effects of oppression in society as it relates to social and economic justice.
550. Grant Writing and Grant Management (3)
Prepares students with resources to successfully submit competitive proposals and state and federal applications for funding. Includes writing purpose statements, background and justification, personnel, timelines, methods, budget, evaluation process, and effective management of funds upon approval.

551. Spirituality and Religion in Social Work Practice (3)
An overview of the ways spirituality and religion participate in SW practice, with particular emphasis on their inclusion as necessary components of assessment, planning, treatment, and evaluation in culturally-competent social work practice. Students examine influences in a diverse range of religious traditions and spiritual practices.

552. Addictions Counseling (3)
Introduction to addictions counseling with intensive understanding of the etiology, progress and counseling strategies for addictive disorders. Emphasis is on acquiring a comprehensive definition of addiction behaviors and review of the impact of addiction on individual and family systems.

553. Social Work Services in Schools (3)
Knowledge and skills for effective social work practice in a school setting, as the professional provides a link between school, student, home, and community, primarily using case management and advocacy skills. Requires 590-690 hours in a school Field Placement.

554. Clinical Social Work in Health Care (3)
Exploration of professional, clinical and ethical issues within a complex and rapidly changing system. Utilizing a biopsychosocial model and systems perspective, students are introduced to various practice settings across continuum of health care delivery including inpatient, outpatient, and community-based services. Skill development is focused on interdisciplinary teamwork, assessment, care planning, intervention, and documentation.

555. Gender and Sexuality (3)
An analysis of gender and sexuality in American society and cross-culturally. Gender roles and human sexuality are examined across the life span with an emphasis on physiological, psychological, familial, and other societal factors that influence gender and sexuality. Also investigated are ways in which sexuality and gender intersect with and help shape social institutions.

556. Social Work and the Law (3)
The legal framework for social work practice including basic legal terminology, awareness of legal system, laws commonly affecting practice, understanding the role in court proceedings, and an exposure to diverse areas of law. Additionally, consideration of how law is a valuable tool for promoting social justice.

557. Faith-Based Social Services (3)
Introduction to the nature of faith-based social services, both in church and community contexts while exploring their biblical bases as well as faith-based advocacy for social justice, various models, and related government policies.

558. Play Therapy: Theory and Practice (3)
An introduction and overview of the evidence-based practice standards of play therapy for children and adolescents by explicating its theoretical basis and other essential elements including history, modalities, technique, applications, and skills.

611. Supervision in Social Work Practice (1-3)
This elective course encompasses the work of accountability and continued training of professional social workers within and across a variety of social work practice contexts. This course may be repeated for additional credit in differing areas of practice.

612. Crisis Intervention (1-3)
Designed to equip students to rapidly assess and intervene in crisis situations and maximize safety and stability for those involved, this course will explore models of crisis development and empirically-based crisis interventions. This course may be repeated for additional credit on different topics.

Other Variable Credit and Variable Content Courses
579, 679. External Domestic Study Programs (1-4)
All courses and application to the program must be defined prior to travel.

579/679PF. External Domestic Study Programs (Pass/Fail)
As Needed
All courses and their applications must be defined and approved prior to registering.

580, 680. Study Abroad Programs (1-4)
All courses and application to the program must be defined prior to travel.

580/680PF. Study Abroad Programs (Pass/Fail)
As Needed
All courses and their applications must be defined and approved prior to travel.

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

655. Independent Study in Social Work (1-3)
Individual research and study under the guidance of a social work professor.
Kelly Harden (2007). Dean, Professor of Nursing. A.S.N., Mississippi County Community College; B.S.N., Excelsior College; M.S.N., University of Missouri—St. Louis; D.N.Sc., University of Tennessee Health Science Center.

Shari Wherry (2012). Associate Dean, Graduate Programs. Professor of Nursing. B.S.N., Austin Peay State University; M.S.N., Belmont University; D.N.P., Union University.

Brad Creekmore (2017). Chair of Nurse Practitioner Tracks. Assistant Professor of Nursing. B.S., University of Tennessee at Martin; B.S.N., M.S.N., and D.N.P., Union University.

Andrew Rice (2020). Chair of Nurse Anesthesia Track, Assistant Professor of Nursing. B.S.N., Murray State University; M.S.N. Anesthesia, Union University; M.S.N., University of Alabama—Huntsville; D.N.P., Murray State University.

Ross Palmer (2020). Assistant Chair of Nurse Anesthesia, Assistant Professor of Nursing. B.S.N., Union University; MS in Anesthesia, Middle Tennessee School of Anesthesia; D.N.P., Union University.

Christina Davis (2014). Chair of Nursing Education, Administration and Executive Leadership. Assistant Professor of Nursing. B.S.N., M.S.N., and D.N.P., Union University.

Jennifer Shumway (2010). Director of Athletic Training Education and Associate Professor of Athletic Training. B.S., University of Central Florida; M.S., University of South Carolina; Ed.D., Union University.


A list of faculty who teach in graduate programs is available online at www.uu.edu/academics/faculty/.
Nursing Degrees Offered

Master of Science in Nursing
- RN to MSN without previously earned Bachelor’s degree
  - Nursing Administration (online)
  - Nursing Education (online)
  - Nurse Practitioner (Family, Psychiatric Mental Health)
- RN to MSN with previously earned Bachelor’s degree in a field other than nursing
  - Nursing Administration (online)
  - Nursing Education (online)
  - Nurse Practitioner (Family, Psychiatric Mental Health)
- MSN with previously earned Bachelor of Science in Nursing Degree
  - Nursing Administration (online)
  - Nursing Education (online)
  - Nurse Practitioner (Family, Psychiatric Mental Health)

Post-graduate Certificate
- Nursing Administration (online)
- Nursing Education (online)
- Nurse Practitioner (Family, Psychiatric Mental Health)

Doctor of Nursing Practice
- RN to DNP without previously earned Bachelor’s degree
  - Executive Leadership (online with scheduled on-campus intensives)
  - Nurse Practitioner (Family, Psychiatric Mental Health)
- RN to DNP with previously earned Bachelor’s degree in a field other than nursing
  - Executive Leadership (online with scheduled on-campus intensives)
  - Nurse Practitioner (Family, Psychiatric Mental Health)
  - Nurse Anesthesia
- BSN to DNP with previously earned Bachelor of Science in Nursing Degree
  - Executive Leadership (online with scheduled on-campus intensives)
  - Nurse Practitioner (Family, Psychiatric Mental Health)
  - Nurse Anesthesia
- CRNA to DNP for licensed, certified CRNAs who do not hold the Master’s degree
  - Post-graduate DNP (intended for Nurse Leaders and post-certification NPs and CRNAs; offered online with scheduled on-campus intensives)
    - Executive Leadership
    - Nurse Practitioner (Family, Psychiatric Mental Health)
    - Nurse Anesthesia

Endorsement
- Nursing Administration
- Nursing Education

Dual Degree Options
Dual degree options are available for MSN or DNP students in the Administrative and Executive Leadership and post-graduate DNP tracks. These options include
- Master of Science in Nursing/Master of Business Administration (MSN/MBA)
- Doctor of Nursing Practice/Master of Business Administration (DNP/MBA)
The MBA option does require a bachelor’s degree prior to being enrolled. Applicants to dual degrees must apply to and be accepted to each program separately, per current admission requirements of each program.

Athletic Training Degrees Offered

Master of Athletic Training

Mission Statement for the College of Nursing and Health Sciences
The Union University College of Nursing and Health Sciences exists to prepare Christ-centered professionals who engage their hearts, minds, souls, and bodies in striving for excellence in healthcare to promote human flourishing.
MASTER OF SCIENCE IN NURSING
COLLEGE OF NURSING AND HEALTH SCIENCES

Available online and on the Jackson, Hendersonville, and Germantown Campuses

Mission Statement
The mission of the Master of Science in Nursing programs is to connect Christian faith and the professional practice of nursing that is excellence-driven, Christ-centered, people-focused, and future directed within the scope of their practice as determined by education, licensure, and specialty certification.

MSN Program Goals
• To provide master’s nursing education that builds upon one’s previous nursing education using evidence-based knowledge.
• To prepare the graduate to provide advanced professional nursing within their scope of practice and within a Christian worldview.
• To prepare advanced professional nurses academically for continuing academic/professional growth and development.

MSN Expected Student Outcomes
The graduate of the master’s nursing program will be able to:
1. Incorporate theory and research in advanced nursing practice.
2. Assume leadership roles in one’s specialization area of nursing to promote health and well-being of persons in an intercultural world.
3. Integrate knowledge of health care economics and policy into the delivery of cost-effective, ethically responsible nursing care.
4. Manage information using technology to influence nursing practice.
5. Demonstrate competency in the selected nursing practice.

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

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

Program Admission Requirements for All Tracks
Admission to the program will be based on competitive selection from the pool of applicants who meet the following admission requirements:
1. Completed application with application fee of $50
2. Completion of an ACEN or CCNE accredited and state-approved nursing program according to track specific options. Applicants with a previously earned Bachelor’s degree in a field other than nursing must complete or show evidence of completion of the designated courses for the specific track or program.
3. Students dismissed from a graduate nursing program for academic, clinical, or behavioral reasons will not be admitted to Union University’s Graduate Nursing Program. Students who have been enrolled in another program and withdrew or are still enrolled in good standing must have a letter from the program director or Dean stating that they are in good standing or withdrew while in good standing in order to be considered for admission to Union University’s Graduate Nursing Program.
4. Last 60 hours cumulative GPA 3.0 on 4.0 scale (minimum).
5. Official transcripts from all post-secondary institutions must be submitted directly through NursingCAS.
7. Interview with the Nursing Graduate Admissions Selection Committee
8. Applicants from a country where the native language is not English may be required to show proof of English proficiency with scores no lower than 105 on the DuoLingo English Proficiency test. In addition, students must provide WES evaluations of transcripts.
9. Three letters of professional/academic reference specifying the applicant’s capabilities for graduate study. One letter of reference must be from the applicant’s current supervisor.
10. Completion of undergraduate statistics course
11. Cleared criminal background check
12. Clean drug screen

Additional requirements for the Nurse Practitioner and Nurse Educator tracks include a Science GPA of 3.0 on 4.0
scale, defined as Anatomy and Physiology 1 and 2, and Statistics is preferred.

Applicants are required to submit the following:
1. Statement of professional goals to include (limit to 2 pages):
   - Why you wish to become a Nurse Practitioner, Nurse Educator, or Nurse Administrator/Leader
   - What you plan to do with this degree, including long term goals
   - How you have prepared for success in this program
2. Curriculum Vitae
3. The following undergraduate nursing courses must be completed by December 31:
   - Anatomy and Physiology 1 and 2 – 8 hrs.
   - Microbiology – 3 or 4 hrs.
   - Pathophysiology – 3 hrs.
   - Christian Studies – 6 hrs.
   - English Composition 1 and 2 – 6 hrs.
   - Social Science – 9 hrs.
   - Humanities – 9 hrs.
2. When these courses are completed, the applicant will notify the track coordinator no later than December 31 prior to the year they wish to start.
3. The following undergraduate nursing course must be completed with a grade of “B” or above by May 31st of the year the applicant plans to be considered for the MSN cohort. The nursing course may be in progress when the applicant notifies the coordinator of their readiness to be considered for the MSN applicant pool.
   - NUR 330 Research

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

Students admitted to the program must have and maintain while in the program:
1. Current CPR certification
2. Evidence of Hepatitis B, MMR, and tetanus vaccination (TDaP unless TD within the past 2 years)
3. Proof of 2 Varicella vaccinations or positive antibody titer (If titer is negative, student must repeat the 2 vaccine series.)
4. Freedom from tuberculosis as evidenced by a negative PPD or health provider examination
5. Health 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. The maximum number of semester hours that may be transferred to Union University and applied to the MSN degree is nine, based upon evaluation of transcripts and/or course syllabi. In order to meet MSN and/or DNP Essentials, applicants may be required to audit courses at the recommendation of the faculty.

Applicants may take a maximum of two MSN core courses as non-degree seeking students. Enrollment in core nursing courses does not guarantee acceptance into a specific track.

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

Academic Standards, Requirements for Progression, Probation, and Dismissal

Students must maintain an overall B average. After completion of 9 graduate hours at Union University, a graduate student whose cumulative GPA from courses completed at Union University for graduate credit is below 3.0 will be placed on academic probation. A student placed on academic probation has one semester to increase his or her cumulative GPA to 3.0 or greater to be removed from a probationary status. If the student fails to increase his or her cumulative GPA to 3.0 or greater during the following semester, the student will be dismissed from the graduate program.
Students will also be dismissed without opportunity for probation if they:
- Receive an “F” (i.e., any grade below a “C”) in any course
- Receive more than two “C”s in any non-track specific courses.

Students must make a grade of B or higher in all track specific and 700-level courses (excluding pass/fail courses) in order to progress in or graduate from the graduate nursing program. The program faculty recognize that situations may arise which prevent students from successfully matriculating through the program. Students who are concerned about their academic standing should contact their advisor. If it appears the student may not be able to achieve a minimum passing grade in a course they may be encouraged by the appropriate Program Chair to withdraw from the program. This can potentially prevent the student from acquiring an F on their Union University transcript if the dropped class occurs prior to the deadline listed on the academic calendar (“last day to drop a class”). All students who withdraw or who are academically dismissed from the program can reapply for admission. However, readmission is not guaranteed.

Financial Information

Tuition Rates (per credit hour)

<table>
<thead>
<tr>
<th>Track</th>
<th>Tuition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All RN to MSN Tracks</td>
<td>$505</td>
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<tr>
<td>Undergraduate courses</td>
<td>$505</td>
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<tr>
<td>Graduate courses</td>
<td>$665</td>
</tr>
<tr>
<td>All BSN to MSN Tracks</td>
<td>$665</td>
</tr>
<tr>
<td>Graduate courses</td>
<td>$665</td>
</tr>
<tr>
<td>Post-Graduate Certificate</td>
<td>$665</td>
</tr>
</tbody>
</table>

Full payment for a term (winter, fall, spring, summer, or other non-regular term) is expected at the time of registration for classes.

- Application Fee: $50
- General Student Fee: $32/credit hr.
- Insurance fee per year: $25
- Binding of Thesis or Scholarly Project: $45
- Clinical Tracking System: $45/yr.
- Cap and Gown: approx. $150
- Castle Branch Medical Document Manager: $35
- Castle Branch Drug Screen and Background Check: $110
- NUR 600 Lab Fee: $100
- Course Evaluation Annual Fee: $105/yr.
- One-time fee for virtual patient (all NP and Education students): $89
- Random Drug Screen: $37.50/yr.

Any combination of the following payment is available.
1. Check, cash, or credit card. The latter is subject to a convenience fee of 2.5%.
2. Federal Direct loan
3. Employer reimbursement
4. FACTS (an electronic monthly draft from a savings or checking account)

Books cost approximately $150 per course.

