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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.
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 justifcation and eternal life. Justifcation 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 sanctifed by God's Word and Spirit dwelling in them. Sanctifcation 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 sanctifed by the Holy Spirit will never totally nor fnally 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 nal authority concerning truth, morality, and the proper conduct of mankind, is the sole and nal source of all that we believe. With respect to faith, doctrine, practice, policy, and discipline, the Board of Trustees is the nal arbiter on the Bible's meaning and application for the purposes of the University.

External Associations

Accredited By

Union University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, education specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Union University.

Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission's office. The University also has the following discipline-specifc accreditation:

- Accreditation Council for Pharmacy Education
- Accrediting Board for Engineering and Technology, Engineering Accreditation Commission
- American Chemical Society
- Association to Advance Collegiate Schools of Business
- Commission on Accreditation for Athletic Training Education
- Council on Accreditation of Nurse Anesthesia Educational Programs
- Commission on Collegiate Nursing Education
- Council on Social Work Education
- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education

Member Of

- American Association of Colleges of Nursing
- American Association for Colleges of Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- Association to Advance Collegiate Schools of Business
- Association of Baccalaureate Social Work Program Directors
- Associations for Christians in Student Development
- Association of Independent Liberal Arts Colleges for Teacher Education
- Association of Southern Baptist Colleges and Schools
- Commission on Collegiate Nursing Education
- Concurrent Admissions Program
- Council for Christian Colleges and Universities
- Council of Colleges of Arts and Sciences
- Council on Undergraduate Research
- Council for the Advancement and Support of Education
- Evangelical Council for Financial Accountability
- National Art Education Association
- National Association of College Admissions Counselors
- National Council for State Authorization Reciprocity
- North American Association of Christians in Social Work
- Service Members Opportunity Colleges
- Southern Council of Collegiate Education for Nursing
- Tennessee Association for Counseling and Development

Tennessee Association of Collegiate Registrars and Admission Officers
Tennessee College Association
Tennessee Independent College and Universities Association

State Board Approvals

Educator Preparation Program, Tennessee State Department of Education
Tennessee Health Related Boards

The Campus

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, W. D. Powell Theatre, Waldrop Administrative Center, Union Station, Information Technology, Hundley Center for Academic Enrichment, 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

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 School of Pharmacy. Continued enrollment eligibility in the School of Pharmacy is deemed to be satisfactory academic progress 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

Admission Information

General Admission Requirements

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

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

Additional Admission Requirements for International Students

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

A. A physical examination.
B. Student insurance approved by Union University.
C. A financial affidavit.
D. 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 required to meet the same requirements for admission as well as meeting the required TOEFL score.

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

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

Special Categories of Admission

Provisional Students

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

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

The student will sign a contract at the time of admission defning 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 fle.

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 offcial 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

Financial Information

Expenses Due and Payable

All expenses for the semester, after subtraction of financial aid, are due and payable before the beginning of classes for that semester. A 1.5% service charge will be assessed monthly on all outstanding student account balances.

Failure of a student to keep payments current will make him/her liable for exclusion from class attendance and from the university. All charges must be paid before the student may receive a diploma or academic transcript or enroll for a subsequent term. Students preregistering for a semester must have their current account paid in full; subsequent withdrawal will still incur fees.

The General Student Fee covers a variety of University costs, including but not limit 4ive a3a

2. Days one through four . . .100% less $40 per course

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

Fall Semester 2017 (16-week semester, 2017FFA)

August
18-21, Friday-Monday.....Welcome Week
18, Friday.....Residence Complexes Open for New Students Only
20, Sunday.....Residence Complexes Open for Returning Students
22, Tuesday.....Registration—Day Classes and 16-Week Evening Classes Begin
23-30, Wednesday-Wednesday.....*Late Registration
25, Friday.....

Spring Semester 2018 (16-week semester, 2018FSP)

January
29, Monday.....