All financial information is subject to change without notice.

Financial Assistance

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Employer Tuition Reimbursement

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

Acceptance Deposits

All MSN tracks require a $300 acceptance deposit. These deposits are non-refundable if the student elects not to enroll. Applicants accepted on an “alternative” basis will receive a full refund if status is not changed to "accepted" by the first day of class.

Graduation Requirements

1. Completion of the course work within each specified track.
2. A minimum grade point average of 3.0 for the required course of study.
3. File an application for graduation with the Graduate Nursing Office by the published deadline.
4. Pay in full the student’s account in the Business Office.
5. Discharge all other obligations (fines, credentials, fees, etc.) at the University.

MSN, Education, Administration, Nurse Practitioner Tracks

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

I. MSN Core Requirements—17 hours
   A. NUR 515, 516, 523, 526, 533, 545, 559
II. Education Track—41 hours
   A. Complete the MSN Core (above)
   B. BIO 500; NUR 507, 517, 537, 544, 607, 622, 538, 642
III. Administration Track—39 hours
   A. Complete the MSN Core (above)
   B. Specialty: 525, 528, 535, 548, 572, 593, 615, 693A, 695B
IV. Nurse Practitioner—46 hours
   A. Complete the MSN Core (above)
B. Advanced Practice Core: BIO 500; NUR 544, 558, 600
   (Except Psychiatric Mental Health Track), 622, 650
C. All students are required to take an elective and may choose
   one of the following: NUR 507, 525, 529, 696/697.
D. Specialty
   Family: NUR 547, 617, 639
   Psychiatric Mental Health: NUR 566, 651, 652, 653, 654
The Doctor of Nursing Practice Program (DNP) prepares graduates for the specialty areas of executive leadership, nurse anesthesia, and nurse practitioner. The DNP Program provides the student with the opportunity to strengthen one’s clinical skills by gaining intensive experiences in one’s specialty area of practice, enhance the understanding of the theoretical underpinnings that supports one’s specialty area of practice, and broaden one’s perspective of health care systems and delivery models from a Christian worldview.

The DNP Program is designed as full-time or part-time cohort-based programs that begins the fall of each year.

Mission Statement

The mission of the Doctor of Nursing Practice is to connect Christian faith and the professional practice of nursing that is excellence-driven, Christ-centered, people-focused, and future-directed within the scope of their practice as determined by education, licensure, and specialty certification.

DNP Program Goals

1. To provide doctoral nursing education that builds upon one’s previous nursing education using evidence-based knowledge.

2. To prepare the graduate for advanced professional nursing practice with specific functional and clinical capabilities within a Christian worldview.

3. To develop the graduate as a leader of one’s specialty area of expertise.

DNP Expected Student Outcomes

The graduate of the DNP will be able to:

- Demonstrate expertise in an area of specialized advanced nursing practice.
- Integrate biosciences, education, research, business, and technology into advanced nursing practice within the Christian worldview by providing evidence-based care to improve the health of individuals, aggregates, and populations.
- Promote transformation of health care through interprofessional collaboration, policy development, and technology utilization within an area of specialized advanced nursing practice.
- Assume leadership role in organizational and systems activities for quality improvement to enhance patient outcomes.
- Contribute to and evaluate evidence-based research and interventions for a specialized area of nursing practice to improve the health of individuals, aggregates, and populations.

Program Admission Requirements for All Tracks

1. Completed application with application fee of $50
2. Completion of an ACEN or CCNE accredited and state approved nursing program with a last 60 hours GPA 3.0 (minimum) on a 4.0 scale for RN or BSN to DNP or cumulative graduate GPA of at least 3.0 on 4.0 scale for post-MSN.
3. Students dismissed from a graduate nursing program for academic, clinical, or behavioral reasons will not be admitted to Union University’s Graduate Nursing Program. Students who have been enrolled in another program and withdrew or are still enrolled in good standing must have a letter from the program director or Dean stating that they are in good standing or withdrew while in good standing in order to be considered for admission to Union University’s Graduate Nursing Program.
4. Official transcripts from all post-secondary institutions must be submitted directly through NursingCAS. Please do not send transcripts for non-traditional nursing programs to Undergraduate Admissions. Transcripts must be received by NursingCAS in a sealed envelope from all previous academic institutions attended. Official transcripts from all post-secondary institutions must be sent to: NursingCAS, P.O. Box 9201, Watertown, MA 02471.
5. Current unencumbered RN and APN licensure (if applicable) in state of residence
6. Eligible for licensure as registered nurse and APN (if applicable) in Tennessee
7. Interview with the Nursing Graduate Admissions Selection Committee
8. Applicants from a country where the native language is not English may be required to show proof of English proficiency with scores no lower than 105 on the DuoLingo English Proficiency test. In addition, students must provide WES evaluations of transcripts.
9. Three letters of professional/academic reference specifying the applicant’s capabilities for graduate study to include one letter of reference from the current supervisor
10. Statement of professional goals to include (limit to 2 pages):
   - Your reasons for seeking a clinical doctorate
   - Your plans to use this degree to transform your practice and the profession of nursing
   - A problem statement reflective of an issue in your practice you have identified as an opportunity for a practice inquiry project
   - How you have prepared for success in this program
11 Submission of Curriculum Vitae

For the RN to DNP and BSN to DNP Nurse Practitioner tracks, a Science GPA of 3.0 on 4.0 scale (Anatomy and Physiology I and II, Statistics) is preferred.

Additional requirements for the CRNA-DNP track include a current unencumbered RN and CRNA license in state of residence and students will be required to have 1,000 clinical hours post BSN degree.

Additional requirements for the RN to BSN or BSN to DNP Nurse Anesthesia tracks include:
1. At least one year of critical care experience as an RN, preferably within the last year
2. Eligible for RN licensure in TN, KY, and MS
3. Science GPA of 3.0 on 4.0 scale; defined as Anatomy and Physiology I and 2, and Statistics
4. CCRN required
5. Shadowing hours required (minimum 40 hours)
6. Experience as a preceptor and/or charge nurse preferred
7. Leadership within the ICU or place of employment with professional or clinical development projects preferred, such as:
   • Policy development
   • Practice change initiatives
   • Evidence-based practice initiatives
   • Instructor in BLS/ACLS/PALS
8. Students dismissed from a nurse anesthesia or other advanced practice nursing program for academic, clinical or behavioral reasons will not be admitted to Union University's Nurse Anesthesia BSN-DNP track. Students who have been enrolled in another program and withdrew in good standing or are still enrolled in good standing, must have a letter from their director stating that they are in good standing or withdrew when they were in good standing in order to be considered for admission to Union University's Nurse Anesthesia BSN-DNP track.

RN to DNP Without Previously Earned Bachelor's Degree; Nurse Practitioner and Executive Leadership Tracks Only
1. Applicants must complete the following undergraduate courses:
   • Anatomy and Physiology 1 and 2 – 8 hrs.
   • Microbiology – 3 or 4 hrs.
   • Pathophysiology – 3 hrs.
   • Christian Studies – 6 hrs.
   • English Composition 1 and 2 – 6 hrs.
   • Social Science – 9 hrs.
   • Humanities – 9 hrs.
2. When these courses are completed, the applicant will notify the track coordinator no later than December 31 prior to the year they wish to start.
3. The following undergraduate nursing course must be completed with a grade of “B” or above by May 31st of the year the applicant plans to be considered the DNP cohort. The nursing course may be in progress when the applicant notifies the coordinator of their readiness to be considered for the DNP applicant pool.
   • NUR 330 Research

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

RN to DNP With Previously Earned Bachelor's Degree in a Field Other Than Nursing; Nurse Practitioner, Executive Leadership, and Nurse Anesthesia
1. Applicants must complete or show evidence of completion of the following undergraduate courses:
   • Anatomy and Physiology 1 and 2 – 8 hrs.
   • Microbiology – 3 or 4 hrs.
   • Pathophysiology – 3 hrs.
2. The above courses must be completed with by December 31st of the year prior to the year the applicant plans to be considered for the DNP cohort. When these are complete, the applicant will notify the track coordinator they wish to be considered for the applicant pool in the next cohort for that track.
3. The following undergraduate nursing course must be completed with a grade of “B” or above by May 31st of the year the applicant plans to be considered the DNP cohort. The nursing course may be in progress when the applicant notifies the coordinator of their readiness to be considered for the DNP applicant pool.
   • NUR 330 Research

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

Students entering the BSN to DNP program with a previously earned MSN may be awarded transfer credit above the 9 hours for the following courses upon evaluation of transcript: NUR 515, NUR 533, NUR 559, NUR 544, BIO 500, NUR 622

Students admitted to the program must have and maintain while in the program:
1. Current CPR certification
2. Evidence of Hepatitis B, MMR, and tetanus vaccination (TDaP unless TD within the past 2 years)
3. Proof of 2 Varicella vaccinations or positive antibody titer (If titer is negative, student must repeat the 2 vaccine series.
4. Freedom from tuberculosis as evidenced by a negative PPD or health provider examination
5. Current ACLS and PALS certifications (nurse anesthesia only)
6. Health insurance
Conditional Admission

Applicants who do not meet the regular admission requirements to the DNP program may be admitted conditionally at the discretion of the DNP 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 DNP 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 DNP program. The maximum number of semester hours that may be transferred to Union University and applied to the DNP degree is nine, upon review of transcripts. In order to meet DNP Essentials, applicants may be required to audit courses at the recommendation of the faculty.

Applicants may take a maximum of 2 DNP core courses prior to being enrolled in their respective DNP track cohort. Enrollment in core nursing courses does not guarantee acceptance into a specific track.

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

Academic Standards, Requirements for Progression, Probation, and Dismissal

Students must maintain an overall B average. After completion of 9 graduate hours at Union University, a graduate student whose cumulative GPA from courses completed at Union University for graduate credit is below 3.0 will be placed on academic probation. A student placed on academic probation has one semester to increase his or her cumulative GPA to 3.0 or greater to be removed from a probationary status. If the student fails to increase his or her cumulative GPA to 3.0 or greater during the following semester, the student will be dismissed from the graduate program.

Students will also be dismissed without opportunity for probation if they:
• Receive an “F” (i.e., any grade below a “C”) in any course
• Receive more than two “C”s in any non-track specific courses.

Students must make a grade of B or higher in all track specific and 700-level courses (excluding pass/fail courses) in order to progress in or graduate from the graduate nursing program.

The program faculty recognize that situations may arise which prevent students from successfully matriculating through the program. Students who are concerned about their academic standing should contact their advisor. If it appears the student may not be able to achieve a minimum passing grade in a course they may be encouraged by the appropriate Program Chair to withdraw from the program. This can potentially prevent the student from acquiring an F on their Union University transcript if the dropped class occurs prior to the deadline listed on the academic calendar (“last day to drop a class”). All students who withdraw or who are academically dismissed from the program can reapply for admission. However, readmission is not guaranteed.

Financial Information

Tuition Rates

<table>
<thead>
<tr>
<th>RN to DNP tuition</th>
<th>Nurse Practitioner</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate $505/credit hour</td>
<td></td>
</tr>
<tr>
<td>BSN to DNP $17,385/year (F, S, Su)</td>
<td></td>
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<tr>
<td>Psychiatric Mental Health $18,990/year (F, S, Su)</td>
<td></td>
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<tr>
<td>Executive Leadership</td>
<td></td>
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<tr>
<td>Undergraduate $505/credit hour</td>
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<tr>
<td>RN to DNP $15,600/year (F, S, Su)</td>
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<table>
<thead>
<tr>
<th>BSN to DNP tuition</th>
<th>Nurse Practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family $17,385/year (F, S, Su)</td>
<td></td>
</tr>
<tr>
<td>Psychiatric Mental Health $18,990/year (F, S, Su)</td>
<td></td>
</tr>
<tr>
<td>Executive Leadership $15,600/year (F, S, Su)</td>
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<tr>
<td>Nurse Anesthesia $34,050/year (F, S, Su)</td>
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<tr>
<td>Postgraduate DNP-all tracks $995/credit hour</td>
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<tr>
<td>Application Fee $50</td>
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<tr>
<td>General Student Fee</td>
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<tr>
<td>RN to MSN and RN to DNP $250/term</td>
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<tr>
<td>BSN to DNP $250/term</td>
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<tr>
<td>Post-MSN DNP all tracks $32/credit hr</td>
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<td>Insurance fee (per year)</td>
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<tr>
<td>Clinical Tracking System $45/year</td>
<td>$25</td>
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<td>($30/year for BSN to DNP)</td>
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<tr>
<td>Course Evaluation Annual Fee $105</td>
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<td>Sitting fee for composite picture of class $35</td>
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<td>Cap and Gown approx. $150</td>
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<tr>
<td>Castle Branch Medical Document Manager $35</td>
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<tr>
<td>Castle Branch Drug Screen and Background Check $110</td>
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<tr>
<td>Random Drug Screen $37.50/year</td>
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</tbody>
</table>

Any combination of the following payment is available.
1. Check, cash, or credit card
2. Federal Direct loan
3. Employer reimbursement
4. FACTS (an electronic monthly draft from a savings or checking account)

Books cost approximately $150 per course.

All financial information is subject to change without notice.
Financial Assistance

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Employer Tuition Reimbursement

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

Acceptance Deposits

A $1,000 tuition deposit is required for the BSN–DNP nurse anesthetist track. A $300 tuition deposit is required for RN to MSN (Nurse Practitioner, Nurse Education, Nurse Administration) and RN to DNP (Nurse Practitioner and Executive Leadership) tracks. The deposit for all post-graduate DNP tracks is $800. These deposits are non-refundable if the student elects not to enroll. Applicants accepted on an “alternative” basis will receive a full refund if status is not changed to “accepted” by the first day of class.

Graduation Requirements

1. Completion of the course work within each specified track.
2. A minimum grade point average of 3.0 for the required course of study.
3. File an application for graduation with the Graduate Nursing Office by the published deadline.
4. Pay in full the student’s account in the Business Office.
5. Discharge all other obligations (fines, credentials, fees, etc.) at the University.

Degree Requirements

BSN to DNP Core for all tracks (49 hours)
1. NUR 515, 533, 559
2. NUR 710, 705, 715, 720, 725, 730, 745, 728
3. NUR 793, 791, 794, 735, 738, 739

BSN to DNP Core for all tracks (49 hours)
1. NUR 515, 533, 559
2. NUR 710, 705, 715, 720, 725, 730, 745, 728
3. NUR 793, 791, 794, 735, 738, 739

BSN to DNP Executive Leadership (68 hours)
1. Complete the BSN to DNP core for all tracks (above)
2. Specialty: NUR 525, 593, 528, 693A, 695B, 535, 572, 615

BSN to DNP Nurse Practitioner (73-76 hours)
1. Complete the BSN to DNP core for all tracks (above)
2. Complete the Advanced Practice Core (above)
3. Specialty for FNs: NUR 617, 600, 547, 639, 650 (73 hours)
4. Specialty for Psychiatric Mental Health: NUR 566, 650, 651, 652, 653, 654 (76 hours)

BSN to DNP for Nurse Anesthesia (99 hours)
1. Complete the BSN to DNP core for all tracks (above)
2. Complete the Advanced Practice Core for NPs and CRNAs (above)
3. Specialty: BIO 505/507, BIO 509; NUR 519, 609, 532, 534, 524, 611, 612, 554, 614, 574, 691

CRNA-DNP for Licensed CRNAs with the BSN (46 hours)
1. Complete the BSN to DNP core for all tracks (above); except for NUR 728 which is not required for this track

Post-Master’s DNP (38 hours)
1. NUR 710, 705, 715, 720, 725, 730, 745
2. NUR 793, 791, 794, 735, 738, 739

DNP: Executive Leadership Track

The ability to serve as an executive leader within the healthcare setting requires a breadth of knowledge and skills that encompasses several disciplines. To prepare future nursing leaders for these high profile positions within healthcare organizations or academic institutions, this track offers the nurse the opportunity to serve along side leaders of health care or academic institutions in gaining the knowledge, skills, and wisdom needed to lead health care institutions in the future. The student will strengthen their understanding of the profession of nursing while gaining business principles to support the future leadership role. An application deadline of March 1 is noted for priority acceptance into this track that begins in the fall of each year. A 36-month BSN to DNP option is available, as well as a five semester Post-Master’s option and an eight-semester part-time Post-Master’s option.

DNP: Nurse Anesthesia Track

As the acuity level of the surgical patients increase and the complexity of the practice continues to demand more of the nurse anesthetist, additional knowledge and skills are being required to serve as a leader in both the operating room suite and within one’s practice. To address these growing demands upon the nurse anesthetist, a 36-month BSN to DNP option for students who are not CRNAs is also available, with first application deadline of October 11, followed by December 1 and February 1. In addition, a 5-semester Post-Master’s DNP Program is available to enhance your effectiveness as a practitioner and leader in the profession of nurse anesthesia. An application deadline of March 1 is noted for priority acceptance into this track that begins in the fall of each year. A 36-month BSN to DNP option is available, as well as a five semester Post-Master’s
option and an eight-semester part-time Post-Master’s option. A 36-month CRNA-DNP option is also available for licensed CRNAs who do not currently hold a Master’s degree.

**DNP: Nurse Practitioner Tracks**

The practice environment of a nurse practitioner is constantly changing. These changes are based on the increasing complexity of patient care and evolving practice issues of the health care system. To address the increasing complexity of patient care and evolving practice issues, a 5-semester Post-Master’s DNP Program is available to enhance your effectiveness as a health care leader in the profession as a nurse practitioner. An application deadline of March 1 is noted for priority acceptance into this track that begins in the fall of each year. A 36-month BSN to DNP option is available, as well as a five semester Post-Master’s option and an eight-semester part-time Post-Master’s option.
Post-Graduate Certificate Program in Nursing Description

The College of Nursing and Health Sciences 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 or doctoral degree in nursing in another area and now find themselves in positions that require advanced preparation in nursing education, nursing administration, nurse practitioner, or nurse anesthetist. 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.

Additional coursework may be required upon evaluation of transcripts for students with a master’s degree in a field other than nursing. A DNP is required for application to the post-graduate CRNA certificate program.

Mission Statement

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

Program Outcomes

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

Schedule

The certificate program is hybrid with online and on-campus requirements. Clinical requirements of practicum commonly require more than one day per week.

Curricular needs of full-time cohort students will be given priority.

Admission Requirements:

1. Completed application with $50 application fee
2. Completion of a master’s degree in nursing from a CCNE or ACEN accredited and state approved program.
3. Students dismissed from a graduate nursing program for academic, clinical, or behavioral reasons will not be admitted to Union University’s Graduate Nursing Program. Students who have been enrolled in another program and withdrew or are still enrolled in good standing must have a letter from the program director or Dean stating that they are in good standing or withdrew while in good standing in order to be considered for admission to Union University’s Graduate Nursing Program.
4. Official transcripts from all post-secondary institutions must be submitted directly through NursingCAS. Please do not send transcripts for non-traditional nursing programs to Undergraduate Admissions. Transcripts must be received by NursingCAS in a sealed envelope from all previous academic institutions attended. Official transcripts from all post-secondary institutions must be sent to: NursingCAS, P.O. Box 9201, Watertown, MA 02471.
5. Proof of current unencumbered RN licensure and APN licensure (if applicable) in the state of residence.
6. Eligible for licensure as a RN and APN (if applicable) in Tennessee.
7. Interview with the Nursing Graduate Admissions Selection Committee
8. Applicants from a country where the native language is not English may be required to show proof of English proficiency with scores no lower than 105 on the DuoLingo English Proficiency test. In addition, students must provide WES evaluations of transcripts
9. Three letters of professional/academic reference specifying the applicants capabilities for graduate study. One letter of reference must be from the applicant’s supervisor.
10. Last 60 hours cumulative GPA of 3.0 on a 4.0 scale
11. Cleared criminal background check
12. Clean drug screen
Additional requirements for the Nurse Practitioner and Nurse Educator tracks:

- Science GPA of 3.0 on 4.0 scale, defined as Anatomy and Physiology 1 and 2, and Statistics is preferred
- Statement of professional goals to include (limit to 2 pages)
- Why you wish to become a Nurse Practitioner, Nurse Educator, or Nurse Administrator
- What you plan to do with this certificate, including long term goals
- How you have prepared for success in this program

Students admitted to the program must have and maintain while in the program:
1. Current CPR certification
2. Evidence of Hepatitis B, MMR, and tetanus vaccination (TDaP unless TD within the past 2 years)
3. Proof of 2 Varicella vaccinations or positive antibody titer (If titer is negative, student must repeat the 2 vaccine series.
4. Freedom from tuberculosis as evidenced by a negative PPD or health provider examination
5. Health insurance

Academic Standards, Requirements for Progression, Probation, and Dismissal

Students must maintain an overall B average. After completion of 9 graduate hours at Union University, a graduate student whose cumulative GPA from courses completed at Union University for graduate credit is below 3.0 will be placed on academic probation. A student placed on academic probation has one semester to increase his or her cumulative GPA to 3.0 or greater to be removed from a probationary status. If the student fails to increase his or her cumulative GPA to 3.0 or greater during the following semester, the student will be dismissed from the graduate program.

Students will also be dismissed without opportunity for probation if they:
- Receive an “F” (i.e., any grade below a “C”) in any course
- Receive more than two “C”s in any non-track specific courses.

Students must make a grade of B or higher in all track specific and 700-level courses (excluding pass/fail courses) in order to progress in or graduate from the graduate nursing program.

The program faculty recognize that situations may arise which prevent students from successfully matriculating through the program. Students who are concerned about their academic standing should contact their advisor. If it appears the student may not be able to achieve a minimum passing grade in a course they may be encouraged by the appropriate Program Chair to withdraw from the program. This can potentially prevent the student from acquiring an F on their Union University transcript if the dropped class occurs prior to the deadline listed on the academic calendar (“last day to drop a class”). All students who withdraw or who are academically dismissed from the program can reapply for admission. However, readmission is not guaranteed.

Financial Information

Tuition is $665 per semester hour for Post-graduate programs and $995 for post-graduate DNP programs. Full payment for a term is expected at the time of registration for classes.

General Student fee: $32/credit hr.

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.

All financial information is subject to change without notice.

Employer Tuition Reimbursement Policies

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

Certificate Program Completion Requirements

1. Must demonstrate evidence of completion of MSN or DNP core through an accredited MSN or DNP Program.
2. Completion of the specialty curriculum for Post-graduate Certificate.
3. File an application for graduation with the Graduate Nursing Office by the published deadline.
4. Pay in full the student’s account in the Business Office
5. Discharge all other obligations (finances, credentials, fees, etc.) at the University.

Curriculum

I. Post-graduate Certificate Nursing Administration—22 hours
A. NUR 525, 528, 535, 548, 572, 593
B. Minimum Residency (22 semester hours) includes 525, 528, 535, 548, 593, 615, 693A, 695B, 572, and 400 clinical hours.

II. Post-graduate Certificate Nursing Education—24 hours
A. BIO 500; NUR 507, 517, 537, 538, 544
B. NUR 607, 622, 642
C. Minimum Residency (16 semester hours) includes NUR 507, 517, 537, 538, 607, 642 and 380 clinical hours
III. Post-graduate Certificate Nurse Practitioner—26 hours
A. BIO 500; NUR 544, 622
B. Specialty courses:
   1. FNP: NUR 547, 558, 600, 617, 639, 650
   2. Psychiatric Mental Health: NUR 566, 558, 650, 651, 652, 653, 654 (29 hours)
C. Minimum Residency (14 hours; except Psychiatric Mental Health, which is 16 hours) includes all specialty courses and 560 clinical hours
D. NUR 558 may be waived for student seeking an additional nurse practitioner certification.
Nursing Education and Nursing Administration Endorsement

Programs Description

The College of Nursing and Health Sciences 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 Nursing Education and Nursing Administration endorsement programs fit with the university’s mission to provide Christ-centered higher education that promotes excellence and character development in service to Church and society.

These programs provide an alternative for students who do not have the resources or desire/interest to complete an MSN or a post-graduate certificate (PGC). The Nursing endorsement programs will serve to develop nurse educators and leaders for the future by providing opportunities for practicing nurses with a minimum of a bachelor’s degree to achieve higher levels of education and training in order to expand their career opportunities. For example, bedside nurses or APRNs who would like to move into academia will benefit from education courses. Those who would like to move into administration or healthcare leadership will benefit from nursing administration courses.

Mission Statement

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

Program Outcomes

The nursing education endorsement prepares nurses for educator positions in various settings such as staff development, patient education, schools, and colleges. The nursing administration endorsement prepares nurses for a variety of administrative and leadership positions in health care delivery systems.

Schedule

Endorsement programs consist of nine credit hours of core coursework. Core courses are offered online in the fall and spring, each with an optional two-credit hour clinical practicum that requires in-person clinical time with a preceptor. Practicums may require a time commitment of more than one day per week to meet the minimum number of required clinical hours.

Admission Requirements:

1. Completed Union University College of Nursing and Health Science supplemental application with application fee of $50.
2. Completion of an ACEN or CCNE accredited and state-approved nursing program according to track specific options. Applicants with a previously earned bachelor’s degree in a field other than nursing must complete or show evidence of completion of the designated courses for the specific track or program.
3. Last 60 hours GPA 2.8 on 4.0 scale (minimum).
4. Official transcripts from all post-secondary institutions must be submitted. Transcripts must be received in a sealed envelope from all previous academic institutions attended.
5. Proof of current unencumbered RN licensure in state of residence and eligible for licensure as an RN in Tennessee
6. Applicants from a country where the native language is not English may be required to show proof of English proficiency with scores no lower than 105 on the DuoLingo English Proficiency test.
7. Three letters of professional/academic reference specifying the applicant’s capabilities for graduate study. One letter of reference must be from the applicant’s current supervisor.
8. Cleared criminal background check and drug screen.

Students admitted to the program must have and maintain while in the program:
1. Current CPR certification
2. Evidence of Hepatitis B, MMR, and tetanus vaccination (TDaP unless TD within the past 2 years)
3. Proof of 2 Varicella vaccinations or positive antibody titer (If titer is negative, student must repeat the 2 vaccine series.
4. Freedom from tuberculosis as evidenced by a negative PPD or health provider examination
5. Health insurance

Academic Standards, Requirements for Progression, Probation, and Dismissal

Students must maintain an overall B average. After completion of 9 graduate hours at Union University, a graduate student whose cumulative GPA from courses completed at Union University for graduate credit is below 3.0 will be placed on academic probation. A student placed on academic probation has one semester to increase his or her cumulative GPA to 3.0 or greater to be removed from a probationary status. If the student fails to increase his or her cumulative GPA to or greater during the following semester, the student will be dismissed from the graduate program.
Students will also be dismissed without opportunity for probation if they:
- Receive an “F” (i.e., any grade below a “C”) in any course
- Receive more than two “C”s in any non-track specific courses.

Students must make a grade of B or higher in all track specific and 700-level courses (excluding pass/fail courses) in order to progress in or graduate from the graduate nursing program.

The program faculty recognize that situations may arise which prevent students from successfully matriculating through the program. Students who are concerned about their academic standing should contact their advisor. If it appears the student may not be able to achieve a minimum passing grade in a course they may be encouraged by the appropriate Program Chair to withdraw from the program. This can potentially prevent the student from acquiring an F on their Union University transcript if the dropped class occurs prior to the deadline listed on the academic calendar (“last day to drop a class”). All students who withdraw or who are academically dismissed from the program can reapply for admission. However, readmission is not guaranteed.

Financial Information
Tuition is $665 per semester hour for post-graduate programs and $995 for post-graduate DNP programs. Full payment for a term is expected at the time of registration for classes.
General Student fee: $32/credit hr.

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.

All financial information is subject to change without notice.

Course Descriptions: Nursing (NUR)

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

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

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

Endorsement Program Completion Requirements
1. Must demonstrate evidence of completion of a BSN through an accredited BSN Program.
2. Successful completion of the specialty curriculum for selected nursing endorsement program
3. Pay in full the student’s account in the Business Office.
4. Discharge all other obligations (fines, credentials, fees, etc.) at the University.

Curriculum
I. Nursing Education Endorsement—9 hours
   A. NUR 507, 517, 607
   B. Optional practicum (2 semester hours) includes NUR 537 and 80 clinical hours.
II. Nursing Administration Endorsement—9 hours
   A. NUR 525, 528, 615
   B. Optional practicum (2 semester hours) includes NUR 693A and 80 clinical hours.

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

526. Theory and Ethics for Advanced Nursing Practice (2)
This course explores central ethical and bioethical questions in nursing and health care, critiques and applies nursing theory to the advanced practice nursing role in the delivery of equitable and culturally relevant health care.
528. **Nursing Administration and the Law (3)**
A general background to the elements and characteristics of health, administrative, criminal, civil law and the implications for nurse practicing in an administrative role looking at malpractice, risk management, tort law and tort reform, OSHA regulations, construction, organizational management, laws affecting subsidiary corporations and tax law. Emphasis will be placed on administration of human resources including labor and legal issues, collective bargaining, labor laws, and the design of effective policies and procedures to reflect these laws.

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

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

533. **Advanced Nursing Research and Evidence-Based Practice (3)**
Prerequisite: NUR 515.
This course emphasizes analysis and interpretation of clinical research and evidence based practice, preparing the student to use translational science in clinical decision making to improve patient outcomes. Specific aspects of the research process, quantitative and qualitative research, and systematic reviews will be studied.