Second Term/July (4-week accelerated semester, 20182S)

July

1, Sunday.....Residence Complexes Open
2, Monday.....Registration--Day and Evening Classes Begin
3, Tuesday.....Late Registration; Last Day to Add a Class
4, Wednesday.....Independence Day Holiday
9, Monday.....Deadline to Drop (Course Does Not Appear on Transcript)
13, Friday.....Deadline to Drop (Course Appears on Transcript with “DR”)
23, Monday.....Last Day to Withdraw from all Term II Classes
26, Thursday.....Final Examinations
26, Thursday.....**Residence Complexes Close
28, Saturday.....3Tj ET EMC /Span <</MCID 1660 >>BDC B

15, Friday.....

March
2, Friday.....Last Day to Withdraw from February Accelerated Classes
17-22, Saturday-Thursday.....Final Exams for February Accelerated Session

April 8-Week Accelerated Semester, 2018 (2018ASP)

March
24, Saturday.....Registration Closes for Saturday Accelerated/Classes Begin

April
2, Monday.....Registration Closes for Monday Accelerated/Classes Begin
3, Tuesday.....Registration Closes for Tuesday Accelerated/ Classes Begin
5, Thursday.....Registration Closes for Thursday Accelerated/Classes Begin
5, Thursday.....Priority Registration Begins for Summer and Fall, 2018
9, Monday.....Deadline to Drop (Course Does Not Appear on Transcript)
11, Wednesday.....Additional Class for Monday Accelerated Classes
18, Wednesday.....Additional Class for Tuesday Accelerated Classes
25, Wednesday.....Additional Class for Thursday Accelerated Classes
27, Friday.....Deadline to Drop (Course Appears on Transcript with “DR”)

May
4, Friday.....Last Day to Withdraw from April Accelerated Classes
12-17, Saturday-Thursday.....Final Exams
19, Saturday.....MCID 1883 >>BDC BT 10 0 0 900 72 75 439.....Graduation

Extended Summer 8-Week Accelerated Semester, 2018 (2018XS)

COLLEGE OF ARTS AND SCIENCES

Degrees Offered

Master of Arts in Intercultural Studies
Master of Science in Biology
Certi cate in International Health Care

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.

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 their particular health-related professional program. 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).

Admission Information

Admission Requirements

- Bachelor's degree from accredited college or university; Of cial 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, of cial 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 identi es 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 required (i.e, GRE, MCAT, PCAT, etc.).

Retention Criteria

- Must maintain minimum 3.0 GPA
- If not achieved after Fall term, student will be on

- General Student Fee: $20/hour
- All nancial information is subject to change without notice.

Financial Assistance

Financial aid information for graduate students is available on our website at http://www.uu.edu/ nancialaid/graduate/. 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 bene ts to veterans, reservists, and dependents of veterans who qualify for Veterans Bene ts. Any person who quali es for VA Bene ts should check with the Of ce 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)

501/501L. Invertebrate Zoology (3) and Invertebrate Zoology Lab (1) F–Even Years
Classi cation, morphology, physiology, and ecology of the invertebrate animals. Three hours lecture and optional 3 hours laboratory/week.

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

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

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

511. Conservation Techniques (3) S–Even Years
A eld intensive introduction to techniques for determin ing the age of many species, trapping for population assess ments, 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.

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

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

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

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

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

522/522L. Advanced Human Anatomy and Physiology II (3) and Advanced Human Anatomy & Physiology II Lab (1) S
Prerequisite: BIO 521.

practices. The laboratory will include eld trips that will focus on tree identi cation. Three hours lecture and op tional 3 hours laboratory/week.

560/560L. Plant-Insect Interactions (3) and Plant-Insect Interactions Lab (1) F–Odd Years
This course is designed to introduce the student to insects and their relationships with plants. Lecture will cover in sect ecology, taxonomy, and biology, as well as plant strate gies to overcome insect damage and mutualism between plants and insects. The laboratory and eld portions of the class will involve insect collection and identi cation, along with the evaluation of positive and negative impacts of insects on plants. Three hours lecture and optional 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

MASTER OF ARTS IN INTERCULTURAL STUDIES

Mission

Intercultural engagement—including community development, humanitarian outreach, and integrative research skills—is essential for a globalized world and increasingly important to our student population. Union's M.A. in Intercultural Studies (M.A.I.S.)—integrative, academically rigorous, missional—is a 39 credit-hour graduate program that provides its students with an interdisciplinary approach to current theory and research relevant to

- Of cial TOEFL score of 83 or higher.
- Of cial evaluation of transcript(s). Approved transcript evaluation companies: Josef Silny & Associates, Educational Credential Evaluators, World Education Services.
- Of cial evaluation of transcript(s). Union University accepts only National Association of Credential Evaluation Services (NACES) certi ed transcript evaluation companies including but not limited to World Education Services.