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

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

537. **Nursing Education Practicum (2)**
Clinical introduction to the nurse educator practical experience. It involves application of educational theories and wholistic nursing practice.

538. **Clinical Strategies for Nurse Educators (3)**
Prerequisites: NUR 544, and BIO 500.
An overview of clinical management of patients throughout the lifespan. Opportunities are provided for students to integrate theory, research and evidence based practice in a specialized clinical setting under the direction of a preceptor with specialty expertise.

544. **Advanced Health Assessment (3)**
The course focuses on advanced health/physical assessment of the client where the client is defined as the individual and includes the individual’s context within the family and/or community. Focus of the course is on comprehensive history, physical/psychological assessment, pathophysiology, and health promotion strategies incorporating the individual’s cultural and developmental variations across the lifespan.

545. **Health Systems and Leadership for Advanced Nursing Practice (2)**
This course provides an overview of organization concepts, healthcare economic theory, health systems, communication and other leadership principles needed by the nurse in advance practice. Emphasis is on the foundational skills and competencies needed by the master’s prepared nurse.

547. **Primary Care of the Family: Health Promotion (4)**
Prerequisite: BIO 500. Pre- or Corequisite: NUR 544 and 622.
The purpose of this course is to enhance knowledge and skill in diagnostic reasoning, advanced health assessment, health promotion, health maintenance and disease prevention with regard to the family. Students will explore family concepts and theories relevant to advanced nursing practice and research. Special emphasis will be placed on meeting goals and objectives of Healthy People 2020. Clinical experiences will provide opportunities in the community for students to develop advanced practice interventions to promote health and disease throughout the lifespan.

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

554. **Clinical Practicum I (1)**
An introduction to the clinical practice of nurse anesthesia to begin the development of fundamental skills necessary to provide a safe and effective anesthetic. Critical thinking skills will be applied and developed through the synthesis of knowledge acquired from prior didactic coursework and simulation experiences. Pass/Fail grading.

557A. **Primary Care of Adult/Geriatric Populations: Health Promotion (4)**

557C. **Primary Care of Children: Health Promotion (4)**
Prerequisite: BIO 500; Pre- or Corequisite: NUR 544 and 622.
Toward enhancing knowledge and skill in diagnostic reasoning, advanced assessment, health promotion, health maintenance and disease prevention of adult/geriatric populations (A) and children (C) with regards to family environment, special emphasis will be placed on meeting goals and objectives of Healthy People 2020. Clinical experiences will provide opportunities in the community for students to develop advanced practice interventions to promote health and disease prevention.
558. Transitions to Advanced Practice Nursing (2)  
Prepares the student for transition from student role to Advanced Practice role; emphasis placed on professional topics such as reimbursement, licensure, credentialing, prescriptive privileges, interviewing for and securing employment, contract negotiation, and portfolio preparation. Also encompasses legal issues pertinent to the APN role.

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

560. Advanced Nursing Practice (2)  
The course provides an introduction for the student to the practice of nurse anesthesia. Basic cognitive and psychomotor concepts associated with the practice of nurse anesthesia are presented. The implication of these learned concepts will be addressed in relation to the preoperative, intraoperative, and/or postoperative surgical periods. The acquired information will serve as the foundation for the understanding of the advanced practice of nurse anesthesia.

561. Obstetrical Anesthesia: Perspectives of Anesthetic Care (2)  
This course is an in-depth examination of the practice of obstetrical anesthesia. An intense examination of the practice of obstetrical anesthesia emphasizing normal maternal and fetal changes of pregnancy, abnormal pathophysiological conditions of pregnancy, and anesthetic techniques and implications of obstetrical anesthesia.

562. Nursing Administration Residency (2)  
Prerequisites: NUR 593, 693A, 695B.  
A practicum experience designed for synthesis of theory and practice where students develop, implement, and evaluate advanced practice leadership strategies in a healthcare systems area of focus. An understanding of systems structures, processes, and outcomes is gained through practical experiences, personal reflection, and seminar discussions. Graded Pass/Fail.

563. Clinical Practicum II (2)  
The focus of this clinical is to solidify the process of implementing an organized, safe and effective approach for the administration of anesthesia for general types of surgical procedures. The student will assume increasing responsibility for the independent delivery of anesthesia care to the surgical patient. Clinical preceptors at the various institutions will provide direction and supervision based on required clinical experiences. Pass/Fail grading.

564. Clinical Practicum III (2)  
The course also open avenues to resources students can use as needed during the semester.

565. Clinical Practicum IV (2)  
Prepares the student for transition from student role to Advanced Practice role. An emphasis will be placed on professional topics such as reimbursement, licensure, credentialing, prescriptive privileges, interviewing for and securing employment, contract negotiation, and portfolio preparation. Also encompasses legal issues pertinent to the APN role.

566. Models and Theories for Family Psychiatric Mental Health Nursing (2) F  
This course focuses on conceptual models and theories related to the practice of psychiatric and mental health care. Concepts of development and individual functioning provide a theoretical basis for understanding the development of psychopathology and the selection of psychotherapeutic interventions across the lifespan.

567. Models and Theories for Family Psychiatric Mental Health Nursing (1)  
Presents the theoretical aspects of psychiatric mental health nursing. Students will clarify the concepts of family, mental health, and normal development. The course is a prerequisite for the Family Psychiatric Mental Health Practicum. Students are encouraged to meet with the instructor to design an appropriate practicum schedule.

568. Models and Theories for Family Psychiatric Mental Health Nursing (2) F  
This course presents advanced concepts in psychiatric mental health nursing practice. The student will assume increasing responsibility for the independent delivery of mental health care to the psychosocially impaired family. Clinical preceptors at the various institutions will provide direction and supervision based on required clinical experiences. Pass/Fail grading.

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

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

571. Study Abroad Programs (Pass/Fail) As Needed  
All courses and their application must be defined and approved prior to travel.

572. Graduate Nursing Orientation (0) F  
This course provides an introduction for the student to the graduate nursing program at Union University. It is designed for use by all graduate nursing program/track students. It enhances the new student orientation by allowing access to technologies and information the student will find essential and helpful.

573. 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.

574. Basic Principles of Anesthesia (4)  
Basic cognitive and psychomotor concepts associated with the safe and effective practice of nurse anesthesia are presented. The implications of these learned concepts will be addressed in relation to the preoperative, intraoperative, and/or postoperative surgical periods. The acquired information will serve as the foundation for the understanding of the advanced practice of nurse anesthesia.

575. Obstetrical Anesthesia: Perspectives of Anesthetic Care (2)  
This course is an in-depth examination of the practice of obstetrical anesthesia emphasizing normal maternal and fetal changes of pregnancy, abnormal pathophysiological conditions of pregnancy, and anesthetic techniques and implications of obstetrical anesthesia.

576. Pediatric Anesthesia: Perspectives of Anesthetic Care (2)  
This course is an in-depth examination of the practice of pediatric anesthesia. An emphasis will be placed on normal growth and development of the newborn through fourteen years of age, common pathophysiological conditions of this age group, and anesthetic techniques and implications of pediatric anesthesia.
613. Cardiovascular/Pulmonary Anesthesia: Perspectives of Anesthetic Care (3)
An intense examination of the practice of intrathoracic anesthesia for adult surgical patients, this course will focus on pathophysiological conditions and surgical procedures associated with the heart and pulmonary systems that may impact the delivery of anesthesia. Anesthetic implications and techniques will be presented based on the noted conditions.

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

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

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

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

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

638A. Primary Care of Adult/Geriatric Populations: Chronic Management (4)
638C. Primary Care of Children: Chronic Management (4)
Prerequisite: NUR 544; Pre- or Corequisite: NUR 622 and BIO 500. The purpose of this course is to enhance advanced practice knowledge and skills in the diagnosis and management of chronic health care problems in adult/geriatric populations (A) and children (C) with consideration to the family environment. Management consists of identifying, monitoring, treating, and maintaining chronic health care problems utilizing principles of research and evidence-based practice. This course will also review theories and factors of chronic illness, content surrounding the process of referral and development of practice guidelines. Clinical experiences will provide opportunities in community and hospital based settings.

639. Primary Care of Family: Acute and Chronic Management (4)
Prerequisite: BIO 500; Pre- or Corequisite: NUR 544 and 622. The purpose of this course is to enhance knowledge and skills in the diagnosis and management of chronic and acute health care problems in families. Management consists of identifying, monitoring, treating, and maintaining acute and chronic family based health care problems utilizing principles of research and evidence based practice. The student will review theories and factors of chronic illness within the context of the family. The process of referral and development of practice guidelines will also be discussed. Clinical experiences will provide opportunities in community and hospital based settings.

642. Nursing Education Residency (2)
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.

650. Specialty Focus Practicum (2)
Prerequisite: NUR 546A or 546C, and NUR 616; Corequisite: NUR 626A or 626C, and NUR 636A or 636C. This clinical course will allow students to gain clinical experience in a specific population with the goal for the student to synthesize knowledge and skills gained in core and previous specialty courses and to apply knowledge in the clinical setting. Clinical experiences will be available in a wide variety of subspecialties such as neurology, nephrology, endocrinology, gastroenterology, cardiology, dermatology, oncology, pulmonology, orthopedics, and internal medicine. Graded Pass/Fail. This course may be repeated for credit.

651. Mental Health Assessment and Diagnostic Reasoning Across the Lifespan (4) S
Prerequisites: BIO 500, NUR 544. This course focuses on the assessment and diagnosis of mental health disorders across the lifespan. Advanced assessment techniques include observation, interviewing, as well as the appropriate use of a variety of screening tools and assessment guides and diagnostic data. Students are introduced to current Diagnostic and Statistical Manual (DSM) criteria. Clinical experiences provide students with opportunities to integrate content in the care of patients across the lifespan.
652. Psychopharmacology Across the Lifespan (3) Su
Prerequisites: NUR 544, NUR 622.
This course builds on advanced pharmacology with the introduction of neurobiologic, genetic, and environmental theories of mental health disorders. The course emphasizes evidence-based practice and research-based data in the use of medications for mental health disorders across the lifespan. The course focuses on safety, therapeutic outcomes, recognizing and managing side effects, and medication management as part of a comprehensive treatment plan. The course will also cover appropriate laboratory and other diagnostic data that impact medication selection.

653. Management of Acute and Chronic Mental Health Disorders: Children and Adolescents (4) Su
Prerequisites: NUR 544, NUR 622. Corequisite: NUR 652.
This course will examine the major psychopathologies in children and adolescents including epidemiology, cultural and spiritual beliefs, specific assessment issues and tools, as well as evidence-based therapies. Interventions include psychopharmacologic as well as psychotherapeutic approaches (including psychotherapy) and combinations of therapies in the care of children and adolescents with mental health disorders. The psychiatric and emotional health of children, adolescents and their parents/caretakers will be explored through developmental, interactional, behavioral, and psychobiological models. This course will also address health promotion and legal/ethical aspects in the treatment of children and adolescents. Clinical experiences will facilitate the implementation and evaluation of therapeutic interventions in a variety of clinical settings.

654. Management of Acute and Chronic Mental Health Disorders: Adult and Geriatric Populations (4) Su
Prerequisites: NUR 544, NUR 622. Corequisite: NUR 652.
This course will examine the major psychopathologies in children and adolescents including epidemiology, cultural and spiritual beliefs, specific assessment issues and tools, as well as evidence-based therapies. Interventions include psychopharmacologic as well as psychotherapeutic approaches (including psychotherapy) and combinations of therapies in the care of children and adolescents with mental health disorders. The psychiatric and emotional health of children, adolescents and their parents/caretakers will be explored through developmental, interactional, behavioral, and psychobiological models. This course will also address health promotion and legal/ethical aspects in the treatment of children and adolescents. Clinical experiences will facilitate the implementation and evaluation of therapeutic interventions in a variety of clinical settings.

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

691. Nurse Anesthesia Clinical Residency (1)
This clinical course will expose the student to specialty types of anesthetic type management in the areas of obstetrics, pediatrics, cardiology and neurology. In addition, the student will develop the understanding of complex anesthetic management through interaction with patient simulation.

693A. Nursing Administration Practicum II (2)
Prerequisite: NUR 593.
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, organizational behavior, 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. Graded Pass/Fail.

695B. Nursing Administration Practicum III (2)
Prerequisites: NUR 593, 693A.
A practicum experience designed for synthesis of theory and practice where students develop, implement, and evaluate advanced practice leadership strategies in a health care systems area of focus.

696. Thesis (3)
This course enables the implementation of the research proposal developed in the nursing research course. This project will focus on a problem in a school/college of nursing or health care delivery system. The subject of health care improvements is emphasized through nursing research utilization. Pass/Fail.

697. Scholarly Project (3)
Through the completion of the scholarly project the student will identify, analyze, synthesize and utilize knowledge related to a health care 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 health care outcomes. Pass/Fail.

705. Organizational Leadership and Management (3)
Provides opportunities to examine the leadership and management principles essential in providing a Christ-centered health care environment. Focus will be operational principles, organizational theory, and principles of organizational behavior in establishing a Christ-centered organization and practice.

710. Methods for Evidence-Based Practice (3)
Provides the opportunity for synthesis and evaluation of evidence-based clinical practice and focuses on critique of literature, evaluation of clinical practice, and effective dissemination of evaluation findings. The student will use evidence-based health care as the springboard for discussion of issues in contemporary research.

715. Technological Transformations of Health Care (3)
Designed to prepare the student to evaluate current health care technology and its effect on health care outcomes. The student will analyze and apply today’s information technology, clinical technology, and simulation technology within the health care environment. The student will address quality improvement evaluation to support changes in practice and administration, analysis of ethical/legal implications of digital record systems and distance health care.
720. Faith and Science (3)
The philosophical underpinnings of the Christian worldview as it applies to faith and science in the arena of health care. An understanding of faith as the basis for hope and humanity in delivering quality health care will be discussed while incorporating the quantitative analysis of scientific principles.

725. Health Care Policy and Economics (3)
To prepare the student to critically evaluate the relationship between problems in health care legislation and the development of economic, political, social, and ethical issues that impact nursing. Students will synthesize the components of the Christian worldview related to issues in health care legislation and apply this philosophy to the development of effective health care policies. Students will be prepared to enact fiscally responsible and effective changes in local, state and national health care policies.

728. Transitions to DNP Practice (3)
The purpose of this course is to prepare the student for transition from the student role to Advanced Nursing Practice at the Doctoral level. Emphasis will be placed on content, competencies, and experiences needed for specialty practice and as delineated by national specialty organizations. Course is graded Pass/Fail.

730. Epidemiology (3)
Designed to prepare students to employ evidence-based strategies to promote health, reduce risk, and prevent illness in individuals, aggregates, and populations from the Christian worldview approach. Emphasis will be placed on objectives of Health People 2020 and the analysis of epidemiological, biostatistical, occupational, and environmental data. Other integral topics include collaboration with other disciplines, cultural diversity and sensitivity, emergency and disaster preparedness, and infection control.

735. Fellowship I (2)
An introductory course designed to prepare the student to serve within their scope of practice at a high level of complexity. The student will be supported with application, analysis, synthesis, and evaluation of knowledge gained through core DNP course work to improve clinical practice. Minimum 180 clinical hours. Course is graded Pass/Fail.

738., 739. Fellowship II, III (3 each)
This course is designed to further prepare the student to serve within their scope of practice at a high degree of complexity. The student will be supported with application, analysis, synthesis, and evaluation of knowledge gained through core DNP course work to improve clinical practice. Minimum 240 clinical hours per course. Course is graded Pass/Fail.

745. Leadership and Teaching Practice Strategies (3)
Designed to prepare the student for the leadership and instructional role, this course will focus on expectations of leaders and educators within academic, practice, and health care systems.

791. DNP Project Implementation (3)
A faculty-guided scholarly experience to allow the student to implement an evidence-based practice project addressing the clinically relevant problem. Course may be repeated for a maximum of 8 credit hours. (Credit hours will then be 2 credit hours per semester.)

794. DNP Project Completion (3)
A faculty-guided scholarly experience to allow the student to evaluate and disseminate findings of the evidence-based practice project addressing a clinically relevant problem. Course is graded Pass/Fail.

755. DNP Special Study (1-4)
Group studies which do not appear in the College course offerings. Content will be determined by need. Course may be repeated for credit with distinct content.

765. DNP Independent Study (1-4)
Individual research and study under the guidance of a nursing faculty member. Course may be repeated for credit with distinct content.

779. DNP External Domestic Study (1-4)
All courses and their application must be defined and approved prior to travel. Course may be repeated for credit with distinct content.

779PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

780. DNP Study Abroad (1-6)
All courses and their application must be defined and approved prior to travel. Course may be repeated for credit with distinct content.

780PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.
The Master of Athletic Training is currently applying to the Commission on Accreditation of Athletic Training Education (CAATE) for a change in level of degree and is pending approval. CAATE is located at 2001 K Street NW, Third Floor North, Washington, DC 20006. The program is also pending approval from the Southern Association of Colleges and Schools Commission on Colleges.

Mission Statement
The mission of the Master of Athletic Training program is to connect Christian faith and the professional practice of athletic training that is excellence-driven, Christ-centered, people focused, and future directed within the scope of practice as determined by education, licensure, and certification.

Purpose Statement
The purpose of Union’s Professional Athletic Training program is to prepare its students to become highly effective healthcare professionals incorporating both profession and spiritual growth in their life plans.

Admission Requirements
There will be two routes for admission to the MAT program.
1. The 3 + 2 option will be available only to Union undergraduate students who indicate an early desire to enroll in the MAT program. These students will NOT receive a bachelor’s degree; however, they will be granted an MAT at the end of 5 years. The 3 + 2 students are required to complete a minimum of 90 credit hours of undergraduate coursework (including core and Exercise Sciences courses) at Union University prior to enrolling in the MAT program.
2. Students entering via the traditional route will be required to have a bachelor’s degree from a regionally accredited college or university. ALL students, regardless of admission route, will be required to meet the following admission criteria and provide evidence of having completed (or be actively enrolled in) the prescribed prerequisite courses. These requirements are as follows:
   - 3.0 minimum GPA in most recent 60 hours of undergraduate course credit
   - GRE test score
   CAATE mandated prerequisite courses:
   - One Biological Science with lab (BIO 112 or equivalent)
   - One Physical Science with lab (PHY 213 or equivalent)
   - One Chemistry course with lab (CHE 105, CHE 111 or equivalent)
   - Two Anatomy and Physiology courses with lab (BIO 221, BIO 222, or equivalents)
   - Introduction to Psychology (PSY 213 or equivalent)
   - Additional MAT Program prerequisite courses:
   - Introduction to Statistics (MAT 114 or equivalent)
   - Biomechanics or Kinesiology (PEWS 414 or equivalent)
   - Exercise Physiology (PEWS 415 or equivalent)
   *Note: Applicants must utilize the ATCAS application system to apply to the MAT program.

Matriculation and Graduation Requirements
Students must maintain a B average to remain in the program. After completion of 9 graduate hours at Union University, a graduate student whose cumulative GPA from courses completed at Union University for graduate credit is below 3.0 will be placed on academic probation. A student placed on academic probation is given one semester to increase his or her cumulative GPA to at least 3.0 to be removed from a probationary status. If the student fails to increase his or her cumulative GPA to at least 3.0 during the following semester, the student will be dismissed from the graduate program. Students will also be dismissed without opportunity for probation if they:
   - Receive an “F” (i.e., any grade below a “C”) in any course, or
   - Receive more than two “Cs” in any AT Prefix courses.

The program faculty members recognize that situations may arise that prevent students from successfully matriculating through the program. Students who are concerned about their academic standing should contact their advisor. If it appears the student may not be able to achieve a minimum passing grade in a course, they may be encouraged by the Program Chair to withdraw from the program. A withdrawal can potentially prevent the student from acquiring an F on their Union University transcript if the dropped class occurs prior to the deadline listed on the academic calendar (“last day to drop a class”). All students who withdraw or who are academically dismissed from the program can reapply for admission. However, readmission is not guaranteed.

Degree Completion Requirements for the Master of Athletic Training
Students are required to complete 63 credit hours and have a final GPA of 3.0 to graduate. The required courses are as follows:

AT 501 Foundations of Athletic Training
AT 505 Introduction to Evaluation/Diagnosis/Treatment
AT 510 Practicum I
BIO 510 Gross Anatomy
AT 511 Evaluation/Diagnosis/Treatment/Rehab of Lower Extremity
AT 513 Evaluation/Diagnosis/Treatment/Rehab of Upper Extremity
BIO 527 Pathobiology
AT 512 Evaluation/Diagnosis/Treatment/Rehab of Spine, Head, and Face
AT 515 Advanced Biomechanics
AT 518 Prevention
AT 621 Practicum IIa
AT 622 Practicum IIb
AT 626 Research in Athletic Training
AT 615 Healthcare Administration AT 623 Practicum III
AT 624 Practicum IV
AT 610 General Medical Conditions
AT 630 Advanced Skills in Athletic Training
AT 620 Pharmacology for Athletic Trainers
AT 612 Patient Interaction
AT 690 Athletic Training Capstone Course
AT 625 Practicum V

Financial Information
Tuition Rates (per credit hour)
MAT Graduate Courses ....................... $575/credit hour
Full payment for a term (fall, spring, summer, or other non-
regular term) is expected at the time of registration for classes.
Program Application Fee (via ATCAS) ......... $90 for first
program, $55 each additional program application
General Student Fee: ........................................ $32/credit hour

Course Descriptions: Athletic Training (AT)
501. Foundations of Athletic Training (3) Su
This course will explore the foundational skills of athletic
trainers including those related to emergency response and immediate treatment of injuries to active individuals. Skills to be taught and assessed include, but are not limited to: CPR/
AED/First Aid/Adjunct Airways; Taping/Bracing/Splinting; Spinal Motion Restriction; Equipment Removal; Stop the Bleed™ training.

505. Introduction to Evaluation/Diagnosis/Treatment/ Rehabilitation (3) Su
This course will include foundational knowledge in the areas of evaluation, diagnosis, treatment, and rehabilitation. Specifically, this course will review medical terminology, common injuries in active individuals, basic evaluation practices (including assessments of pain, range of motion, muscle strength, neurological function, and cardiovascular status), standard treatment practices for acute and chronic conditions, and discussion of how healing occurs and can be influenced through therapeutic interventions.

510. AT Practicum I (1) F
This course is a partially immersive clinical experience for first year AT students. This is a Football/Equipment Intensive Sport clinical experience. Students enrolled in this course will be required to report to an assigned clinical preceptor and fully participate in the provision of athletic training services under the supervision of the clinical preceptor for all football/ equipment intensive sport activities in which the clinical preceptor is involved. Students will be required to complete a maximum of 15 hours per week, over the entire fall of Practicum I, for a total of 210 clinical hours.

511. Evaluation/Diagnosis/Treatment/Rehabilitation of the Lower Extremity (4 F)
This course will serve as an advanced study on evaluation, diagnosis, treatment, and rehabilitation of injuries to the Lower Extremity of active individuals. This course takes a systems approach to injury identification and management and will instruct students in the decision making processes involved in taking a patient from the injured/diseased state to a state of preparedness for return to play (or normal function). Students will be able to evaluate and diagnosis injuries to the lower extremity as well as create treatment and rehabilitation plans to return the patient to a desired level of functioning.

Financial Assistance
Financial aid information for graduate students is available on our website at www.uu.edu/financialaid.

Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans (www.uu.edu/financialaid/loans/alternative-lender-list.cfm) depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program. Additional, external scholarship information may be obtained through www.fastweb.com.
512. Evaluation/Diagnosis/Treatment/Rehabilitation of the Spine, Head, and Face (4) S
This course will serve as an advanced study on evaluation, diagnosis, treatment, and rehabilitation of injuries to the Spine, Head, and Face of active individuals. This course takes a systems approach to injury identification and management and will instruct students in the decision making processes involved in taking a patient from the injured/diseased state to a state of preparedness for return to play (or normal function). Students will be able to evaluate and diagnosis injuries to the Spine, Head, and Face as well as create treatment and rehabilitation plans to return the patient to a desired level of functioning.

513. Evaluation/Diagnosis/Treatment/Rehabilitation of the Upper Extremity (4) F
This course will serve as an advanced study on evaluation, diagnosis, treatment, and rehabilitation of injuries to the Upper Extremity of active individuals. This course takes a systems approach to injury identification and management and will instruct students in the decision making processes involved in taking a patient from the injured/diseased state to a state of preparedness for return to play (or normal function). Students will be able to evaluate and diagnosis injuries to the upper extremity as well as create treatment and rehabilitation plans to return the patient to a desired level of functioning.

515. Advanced Biomechanics (3) S
This course will serve as an advanced study of biomechanical functioning of the human body. It will include study of biomechanics, pathomechanics, and kinesiology. The understanding of these disciplines will allow students to identify antalgic or injurious motion which may result in or predispose an individual to injury. Further, this course will prepare students to recommend movement modifications to patients in an effort to correct such potentially injurious motions.

518. Prevention (2) S
This course will explore the ways in which athletic trainers can prevent injuries in active individuals. Topics covered in this course will include, but are not limited to: Strength and Conditioning, Performance Nutrition, Environmental Considerations, Pre Participation Screenings.

610. General Medical Conditions (3) F
This course will include serve as an advanced study on evaluation, diagnosis, treatment, and referral of injuries or conditions that are non-orthopedic in nature (aka General Medical Conditions). In this course students will be instructed on how to identify common general medical conditions related to the following body systems: Integumentary, Endocrine, Cardiovascular, Urinary, Respiratory, CNS/PNS, Immune, Reproductive, and Digestive. Additionally, students will receive instruction in how to immediately treat common conditions and/or appropriate referral mechanisms should the injury/condition require treatment outside of the scope of care provided by an athletic trainer.

612. Patient Interaction (2) S
This course is designed to help students develop the “soft skills” associated with patient care. Topics covered in this course will include: Professional communication strategies, Providing care to diverse populations, Social determinants of health, Pain and Disability Drivers, Injury and Disability Indexes, and other instruments to measure quality of life/health. Students will be exposed to a wide variety of patients and experiences through the use of standardized patients and simulated patient interactions.

615. Healthcare Administration (3) Su
This course will provide students with the knowledge and skills necessary to be a leader in the athletic training profession. Administrative topics to be covered in this course include, but are not limited to: Policies and procedures for healthcare facility and healthcare delivery, Facility design, Disablement models, Documentation strategies, Insurance (primary and secondary), 3rd party billing coding, and Leadership.

620. Pharmacology for Athletic Trainers (2) F
This course is designed to introduce students to the pharmacological applications, organized by the body systems, which are used to treat injuries and conditions commonly seen in active individuals.

621. AT Practicum IIa (3) Su
This course is an immersive clinical experience for second year AT students. This is a Rehabilitation Immersion clinical experience. Students enrolled in this course will be required to report to a clinical preceptor and fully participate in the provision of athletic training services under the supervision of the clinical preceptor for all activities in which the clinical preceptor is involved. Students will be required to complete a minimum of 40 hours per week, over the 4 weeks of this Practicum Course IIa, for a total of 160 immersive clinical hours.

622. AT Practicum IIb (3) Su
This course is an immersive clinical experience for second year AT students. This is an Evaluation and Foundational Clinical Skill clinical experience. Students enrolled in this course will be required to report to a clinical preceptor and fully participate in the provision of athletic training services under the supervision of the clinical preceptor for all activities in which the clinical preceptor is involved. Students will be required to complete a minimum of 40 hours per week, over the 4 weeks of this Practicum Course IIb, for a total of 160 immersive clinical hours.
623. AT Practicum III (1) Su
This course is a partially immersive clinical experience for second year AT students. This is a Special Medical clinical experience. Students will have an opportunity to choose their clinical experience among a menu of options including EMS ride along, ER observations, Medical Scribing in clinic, and any other option agreed upon by the AT program faculty/administration. Students enrolled in this course will be required to report to a clinical preceptor or affiliated medical supervisor and fully participate in activities in which the clinical preceptor or affiliated medical supervisor is involved. Students will be required to complete a maximum of 30 hours per week, over the 4 weeks of this Practicum Course III, for a total of 120 clinical hours.

624. AT Practicum IV (3) F
This course is an immersive clinical experience for second year AT students. This is an Equipment Intensive (Football, Lacrosse, Hockey) clinical experience. Students enrolled in this course will be required to report to a clinical preceptor and fully participate in the provision of athletic training services under the supervision of the clinical preceptor for all activities in which the clinical preceptor is involved. Students will be required to complete a minimum of 40 hours per week, over the 8 weeks of this Practicum Course IV, for a total of 320 immersive clinical hours.

625. AT Practicum V (3) S
This course is an immersive clinical experience for second year AT students. This is a Student Selected clinical experience. Students enrolled in this course will be required to report to a clinical preceptor and fully participate in the provision of athletic training services under the supervision of the clinical preceptor for all activities in which the clinical preceptor is involved. Students will be required to complete a minimum of 40 hours per week, over the 8 weeks of this Practicum Course V, for a total of 320 immersive clinical hours.

626. Research in Athletic Training (3) Su
This course will offer instruction in the practice of Evidence Based Medicine. Upon completion of this course students will understand the scientific process, how to create a PICO question to guide research, how to conduct a thorough review of current literature, how to evaluate the strength of sources, how to utilize the best available evidence to drive clinical decision making, and how to conduct a simple research study in the field of sports medicine.