Admission and Conditional Admission

Admission to the Master of Arts in Intercultural Studies program is based on the overall record and aptitude of the applicant. The M.A.I.S. Director and the M.A.I.S. Admissions Committee will determine whether to accept or conditionally accept an applicant based on the overall record and aptitude of the candidate.

After successfully completing one semester in the M.A.I.S. program, including a minimum of 6 hours of UU courses with at least a 3.0 average, students who are conditionally admitted, will earn full admission to the program.

Program Features

The curriculum for the program consists of a 27-hour core of classes and a 12-hour emphasis approved by the program director. As a low-residency program, the delivery system for the core classes is intensive and full-time status for a regular semester is 6 graduate credit hours. At other times throughout the course, students complete readings, online course activities and other assignments as required by the professor. Dates for the intensive course meetings are announced as part of the preregistration process each term. Transfer credit: maximum 6 hours with grades of B or higher and approval of Director.

Academic Calendar and Schedules

Calendars and Schedules of Course offerings for the M.A.I.S. program are available from the Program Coordinator.

Graduation Requirements

Completion of the 39 credit hours of required coursework, including an approved 12 credit-hour emphasis with a total minimum grade point average of 3.0 or higher. For more information regarding the 12 credit-hour program emphasis, see the concluding section of this program's catalog entry.

M.A.I.S. Emphases

The M.A.I.S.'s 12-hour program emphasis is designed to enhance a student's learning experience and/or provide specialization for a given student's vocational goals. The Director of the M.A.I.S. works with students to craft emphases that are cohesive, academically rigorous, and interculturally relevant. Primary consideration is given to emphases completed within the MAIS, while secondary consideration is given to emphases completed within Union's graduate coursework.

Emphases within the M.A.I.S.

Students seeking intercultural theory, research, and internships/ externships work with the M.A.I.S. Program Director to craft an emphasis within the program.

Emphases within Union's graduate programming

Students seeking emphases of a disciplinary nature may propose coursework from other Union graduate programs. Partnering with Union's AACSB-accredited Masters in Business Administration (MBA), the Masters in Christian Studies (MCS), the CSWE-accredited Masters in Social Work (MSW), and the Department of Languages, the MA in Intercultural Studies offers an emphasis in Business, Christian Studies, Social Work, French, and Spanish. The MA in Intercultural Studies also offers graduate training in Teaching English as a Second Language (TESL). These programs provide an integrative framework for current theory, practice, and research for those seeking private and public sector opportunities both stateside and abroad. Students are encouraged to pursue structured eld experiences relevant to their vocational interests when available.

Emphases include but are not limited to the following:

Business Emphasis, Intercultural Studies

Business Emphasis Course Options: For the M.A.I.S. program's three-course research sequence, students pursuing this program of study may craft their research around business and commerce-related phenomena. Students will work with the M.A.I.S. Program Director to craft an emphasis best suited for their individual vocational goals. Course options for the Master of Business Administration (MBA) emphasis include the following (see MBA section of the catalogue for course descriptions): MBA 620 Ethical Management
MBA 621 Business & the Legal Environment
MBA 622 Social Issues in Management
MBA 628 Strategic Marketing
MBA 630 Management Information Systems
MBA 643 Negotiations & Con ict Resolution
MBA 648 Organizational Behavior

Christian Studies Emphasis, Intercultural Studies

Christian Studies Emphasis Course Options: For the M.A.I.S. program's three-course research sequence, students pursuing this program of study may craft their research around theological, faith-based, and/or worship-based phenomena. Students will work with the M.A.I.S. Program Director to craft an emphasis best suited for their individual vocational goals. MAIS students interested in pursuing appointment with the International Mission Board of the Southern Baptist Convention should consult the Director of the MCS to devise an M.A.I.S. program emphasis that meets IMB's requirements. Course options for the Masters of Christian Studies (MCS) emphasis include the following (see MCS section of the catalogue for course descriptions):
MCS 500 Old Testament I: Promise, Covenant, and Praise
MCS 505 Old Testament II: W<</MCID 2574 >>BDC BT -0.023 Tw 10 0

525. Principles and Practice of Medical-Surgical Nursing (6)

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

540. NCLEX-RN Prep Course for International Nurses (6)

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

MACC:
c. Union business majors possessing a 3.0 GPA.