630. Advanced Skills in Athletic Training (3) F
This course will include instruction in advanced or emerging clinical skills in athletic training. Advanced skills for instruction include, but are not limited to: Joint reductions, Suturing, Musculoskeletal Ultra Sound, Electrocardiograms, Specialty Certifications.

690. Athletic Training Capstone Course (3) S
This course is designed to prepare the students for Board of Certification Exam through in-depth review and study of all previously learned knowledge, skills, and abilities in the field of athletic training. Additionally, students in the Capstone Course will engage in a research project to advance the profession in some way.
COLLEGE OF PHARMACY

Leadership
Sheila Mitchell (2007). Dean for the College of Pharmacy. B.S. and Pharm.D., University of Tennessee Health Science Center.

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

Kim Madewell Jones (2007). Assistant Dean for Student Services and Professor of Pharmacy Practice. B.S., Middle Tennessee State University; Pharm.D., University of Tennessee Health Science Center.

David Kuhl (2008). Professor of Pharmacy Practice. B.S., Kearney State College; Pharm.D., University of Nebraska Medical Center.

Mark Stephens (2007). Assistant Dean for Experiential Education and Professor of Pharmacy Practice. B.S. and Pharm.D., University of Tennessee Health Science Center.

Jodi Leke Taylor (2009). Professor and Chair of Pharmacy Practice. B.S., Middle Tennessee State University; Pharm.D., University of Tennessee Health Science Center.

Blake Watkins (2008). Professor and Chair of Pharmaceutical Sciences. B.S., Union University; Ph.D., University of Georgia.

Staff
Rita Conaway (2011). Administrative Assistant to the Dean.


Amy Mallette (2021). Director for Marketing and Alumni Relations. B.S., Western Governors University.


A list of faculty who teach in graduate programs is available online at www.uu.edu/academics/faculty/. 
DOCTOR OF PHARMACY
COLLEGE OF PHARMACY

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

College of Pharmacy Vision
To transform students, patients, pharmacists, and community, through innovative pharmacy education and research in a Christ-centered environment.

College of Pharmacy Mission
To develop comprehensively trained, patient-centered practitioners of strong personal and professional character, equipped to meet the demands of an ever-changing health care environment.

College of Pharmacy Goals
The College of Pharmacy (COP) strives to achieve its vision and mission by:

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

Educational Outcomes
1. Acquire, integrate, and apply knowledge from biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to explain drug products and action, evaluate scientific literature, solve therapeutic problems, provide patient-centered care, and promote population health (1. Learner)
2. Identify problems (e.g., operational, research, clinical, business), explore and prioritize potential strategies, design and implement viable solutions, and evaluate outcomes (2. Problem Solver)
3. Collect and assess patient information and develop, implement, monitor, evaluate and document a Pharmacists’ Patient Care Process (PPCP) in order to provide patient-centered care (3. Caregiver)
4. Identify and utilize human, financial, physical, and technological resources to optimize safety and efficacy of medication use systems (4. Manager)
5. Design and provide strategies in collaboration with other healthcare professionals for the prevention and management of chronic diseases and education of individuals and communities to improve health and wellness (5. Promoter)
6. Utilize population-based information and evidence-based best practices to provide patient-centered care (6. Provider)
7. Identify the learning needs of an individual or audience to determine effective ways to impart information and assess understanding (7. Educator)
8. Represent the interests of patients, patient populations, and the profession of pharmacy (8. Advocate)
9. Participate as an interprofessional healthcare team member to meet patient care needs (9. Collaborator)
10. Assess social and cultural influences on delivery and access to quality care (10. Includer)
11. Communicate in an appropriate manner when interacting with an individual or group (11. Communicator)
12. Examine and reflect on personal attributes that enhance or limit personal and professional growth (12. Self-aware)
13. Influence the development or attainment of shared goals, regardless of position (13. Leader)
14. Participate in activities using creative thinking to envision innovative ways of accomplishing goals (14. Innovator)
15. Exhibit behaviors and values that are consistent with tenets of the pharmacy profession (15. Professional)

Admissions Criteria
Students seeking admission to the College of Pharmacy should visit the College website at www.uu.edu/programs/pharmacy/admissions/.

Financial Information
Tuition is $38,066 per year with a $2,100 general student fee ($1,050/semester) for the Doctor of Pharmacy. Full payment (Fall, Spring, Summer Semesters or other non-regular terms) is expected at the time of registration for classes. Students will be billed on an hourly rate. Audit of a course is $500/hr.

Laptop.............................................................actual cost*
Cap & Gown Purchase......................... approximately $80
Annual Background Check...................approximately $150

All financial information is subject to change without notice.
Financial Assistance

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also 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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Interprofessional Practice and Education (IPE)

Interprofessional practice and education is incorporated in various courses throughout the curriculum. Pharmacy students are provided multiple opportunities to learn about, from and with other healthcare professionals to gain an understanding of the roles and responsibilities of all healthcare providers and how interprofessional teamwork can improve patient outcomes. IPE enables future pharmacists to become collaborative practice ready providers.

Center for Population Health and Rural Medicine (PHaRM)

The purpose of the Center for Population Health and Rural Medicine (PHaRM) is to advance Union University’s ability to care for the underserved population of West Tennessee while broadening the interprofessional educational experiences of our students and other healthcare providers. Our mission includes affording students opportunities to provide more collaborative and patient-centered care in a structured, real-world setting. The Center achieves its mission through interprofessional learning experiences, community service learning experiences, clinical experiences, research, continuing education programs and simulation education.

Co-curriculum

The purpose of the co-curriculum is to provide students with co-curricular activities and learning experiences to complement and advance learning that occurs within the formal didactic and experiential curriculum of COP. There are five co-curricular educational outcomes, referred to as CEPHS. Each outcome is defined below.

1. C: Career Planning: Set goals in order to be residency or practice-ready upon graduation
2. E: Education: Gain knowledge and skills necessary for life-long learning and the provision of evidence-based patient care
3. P: Personal and Professional Growth: Develop self-awareness to foster personal maturation and professional growth
5. S: Service: Demonstrate selfless concern for meeting the needs of patients, the profession, and the community

Students must complete required activities in the indicated year (e.g., P1, P2, or P3) in order to progress to the next cohort year. Failure to complete required expectations will delay graduation.

Graduation Requirements

- Completion of the coursework for the Doctor of Pharmacy with a minimum cumulative grade point average of 2.33.
- Successful completion of co-curriculum.
- All didactic, experiential, and co-curricular course requirements must be successfully completed.
- File an application for graduation with the UUCOP Office of Student Services and the Academic Center.
- Pay in full the student’s account balance with the UUCOP Business Office.
- Discharge all other obligations (fines, credentials, fees, etc.) at the University.

Course Requirements of the Doctor of Pharmacy—150 hours

I. Year One Courses: PHRM 510, 524; PHRM 700, 707, 710, 714, 716, 718, 723, 725, 726, 728, 729, 730, 731, 739, 749, 750, 752, 763.
II. Year Two Courses: PHRM 519, 715, 733, 734, 735, 736, 738, 740, 741, 746, 748, 750, 751, 758, 764, 765, 767, 773.
III. Year Three Courses: PHRM 720, 722, 744, 760, 761, 766, 768, 769, 770, 772.
IV. Year Four Spring Courses: PHRM 774 and 775
V. Electives: At least 4 hours of didactic electives from PHRM Electives or other graduate elective courses as approved by the College of Pharmacy Curriculum Committee. Half of the didactic electives must be designated as Board-preparatory electives. A total of 24 hours of electives are required.
VI. Co-Curriculum: Students must complete required activities as outlined per cohort year.
VII. Experiential Education: Students must complete five introductory pharmacy practice experiences (IPPEs). IPPEs occur in the P1 (PHRM 730, 731), P2 (PHRM 746, 767), and P3 (PHRM 768) years. Students must complete 9 advanced pharmacy practice experiences (APPEs). Six required APPEs include APPE 700, 710A, 710B, 720, 730. Up to five additional elective APPEs are chosen by the student. No more than 2 non-direct care rotations are allowed.

Dual-Degree Option

Union University’s College of Pharmacy and the McAfee School of Business offer a dual degree option. Interested students enrolled in the Doctor of Pharmacy program may dually enroll in the MBA Program. Students will follow the curriculum as outlined below under Graduation Requirements but will also include completing a leveling course and an additional 24 hours of MBA core coursework. The remaining 12 hours of MBA coursework will be from the Pharm.D program as approved by the College of Pharmacy: PHRM700;
PHRM735; PHRM744; PHRM765; PHRM772; PHRM 759.
Please see the Master of Business Administration section of the Graduate Catalogue for MBA core coursework and prerequisite coursework. Please contact the McAfee School of Business Graduate Program Director (gradbusiness@uu.edu, 731-661-5367) for any questions you may have. Applicants to dual degrees must apply to and be accepted to each program separately, per current admission requirements of each program.

**Course Descriptions: Pharmacy (PHRM)**

BPE: Board-preparatory elective  
NBPE: Non board-preparatory elective

510. Advanced Human Gross Anatomy (2)  
Prerequisites: BIO 221 & 222.  
Reciprocal Credit: BIO 510  
This course will incorporate the dissection of cadavers and viewing of anatomical models in understanding the nervous, endocrine, cardiovascular, respiratory, digestive, and urinary systems of the human body. Additional emphasis is placed on the needs of professional health care personnel.

519. Clinical Microbiology (2)  
Reciprocal credit: BIO 519  
A review of the organisms associated with infections in humans with application directed towards those most commonly encountered in the United States. This will focus on how the body responds to various types of infections, and relevant clinical treatment methods.

524. Immunology Concepts (1)  
Reciprocal credit: BIO 524  
A survey of the immune system. This will be integrated with how the body responds to various types of immunologic disorders and relevant clinical treatment methods.

700. Introduction to Pharmacy (2)  
Introduction to the practice of pharmacy for first year students including an introduction to the profession and its evolving opportunities, what a pharmacist is, their role in the various settings of the health care system including drug distribution, drug utilization and the use of technology and supportive personnel.

701. Special Projects in Community Practice (2) (BPE)  
This course provides advanced knowledge of clinical topics and emerging practice developments as they relate to community practice. Students will learn aspects of community practice beyond the traditional dispensing role of the pharmacist and gain skills to aid them in becoming community pharmacy practice innovators.

702. Ambulatory Care (2) (BPE)  
An elective course designed to strengthen the student’s understanding of diseases or illnesses common in an adult ambulatory care practice. The course utilizes group discussion of primary literature and the development of clinical practice guidelines. Student presentations and other active learning activities will extend knowledge beyond that provided in previous coursework.

703. Introduction to Population Pharmacokinetics (2) (BPE)  
This course provides students an introduction to the theory and methods of population pharmacokinetic and pharmacodynamics analysis with nonlinear mixed-effects models. The course includes hand-on modeling experiences and discussion of advanced topics such as Bayesian estimation, covariate analysis, and the role of computer simulation. Students will evaluate population pharmacokinetic literature and FDA guidance documents on related issues.

704. Personal Financial Management (2) (NBPE)  
An overview of personal financial management. This course will include tools and resources that when implemented will help achieve financial goals.

705. Pharmaceutical Calculations (2)  
This course introduces the prescription, prescription notation and abbreviations, basic pharmaceutical calculations, statistics, and the mathematics of chemical kinetics and pharmacokinetics.

706. Advanced Cardiovascular Pharmacotherapy (2) (BPE)  
An elective providing the student with a more thorough study of cardiology and cardiovascular topics in application of the therapies and techniques covered.

707. Pain Management (2) (BPE)  
An elective course providing an introduction to pain management, including classifications, pain assessments, pharmacological and non-pharmacological treatment options of a variety of nociceptive and neuropathic pain syndromes (cancer pain, sickle cell disease, diabetic neuropathy, chronic pain syndromes, etc).

708. Community-Engaged Service Learning (2) (NBPE)  
An introduction to experiences in community involvement and social/behavioral research through service learning. Service learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development.

709. Drugs of Abuse (2) (BPE)  
A course examining current knowledge about drugs and substances of abuse or misuse. Emphasis will be given to societal issues and the role a pharmacist can play as a provider of drug facts and information.
710. Medical Terminology (1)
This course provides an introduction to the origin and definition of medical terms used in various healthcare settings. In addition, it provides an introduction into body structures, diseases, and treatments arranged in an organ system manner.

711. Heath Care and Missions (2) (NBPE)
This elective course provides students an opportunity learn about another culture and participate in a short-term health care mission trip. Students will learn to coordinate drug distribution, make pharmacotherapy recommendations within a limited formulary, and provide patient education in a setting with many communication barriers. Students, guided by faculty, will learn to provide patient care in this unique environment.

712. Oncology (2) (BPE)
Elective course to provide students advanced exposure to oncology building on topics in PHRM 769. Students are introduced to different malignant disease states and their common chemotherapeutics regimens, the principles of concern prevent and screening, pharmaceutical care to manage short and long-term side effects from cancer and treatments, and appropriate management and handling of cytotoxic medications.

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

714. IPE I (1)
715. IPE II (1)
720. IPE III (1)
The Interprofessional Practice & Education (IPE) course is one of three designed to focus on the development of interprofessional skills required for collaboration with other healthcare providers in contemporary pharmacy practice. The primary emphasis will be on roles and responsibilities of healthcare team members and collaboration with other healthcare providers to provide interprofessional patient care.

716. Principles of Pharmaceutical Sciences (3)
An introduction to the chemical and physical properties of medicinal agents. It will provide a foundational understanding of key concepts in the pharmaceutical sciences in preparation for coursework in medicinal chemistry, pharmacology and pharmaceutics.

717. Advanced Pain Management (2) (BPE)
Elective course building on PHRM 707, an in-depth overview of pain management, including pain classifications, assessment, pharmacological and non-pharmacological treatment options of a variety of nociceptive and neuropathic pain syndromes.

718. Non-Prescription Drugs/Counseling (3)
Designed to acquaint students with indications, actions, possible adverse events and contraindications of non-prescription drugs with an emphasis on communication with patients and providers. Students will be evaluated on their ability to obtain medical histories and counseling skills.

719. Pharmacology Research (2) (BPE)
An elective course designed to help students develop an understanding of the principles of toxicology through lectures, class discussion, and developing and giving oral presentations about current toxicological issues within the field of pharmacy.

721. Advanced Pharmacokinetics (2) (BPE)
Building on foundational principles, students will use analysis software to perform nonlinear regression of pharmacokinetic data. They will evaluate literature and become familiar with FDA guidance documents for clinical pharmacology and biopharmaceutics topics. Discussion will include advanced topics as optimal sampling design, pharmacokinetic clinical trial design, enterophepatic recirculation models and chronopharmacokinetics.

722. Pharmacy Practice and Applied Jurisprudence (1)
A survey of skills and resources needed to navigate contemporary pharmacy practice. Students will interpret legislative and regulatory applications as they work through case-based scenarios. Students will explore safety concerns within the pharmacy workplace and relate solutions to address them. Students will study management and business principles to effectively achieve shared goals. Students will examine the implications of precision medicine on the practice of pharmacy.

723. Drug Information and Informatics (3)
PHRM 723 covers the fundamental concepts of drug information practice, clinical trial design and analysis, and pharmacy informatics. It is designed to introduce key concepts and establish a basic knowledge and skillset. Future courses (e.g. PHRM 772) will develop mastery of the interpretation of clinical data and application of the evidence in the delivery of individualized pharmaceutical care. This course also introduces a variety of topics related to the medication use system.

724. Diabetes Management (2) (BPE)
An elective course designed to provide students further exposure to diabetes topics including but not limited to: guidelines, drug selection algorithms, nutrition and insulin dosing, adjustment, and titration. Topics presented by lecture, discussion, and simulation.

725. Principles of Pharmacology I (2)
The first of a two-course sequence that integrates concepts in physiology and pathophysiology to understand drug mechanisms and their impact on disease. The course uses an organ systems approach to cover the various drug classes.
726. Pharmacological Basis of Drug Action I (3)
Introduction course for first year students discussing drugs for cholinergic, adrenergic, cardiovascular, pulmonary and endocrine system. Drug class, mechanism of action, drug interaction and toxicities, pharmacodynamics and pharmacokinetics are discussed.

727. Institute on Alcoholism and Drug Dependencies (2) (BPE)
This course serves as an introductory or refresher session and a networking opportunity to provide information, motivation and guidance for student pharmacists who currently participate in or wish to become involved in the planning, implementation, or strengthening of state-level and campus-level programs, to help and assist pharmacists or student pharmacists whose competence to perform their responsibilities has become impaired due to alcoholism or other drug dependencies by assisting them in finding treatment, ongoing recovery and reentry into the practice of pharmacy or their pharmacy education; and to better prepare attendees to provide appropriate assistance and support to clients affected by alcoholism and other drug dependencies. Students may only be enrolled in this course after acceptance into the Institute on Alcoholism and Drug Dependencies by the American Pharmacists Association and are only eligible to receive elective credit upon completion of the institute requirements and course requirements. Institute completion requirements include one week of on-site training in Salt Lake City at the University of Utah.

728. Chemical Basis of Drug Action I (3)
An introduction to the chemical and physical properties of medicinal agents through discussion of the relationships of structural properties of drugs to their pharmacological properties, absorption, distribution, metabolism, chemical activity, and mechanism of action.

729. Immunization Training and Certification (1)
The APhA certification course highlights the role of vaccines in the prevention of infectious diseases, the role of the pharmacist in promoting and providing vaccines to patients, and steps to implementing an immunization program into various pharmacy practice settings. Injection technique will be taught, practiced, and assessed.

730. Introduction to Community Practice (2)
This P-1 course is one of five designed to focus on the development of professional skills required for contemporary pharmacy practice. The primary emphasis is on drug distribution in the community setting, communication skills and interprofessional patient care. During this 2-week (80 contact hours) rotation, students are exposed to the role and responsibilities of the pharmacist in community practice and the importance of the pharmacist in patient care.

731. Introduction to Institutional Practice (2)
This P-1 course is one of five designed to focus on the development of professional skills required for contemporary pharmacy practice. The primary emphasis is on drug distribution in the institutional setting, communication skills and interprofessional patient care. During this 2-week (80 contact hours) rotation, students are exposed to the role and responsibilities of the pharmacist in institutional practice and the importance of the pharmacist in patient care.

732. Introduction to Medicinal Chemistry Research (2) (NBPE)
In this introductory experience, students will work with faculty to develop skills in computer-aided design of novel drug structures for specific therapeutic targets and in the laboratory to synthesize various structures for pharmacological testing and evaluation.

733. Pharmaceutics I (3)
An introduction to the scientific principles and regulatory issues of pharmaceutical dosage form and delivery system design, compounding, and use. An emphasis will be placed on solid dosage forms including powders, tablets, and capsules, as well as the biopharmaceutical principles of bioavailability and bioequivalence. This course includes laboratory experiences in compounding pharmaceutical dosage forms.

734. Pharmaceutics II (2)
A continuation of 733 to further the understanding of the scientific principles and regulatory issues of pharmaceutical dosage form and delivery system design, with an emphasis on liquid and semi-solid dosage forms. This course will emphasize oral, topical, transdermal, and parenteral routes of administration. The student will develop competency in compounding, proper aseptic technique, and preparation of sterile products with hands-on training in the laboratory.

735. The Union Pharmacist (2)
This course will serve to introduce students to concepts in moral reasoning that relate to key issues in pharmacy practice. Special considerations will be given to Christian perspectives and the course will emphasize attentiveness to differing moral perspectives through reflection and dialogue. Additionally, this course will focus on leadership and professionalism and their impact on personal and professional growth and patient care.

736. Drug Action II (3)
738. Drug Action III (2)
748. Drug Action IV (3)
758. Drug Action V (2)
An integrated course of the chemical and pharmacological basis of drug action. Drug class, mechanism of action, drug interactions, toxicities, pharmacodynamics, and pharmacokinetics are discussed.

737. Toxicology (2)
This board-preparatory elective course is designed to provide students with a thorough study of common toxicity topics through an emphasis on pharmacology, pathophysiology, and clinical pharmacy.
and critical evaluation of quantitative and qualitative studies.

in social science research methodology, design and analysis project to students & faculty with basic concepts and techniques opportunity to develop, conduct, analyze and defend a research project.

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

740. Pharmacotherapy I (2)
741. Pharmacotherapy II (3)
740. Pharmacotherapy III (3)
751. Pharmacotherapy IV (3)
760. Pharmacotherapy V (3)
761. Pharmacotherapy VI (2)
769. Pharmacotherapy VII (2)

The Pharmacotherapy courses focus on management of diseases and conditions. Students apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, pharmacotherapy, non-pharmacological therapy, considerations for special populations, and patient counseling.

744. Pharmacy Jurisprudence (2)

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

746. Introduction to Community Practice II (2)

This P-2 course is one of five designed to focus on the development of professional skills required for contemporary pharmacy practice. The primary emphasis is on drug distribution in the community setting, communication skills and interprofessional patient care. During this 2-week (80 contact hours) rotation, students will have the opportunity to build upon didactic courses and previous experiential rotations to further their knowledge and abilities to practice as pharmacists in the community setting.

749. Principles of Pharmacology II (2)

The second of a two-course sequence that integrates concepts in physiology and pathophysiology to understand drug mechanisms and their impact on disease. The course uses an organ systems approach to cover the various drug classes.

752. Christian Faith and Pharmacy (2)

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

753. Social and Behavioral Research Design I (2) (NBPE)
754. Social and Behavioral Research Design II (2) (NBPE)

A two-course elective sequence designed to provide students an opportunity to develop, conduct, analyze and defend a research project to students & faculty with basic concepts and techniques in social science research methodology, design and analysis and critical evaluation of quantitative and qualitative studies.
764. Pharmaceutics I Lab – Compounding (1)
This lab course is designed for PY2 students to apply some of the basic principles and concepts they learned from physical pharmacy (Pharmaceutics I) as a means of performing pharmaceutical compounding. This course will emphasize an understanding of the formulation and physiological factors involved in the delivery and absorption of drugs through a variety of routes of administration and dosage forms. The formulation, stability, and packaging of various dosage forms will be studied. Students will learn and experience preparing some traditional solid dosage forms like tablets, capsules, powders, lozenges, and suppositories. It will also emphasize the preparation of some liquid dosage forms including solutions and suspensions. Semi-solids such as creams, pastes, ointments and emulsions will also be emphasized and prepared in the lab. Additionally the student will also utilize and apply their pharmaceutical calculation skills, which they began acquiring or developing from the previous year. For example in a compounding pharmacy, the pharmacists must know and frequently perform the necessary mathematical calculations to determine the amount of active pharmaceutical ingredients (API) and excipients needed to prepare and produce a particular dosage form and product strength. Furthermore the pharmacist must also understand and know how to perform the calculations necessary for evaluating and determining drug encapsulation efficiency, product weight uniformity, and drug release rate from the prepared product. Accuracy (and or proficiency) of interpretation of a prescription and subsequent processing of the product label will be covered as well.

765. Pharmacoeconomics and Health Systems Management (2)
Concepts and theories of pharmacoeconomics and human resource management in all pharmacy practice settings: planning, implementation, and analysis processes as related to personnel along with fiscal management at the systems, pharmacy and patient level.

766. Patient Assessment and Interviewing (2)
Hands-on opportunity for students to apply concepts of physical assessment and interviewing in a clinical laboratory environment. Students will be able to assess response to drug therapy by combining physical assessment with patient interviewing and will also develop their skills in communicating with patients.

767. Applied Therapeutics with IPE I (2)
768. Applied Therapeutics with IPE II (2)
These P-2 and P-3 courses are two of five designed to focus on the development of professional skills required for contemporary pharmacy practice. Students are placed in the clinical environment to introduce the concepts of pharmaceutical care prior to advanced pharmacy practice experiences. Students will have opportunities to have direct patient contact and participate in interprofessional patient care; with these interactions and patient review, students will then present patient cases and therapeutic plans during small group recitations. Simulated patient cases will also be utilized where students can evaluate patients and provide therapeutic recommendations in the simulation lab.

770. Pharmacokinetic Principles and Application (4)
This course introduces pharmacokinetic principles and therapeutic drug monitoring. Students will gain an understanding of the absorption, distribution, metabolism and elimination of drugs, focusing on quantitative aspects of these processes. Pharmacodynamic and clinical implications will be explored, including how to formulate appropriate dosing regimens based on patient specific physiological and environmental factors. Pharmacokinetic variability caused by differences in intrinsic and extrinsic factors will be discussed. Didactic course work will be further emphasized via clinical cases in a laboratory setting.

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

772. Literature Evaluation (2)
PHRM 772 builds on the principles introduced in PHRM 723. During the Course, faculty and students will discuss selected clinical trials, relevant principles of study design, and primary medical literature evaluation. The emphasis will be on training students in the interpretation and critical analysis of biomedical literature for the purpose of developing evidence-based care recommendations for a given patient or patient population.

773. Pharmaceutics II Lab – Sterile Products (1)
This lab course is designed for PY2 students to apply some of the basic principles and concepts they learned from Pharmaceutics I and Pharmaceutics II and other clinical pharmacy courses as a Union University College of Pharmacy means of performing pharmaceutical compounding. This course will emphasize all sterile dosage forms including parenteral, otic, inhalational and ocular dosage forms. This course will provide hands-on training as students will work in a sterile environment with a laminar-flow hood. Students will demonstrate aseptic technique and necessary safety precautions when compounding piggyback medications, large volume fluids, parenteral nutrition, and sterile irrigation solutions. Students will prepare various drug products and apply appropriate labels. Students will be introduced to USP Chapter <797> and OSHA standards for safety. Moreover the student will also utilize and apply their pharmaceutical calculation skills, which they began acquiring or developing from the previous year. There will be a comprehensive review of all pharmaceutical and clinical calculations. Students will demonstrate how to perform various calculations necessary on the rate and volume of drug administration.
774. Clinical Foundations (2)
This course is designed to provide an update and systematic review of key disease states and related drugs. Students will be required to demonstrate competency in their knowledge of the Top 300 drugs and application of these drugs to the clinical management of commonly encountered diseases.

775. Pharmacy Foundations (2)
This course is designed to provide an update and review of key foundational concepts in the pharmaceutical sciences. This includes, but is not limited to, pharmaceutical calculations, pharmacokinetics, pharmaceutics, medicinal chemistry, pharmacology, and pharmacy administration.

776. Internal Medicine Pharmacotherapy (2) (BPE)
This course is designed to strengthen the student’s knowledge of general internal medicine topics with emphasis on application of primary research and current guidelines in various disease states. The course will utilize formal lectures as well as group discussion of primary literature including reviews, guidelines and primary research articles on selected topics in the area of internal medicine therapeutics. Students will also give presentations on other related topics that will extend their knowledge beyond that provided in previous coursework.

777. Pediatric Pharmacotherapy (2) (BPE)
This course will provide pharmacy students with a didactic learning experience that will develop a solid foundation in pediatric pharmacy. During this elective, students will develop and refine their clinical skills that will enhance future rotations, especially in the field of pediatrics. The student will become familiar with common pediatric disease states and therapies.

778. Drug-Induced Diseases (2) (BPE)
This is an elective course designed to help students understand the prevention, detection, and management of drug-induced diseases in an organ system specific manner. The goal of this course is to prepare students to recognize some of the most common and serious drug induced conditions and have awareness of the possible causes. The course will provide the basis for the evaluation and monitoring of these adverse effects. This course will also explore the FDA approval process, principles of medication safety, and their impacts on healthcare. Evaluation of student’s performance will be achieved through presentations, quizzes, exams, and class participation.

779. Medication Therapy Management (2) (BPE)
This course offers pharmacy students the opportunity to complete the coursework provided by the American Pharmacist Association for the Delivering Medication Therapy Management Services certification. In addition to completing this coursework, students will have the opportunity to perform practice MTM cases and to review problems commonly identified in medication therapy reviews. Following the elective course, students who choose to perform the necessary MTM cases will be awarded the APhA Delivering Medication Therapy Management Services certification. All courses and application to the program must be defined prior to travel.

780. Study Abroad Programs (1-4)
All courses and application to the program must be defined prior to travel.

780PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

781. Advanced Self-Care (2) (BPE)
This is an elective course designed to help prepare the student for practice in all areas of pharmacy with a focus on retail or ambulatory care settings. The goal of this course is to produce pharmacists who are able to assist patients with safe and effective self-care decisions and communicate recommendations appropriately. It will cover disease prevention and review common conditions that can be treated with non-prescription medications or herbal products with a focus on identifying whether a patient is eligible for self-care, selecting the most appropriate non-prescription treatment (pharmacological and/or non-pharmacological), and providing appropriate counseling.

782. Women’s Health (2) (BPE)
This is an elective course designed to provide the student learning opportunities covering women’s health topics. This course will emphasize practice in the ambulatory care setting; however, the student should be able to translate the knowledge gained into all pharmacy practice areas. The goal of this course is to prepare students to recognize gender differences over the lifespan of a woman in regards to health conditions and medication management. It will cover gender differences in regards to disease risk, prevention, and management and use of medication (complementary and alternative medicine, pregnancy and lactation, contraception, infertility, and menopause).