4. If a student does not possess a business degree, they must complete MBA 602: Graduate Business Foundations. This course prepares non-business majors for entrance into the MBA program. The course is offered every term, and will satisfy all pre-requisites for the MBA program.
5. Immunization Record (Ground-Based Only)

Conditional Admission Requirements

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

Transfer of Credit

Graduate credit for courses earned at a regionally accredited college or university or at a recognized foreign college or university may be transferred to Union University if the courses are essentially the same courses as those required in the program. The maximum number of semester hours that may be transferred to Union University and applied to the MBA degree is nine (9).

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

Academic Suspension

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

Graduation Requirements

1. Completion of thirty-six hours to include MBA 610, 613, 620, 625, 628, 642, 648, 653 and one of the following tracks:
   A. MBA non-thesis Track—12 hours
      1. MBA 601
      2. MBA 621
      3. MBA 630
      4. MBA 635
      5. Choose one of: MBA 615, 622, 640, 643
   B. MBA Thesis Track—12 hours
      1. MBA 601
      2. MBA 690 (3 hours) in lieu of either MBA 630 or the 3-hour elective with Program Director approval
      3. Balance of MBA non-Thesis track
   C. MBA Human Resources Track—12 hours
      1. One of the following: MBA 621, 622, 630, 635, 640, 643, 684
      2. MBA 632, 633, 634
   D. MSN/MBA Dual Track-12 hours
      1. NUR 528
      2. NUR 535
      3. NUR 548
      4. NUR 615
   E. DNP/MBA Dual Track-12 hours
      1. NUR 710
      2. NUR 715
      3. NUR 725
      4. NUR 730
   F. Pharm.D./MBA Dual Track—12 hours
      1. PHRM 700
      2. PHRM 743
      3. PHRM 744
      4. PHRM 765
      5. PHRM 772
      6. PHRM Elective/Public Health
2. A minimum grade point average of 3.0 for the required course of study.

Financial Information

There are three methods of payment for the program.

1. One-hundred percent of tuition expense for the entire program before the rst 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/ nancialinfo/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 nancial information is subject to change without notice.

Tuition is $575 per semester credit hour.
The following are non-refundable fees:
Application Fee:.....$25
General Student Fee:.....$20/hour

Financial Assistance

Financial aid information for graduate students is available on our website at http://www.uu.edu/ nancialaid/graduate/. 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 bene ts to veterans, reservists, and dependents of veterans who qualify for Veterans Bene ts. Any person who quali es for VA Bene ts should check with the Of ce of Student Financial Planning as soon as possible after acceptance into a graduate program.

Course Descriptions: Master of Business Administration (MBA)

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) F, S, Su
A review of foundational concepts in nancial accounting, microeconomics, management, and business statistics. This course may be satis ed 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 nancial 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 con gurations available.

620. Ethical Management (3)
Ethical Management makes intensive use of the case method to probe ethical issues facing the modern business world. Various ethical decision-making models are discussed including Christian ethics.

621. Business & The Legal Environment (3)
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 stake(o)0.6 (w)0.6 0

635. Business Research Methods (3)
This course will develop business analytical tools using mathematics, statistics and computer technology. These tools will then be applied to a variety of business problems emphasizing planning, collection and interpretation of data, and presentation of results.

636. Digital Marketing (3) F
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) Su
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) Sp
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) Su
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/visionary leadership.

640. International Business (3)
Designed to provide the tools necessary to evaluate international business opportunities from cultural, political, legal economic, nancial, managerial and marketing perspectives.

642. Strategic Management (3)
Pre-requisites: MBA 625
Coverage of strategic management concepts and integration of material learned in the functional areas of business; use of case studies and eld projects to provide a top management view of the business enterprise.

643. Strategic Negotiation and Con ict Resolution (3)
An analysis of negotiation strategies and tactics in a variety of business environments to include selling situations, intra-organizational 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

MASTER OF ACCOUNTANCY
MCAFEE SCHOOL OF BUSINESS

Available on the Jackson Campus

The MAcc Academic Program

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

Program Emphasis

There are ten courses in the Union MAcc curriculum. These courses are 3 semester hours of graduate credit each. Six of these courses are accounting courses. The remaining four courses are MBA courses. The accounting courses are scheduled during the day according to the traditional schedule. The MBA courses can be completed at night or online. The entire 30-semester hour MAcc program can be completed in one year.

The strength of the Union MAcc program is the quali ed 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 develop the following knowledge and skills in each student:

1. Advanced knowledge in the functional areas of accounting.
2. Ability to utilize research skills in accounting.
3. Effective communication skills both written and oral.
4. Critical thinking and decision-making skills, as supported by the appropriate analysis of advanced accounting problems.
5. Ability to demonstrate and make personal and business decisions based on values informed by the Christian worldview.

Dual-Degree Program

A dual degree program is offered between the MBA and the Master of Accountancy. The Master of Accountancy requires twelve hours from the MBA program. Students in either the MBA or the Master of Accountancy programs may elect to be dually enrolled in both programs. Dual enrollment will allow students to earn both degrees while counting 12 hours of MBA coursework toward both degrees.

Admission Information

Regular Admission Requirements

1.

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 ows.

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

Degrees Offered

MASTER OF ARTS IN EDUCATION

Program Purpose

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 Of ce of Graduate Studies in Education:

1. An of cial 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 Of ce of Graduate Studies in Education. If the student is seeking teacher licensure, forms are available in the of ce of the Assistant Dean for Teacher Education and Accreditation.
3. Any student seeking initial teacher licensure must submit a Praxis II score in their intended endorsement area before beginning coursework. A Praxis Tutorial will be offered to those students who have not already passed the test.

Conditional Admission to the Master of Arts in Education Degree Program

Students who do not meet the minimum GPA requirement or the minimum test score requirement for admission to the Master of Arts in Education Degree program will be required

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.

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

II. Select one concentration
   A. Concentration: Early Childhood 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 Early Childhood PreK-4.
      1. EDU 544, 552, 556
      2. EDU 602, 629, 646
      3. PSY 624 and SE 630
   B. 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 Elementary K-8.
      1. EDU 527, 544, 552, 556
      2. EDU 602, 604, 629
      3. PSY 624 and SE 630
   C. Concentration: Library Information Specialist, Licensure (15 core + 26 concentration hours)
      With appropriate prerequisites, initial license, and Praxis II Specialty Tests, this program leads to a Library Information Specialist PreK-12.
      1. SE 630 and PSY 610 (or EDU 614)
      2. LSC 621, 622, 631, 640, 651
      3. EDU 602 and EDU 616
      4. EDU 437, Enhanced Student Teaching PreK-12, 14 hours

      For initial licensure, substitute student teaching or Mentoring Seminar I and II for LSC 646 and add EDU 527 or EDU 637 and 604.
   D. Concentration: Secondary Education, Licensure (15 core + 24 concentration hours)
      With appropriate prerequisites, including those in the teaching content eld, this program leads to an initial licensure in a secondary (Grades 6-12) eld. Praxis II Tests and student teaching semester, or 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, 535
      2. EDU 602, 604, 626, 637, 638
      3. SE 630
      4. Spa

formation of the research committee. The approved research proposal must be led in the Of ce of the School of Education before candidacy is granted.

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

Full-Time Students

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

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

(Thesis and Non-Thesis Options Only)

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

Transfer of credit after the student has been admitted to the degree program (transient credit) will be acceptable provided (1) the total semester hours of transfer credit does not exceed nine hours, (2) the grade received in the course is B or higher, and (3) written approval of the course being taken has been obtained from the Dean of the 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 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 led in the graduate program of ce. The Program of Study is planned and led 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.

Option Three: M.A.Ed. Intensive Licensure Program

Program Purpose

The contemporary design of this program is future-directed as it re ects new ideas in teacher preparation, which include the Mentorship model, Student Teaching, and other clinical experiences, an emphasis on diversity, and balanced pedagogical responses to standards-based schooling. It encourages academic excellence in teaching and learning at the graduate initial licensure level as well as an emphasis and integration in Christ-centered values in all courses.