783. Medical Mission Team Leadership (2) (NBPE)
An introduction to responsibilities of medical mission trip leadership. Each area of the medical mission team will be covered during the course with emphasis placed on pharmacy-specific planning and function. Logistical planning will be discussed and examined during the semester.

784. Nutrition Support (2)
This board-preparatory elective course reinforces and builds upon foundational knowledge and introduces advanced topics in critically ill adult nutrition support. This course is designed to develop the student’s ability to apply principles and concepts of nutrition support in pharmacy practice.

785. Special Studies in Pharmacy (1-6)
Group studies which do not appear in the College course offerings. Content will be determined by need.

795. Independent Study in Pharmacy (1-3)
Individual research and study under the guidance of a pharmacy faculty member.
Advanced Pharmacy Practice Experiences (APPE)

Each Advanced Pharmacy Practice Experience (APPE) is designed to offer the student increased experience in unique and progressive pharmacy practice settings. Students are exposed to the roles and responsibilities of the pharmacist in practice and the importance of the pharmacist in direct and indirect patient care. Students will be expected to hone practice skills, professional judgement, behaviors, attitudes and values, confidence, and a sense of personal and professional responsibility to practice both independently and collaboratively in an Interprofessional, team-based care environment. Courses are taught by full-time faculty members or by practicing pharmacists appointed by the University as Clinical Preceptors. APPEs take place at approved institutions and pharmacies. Most sites are located in West Tennessee; however the College has approved over 400 clinical preceptors working at 300 sites in 30+ states across the nation.

Each course is completed during a calendar month; rotations usually begin on the first and end on the last weekday of the month. The typical work week consists of 40 hours Monday-Friday; however evening and weekend hours are permitted. Students are expected to work a minimum of 160 contact hours during the rotation; exact schedules are set by the Clinical Preceptor.

Doctor of Pharmacy students are required to complete ten APPE courses. APPE courses cannot begin until the student has completed all required didactic courses and introductory pharmacy practice experiences.

Students must complete the following six required APPEs:

- APPE 700. Advanced Institutional Practice
- APPE 710A. Advanced Chain Community Practice
- APPE 710B. Advanced Independent Community Practice
- APPE 720. Ambulatory Care (any section)
- APPE 730A. Acute Care Internal Medicine
- APPE 730. (any section)

Students must complete four elective APPE courses, which include the following:

- APPE 710. (Any section, limited to one course in addition to the required courses stated above)
- APPE 720. (Any section)
- APPE 730. (Any section, not limited in number of courses)
- APPE 740, 750, or 770. (Any section, limited to two courses)

700. Advanced Institutional Practice (4)
This APPE is a required course designed to offer the student advanced experience in an institutional pharmacy practice setting. Students will be expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to accurately and efficiently fill prescription orders; comply with state and federal laws as well as regulations from accrediting agencies; identify and resolve medication-related problems; collect patient specific information for the development of an evidence-based treatment plan; respond to drug information questions; communicate effectively, orally and in writing, with patients, caregivers, and other health professionals; actively participate as an interprofessional healthcare team member; and conduct themselves in a professional manner.

710. Advanced Community Practice (4 each)
Two APPEs in this section are required courses, 710A and 710B. One additional course can be completed as an elective APPE. Each course is designed to offer the student advanced experience in various community pharmacy practice settings. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to accurately and efficiently fill prescription orders; identify and resolve medication-related problems; collect patient specific information for medication therapy management (MTM); appropriately document MTM and related activities; respond to drug information questions; identify and provide health prevention services, including immunizations; communicate effectively, verbally and in writing, with patients, caregivers, and other health professionals; manage a pharmacy practice; and conduct themselves in a professional manner. Course are repeatable for credit.

- 710A. Advanced Chain Community Practice
- 710B. Advanced Independent Community Practice

720. Ambulatory Care (4 each)
One APPE in this section is required. Additional courses can be completed as elective APPEs. The course is designed to offer the student advanced experience in an ambulatory care pharmacy practice setting. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to communicate effectively with patients and health care providers; conduct physical assessments as required; identify and resolve medication-related problems; develop evidence-based treatment plans; respond to drug information questions; manage a patient-centered practice; actively participate as an interprofessional healthcare team member; and conduct themselves in a professional manner.

- 720A. Ambulatory Primary Care
- 720B. Ambulatory Anticoagulation Management
- 720C. Ambulatory Pediatric Care
- 720F. AmCare Oncology
730. Acute Care Pharmacy Practice (4 each)
Two APPEs from this section are required, including Acute Care Internal Medicine and any other course listed. Additional courses in this section may be completed as elective APPEs. These courses are designed to offer the student advanced experience in acute care pharmacy practice settings. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to accurately and efficiently communicate with patients, caregivers, and health care professionals; collect and analyze patient information for the development of an evidence-based treatment plans in the acute care setting; identify and resolve medication-related problems; respond to drug information questions; and conduct themselves in a professional manner.

730A. Internal Medicine
730B. Infectious Disease
730C. Cardiology
730D. Women’s Health
730E. Neonatology/Pediatrics
730F. Oncology
730G. Critical Care
730H. Nutrition
730J. Psychiatry
730K. Geriatrics
730M. Emergency Medicine
730N. Surgery
730P. Transplant
730R. Institutional MTM
730S. Neurology
730T. Medication Safety
730V. Hospice/Palliative Care
730W. Long Term Care
730Y. Pediatric Oncology
730Z. Pediatric Transplant

740. Practice Management (4 each)
These Advanced Pharmacy Practice Experiences (APPEs) are elective courses designed to offer the student advanced experience in the management of pharmacy practice in various settings. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to identify operational, clinical, or business-related problems; collect and analyze data in order to manage a patient-centered practice; communicate effectively with healthcare professionals, patients/caregivers, and the public; demonstrate innovation and leadership, and conduct themselves in a professional manner.

740A. Institutional Practice Management
740B. Community Practice Management
740D. Management Clinical Practice
740E. Pharmacy Association Management

750. Specialty Pharmacy Practice (4 each)
These Advanced Pharmacy Practice Experiences (APPEs) are elective courses designed to offer the student advanced experience in various specialized pharmacy practice settings. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to prepare and dispense prescription or non-prescription products; accurately and efficiently communicate with patients, caregivers, and health care professionals; utilize informatics; respond to drug information questions; and conduct themselves in a professional manner.

750A. Home Infusion
750C. Managed Care
750D. Sterile Products
750E. Pharmaceutical Industry/Medical Affairs
750F. Drug Information
750G. Medication Safety
750J. Pharmacy Compounding
750K. Nuclear Pharmacy Practice
750M. Specialty Pharmacy Practice
750N. Pharmacy Informatics
750P. Medical Missions
750R. Veterinary Pharmacy Practice
750S. Pharmacy Telemedicine

770. Pharmacy Research and Academia (4 each)
These Advanced Pharmacy Practice Experiences (APPEs) are elective courses designed to offer the student experience in conducting scientific research or in developing skills as a pharmacy educator. Students interested in completing any of these courses must consult with the course coordinator prior to registration.

770A. Drug Design and Synthesis
770B. Pharmacology Research
770C. Pharmaceutics Research
770D. Pharmacy Administration
770E. Pedagogy
SCHOOL OF THEOLOGY AND MISSIONS

Ray F. Van Neste (1997-98, 2001). Dean for the School of Theology and Missions and Professor of Biblical Studies. B.A., Union University; M.A., Trinity Evangelical Divinity School; Ph.D., University of Aberdeen.

Julie Chhim (2020). Administrative Assistant to the Dean for the School of Theology and Missions and Coordinator, MCS Online. B.S., Union University.

Jacob Shatzer (2017). Associate Dean for the School of Theology and Missions and Assistant Professor of Theological Studies. B.A. Union University; M.Div., Southern Seminary; Ph.D., Marquette University.


A list of faculty who teach in graduate programs is available online at www.uu.edu/academics/faculty/.

Degrees Offered
Available Online and on the Memphis area campuses
• Master of Christian Studies

Mission Statement
The School of Theology and Missions exists to advance the Kingdom of God through theological education by integrating rigorous academics, skill in teaching, deep devotion to Christ and His Church, and a commitment to reaching the nations with the gospel.
Available Online and on the Memphis area Campuses

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

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

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

Required Courses Include:
Old Testament I: Promise, Covenant, and Praise .... 3 hrs.
Old Testament II: Wisdom, Justice, and God’s Rule .... 3 hrs.
Biblical Interpretation ........................................... 3 hrs.
Theology I: God, Revelation and Humanity.......... 3 hrs.
Theology II: Christ, the Spirit, and Last Things .... 3 hrs.
Communicating Biblical Truth ............................ 3 hrs.
Evangelism and Missions................................... 3 hrs.
Spiritual Formation ............................................ 3 hrs.
Survey of Church History.................................... 3 hrs.
Christian Leadership ........................................ 3 hrs.
Total: ..................................................................... 36 hrs.

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

Admission Requirements
1. A Baccalaureate degree from a regionally accredited institution, or equivalent, or completion of the first three years of Union University’s Bachelor of Urban Theological Studies: Accelerated Track.
2. Official transcript(s) showing all course work, completion of baccalaureate degree(s). Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
3. A minimum college cumulative grade point average of 2.4 (on a 4.0 scale). Applicants with a college cumulative grade point average below 2.4 (on a 4.0 scale) may be accepted on academic probation on an individual basis.
4. Complete online M.C.S. application process at www.uu.edu/applications/graduate and submit $25 application fee.
5. Three personal letters of recommendation.
6. If English is not a student’s first language, minimum scores of 560 or 220 computer must be achieved on the TOEFL.
7. A 3-5 page essay outlining the applicant’s spiritual journey.

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

Financial Information
Application Fee: ...............................................................$25
General Student Fee:..................................................$25/hour
Tuition per Semester Hour: .......................................$385

Payment is expected in full upon enrollment unless the student participates in a FACTS monthly electronic draft from checking or savings account.

All financial information is subject to change without notice.

Financial Assistance
Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. The MCS program also has several scholarships available to students.
Graduation Requirements
A. The completion of 36 hours of course work with a GPA of 3.0 or higher
B. The fulfillment of all financial obligations
C. The approval of the faculty

Dual Degree Options
Dual Degree options are offered in conjunction with the School of Social Work and the McAfee School of Business. Interested students enrolled in either the Master of Social Work (MSW) or Master of Business Administration (MBA) programs may dually enroll in the MCS program. Students will follow the curriculum as outlined below.

MSW/MCS
For the MSW/MCS, students will complete the required Social Work courses from one of the options (either 24 or 51 hours), the required Christian Studies courses (24 hours), and an additional 12 hours of electives.

60-hour option:
I. Required Social Work Courses—24 hours:
   Required Core from Advanced Standing
II. Required Christian Studies Courses—24 hours:
   MCS 500, 505, 510, 515, 538, 545, 546
III. Four Electives from the following (2 from each discipline)—12 hours:
   A. SW: 522, 523, 524, 525, 526, 550, 551, 552, 553, 554, 555, 556, 557, 558, 610, 611, 612
   B. MCS: 516, 520, 535, 536
   C. SW/MSC 580 Study Abroad (Communities and Trauma) or SW/MCS 580 Study Abroad (Poverty)

87-hour option:
I. Required Social Work Courses—51 hours:
   Required Core from Regular Standing
II. Required Christian Studies Courses—24 hours:
   MCS 500, 505, 510, 515, 538, 545, 546
III. Four Electives from the following (2 from each discipline)—12 hours:
   A. SW: 522, 523, 524, 525, 526, 550, 551, 552, 553, 554, 555, 556, 557, 558, 610, 611, 612
   B. MCS: 516, 520, 535, 536
   C. SW/MSC 580 Study Abroad (Communities and Trauma) or SW/MCS 580 Study Abroad (Poverty)

MBA/MCS
For the MBA/MCS, students must complete the core courses in the MBA (24 hours), two MBA electives (6 hours), and the following courses from the MCS program (30 hours):
I. MCS Core (24 hours): MCS 500, 505, 510, 515, 536, 545, 546, and MCS 520 OR MCS 516 OR MCS 535.
II. Electives (6 hours): MCS 517, 538

Admission Requirements for Dual Degree
Applicants to the dual degree must apply to and be accepted to each program separately, per current admission requirements in each program.

Course Descriptions: Master of Christian Studies (MCS)

500. Old Testament I: Promise, Covenant, and Praise (3)
An investigation of the theological implications of God’s promises that were given to his covenant people, as well as the people’s response to God in praise and lament. This course will analyze these themes through the study of the history, background, literary genre, structure, and theology of Genesis through Psalms.

505. Old Testament II: Wisdom, Justice, and God’s Rule (3)
An investigation of how practical principles of divine wisdom impact human behavior and doubting, how God’s plan to create a world of justice and trust impacted Israelite and world history, and how God’s sovereign power will one day triumph and usher in the messianic kingdom.


A survey of the Pauline epistles, the general epistles and Revelation, with more intensive study of selected texts and issues. Included is a survey of basic issues in Pauline theology, issues in interpreting New Testament letters and the hermeneutics of the book of Revelation.

516. Survey of Church History (3)
An examination of events and individuals that shaped the history of Christianity from the first century to the present and application of the knowledge gained to current ministry and missions.
517. Spiritual Formation (3)
A study of Christian spirituality emphasizing biblical, classical, and contemporary approaches to growth toward Christ-like character, including an examination of personal spiritual disciplines and how they shape the ethics of a believer.

520. Biblical Interpretation (3)
An exploration of the methods, tools, and practices associated with the interpretation and application of the Bible. Students will exegete selected biblical passages, moving from the ancient text to the modern world.

535. Communicating Biblical Truth (3)
Communicating Biblical Truth is a study of the basics of sermon development and delivery, as well as the art and craft of teaching biblical truth.

536. Evangelism and Missions (3)
An introduction to the ministry of evangelism and missions that moves from its biblical basis and theological foundations to a study of contemporary strategies, methodologies, movements, and trends with a focus on their practical application.

538. Christian Leadership (3)
The course focuses on how biblical values affect models of organizational leadership within the local church and other Christian institutions.

545. Theology I: God, Revelation, and Humanity (3)
A study of the nature, method, and content of Christian theology, the course will focus on prolegomena, God and revelation, and the doctrine of humanity.

546. Theology II: Christ, the Spirit, and Last Things (3)
A study of nature, method, and content of Christian theology, the course will focus on the person and work of Christ, Holy Spirit, Salvation, Church and Last Things.

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

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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

598. Seminar (1-4)
Graduate studies seminar to be used at the discretion of the department.

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

Offered as needed
537. Introduction to Christian Ethics (3)
An introduction to Christian ethics that focuses on ethical methodology and application of Christian ethical principles to key issues in church and society.

539. The Ministry of Biblical Counsel (3)
An introduction to the underlying principles and methods involved in offering biblical counseling in today's church and society.

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.
Alphabetically with Year When Term Expires

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