Program Goals

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)

532. Practitioner's Mentorship II (4+4) S
The Practitioner teacher hired by the school system ful lls the role of the lead teacher in collaboration with an assigned Mentor teacher in the school, supervised by a university Coach for the full school year in a K-8 or 7-12 placement. Coaches observe Practitioners in a variety of settings and with Mentors form a triarchic assessment/collaborative model. Mentors are assigned in partnership with local schools. Enrollment is for two semesters for 4 hours each. Graded Pass/Fail.

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

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

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

543. Intensive Studies in Secondary Content Areas (2)
Designed to complement EDU 530, this course will enhance and deepen the respective content areas of secondary school teachers by combing best practices in teaching in teaching students with an emphasis on standards-based subject matter. Education professors will collaborate with Mentor teachers from the schools to ensure a more intensive study of the student's content area. The most recent technology advancements utilized to enhance student achievement in each content area with emphasis on the many facets of the computer as a teaching tool will also be explored.

544. Math, Science and Social Studies in Diverse Classrooms (4)
Design and implementation of instruction in elementary school mathematics, science, and social studies. Current issues, problems, and practices in the eld 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)
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cognition, and a brain-compatible curriculum in order to engage students in current topics in brain research and its application to the eld of education.

577. Student Teaching Elementary (8) F, S
Prerequisite: Admission to student teaching. Pass/Fail.
A 15-week semester of supervised student teaching at levels prescrife

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

646. Planning for the Early Childhood Environment (4)
Pre-requisite: 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. Dif culty and discrimination of test items as well as validity and reliability of tests are emphasized. Descriptive statistics for sets of data are introduced.

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

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

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

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

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

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

English (ENG)

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

579. External Domestic Study Programs (1-4)
All courses and their application must be 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.

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

685. Research in English Education B (3)
A continuation of Research in ENG. 680.

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

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

579. External Domestic Study Programs (1-4)
All courses and their application must be 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. Speci c course content will be designed to meet the program needs of the individual student.

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

Language (LANG)

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

579. External Domestic Study Programs (1-4)
All courses and their application must be 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.

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

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

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

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

Library Information Specialist (LSC)

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

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 Library 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.

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.

624. 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.

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. Speci c 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 eld situation for a speci ed time. Speci c requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)
All courses and their application must be 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. Speci c course content will be designed to meet the program needs of the individual student.

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

Physical Education, Wellness, and Sport (PEWS)

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 speci c 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 is 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 eld 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 eld of sport communication and explore career options within the eld 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 nance is a course for sport administration students that emphasizes how sport organizations manage matters related to nance. Students will engage in activities that develop understanding and appreciation for nancial 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, staf ng, 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 eld situation for a speci ed time. Speci c requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)
All courses and their application must be 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 eld. Students will identify and develop a synthesis of research related to a potential line of research.

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

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

Sociology (SOC)

533. Internship (1-4)

Special Education (SE)

505. Literacy for Special Populations (5)
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 re ective manner of meeting needs of diverse pupils through the use of a variety of learning strategies, techniques and adaptations.

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

571. Student Teaching in Special Education (8)
A semester (15 weeks) of supervised student teaching in a special education K-12 environment. In addition to full-day student teaching, students will participate in regular seminars. No other courses may be taken during this semester.

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 Diverse 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. Re ection of best practices of teaching math, science and social studies are introduced while maintaining s 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 eld 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 eld 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)
Prerequisite: Red Cross First Aid with CPR
A study of the theoretical and applied research for teaching individuals with severe and profound handicaps including special and adaptive equipment, techniques, and materials.

650. Current Research in Assessment of Learning Problems in the Young Child (3)
An investigation of the assessment methods for identi cation 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 eld.

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

685. Research in 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 re ecting their own test designs.

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

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

579. External Domestic Study Programs (1-4)
All courses and their application must be 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. Speci c course content will be designed to meet the program needs of the individual student.

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

Available at the Germantown Campus,
Memphis Teacher Residency Center

Program Purpose

The purpose of the Master of Urban Education (M.U.Ed.) is to provide relevant preparation for urban educators seeking a diversity of knowledge, skills, and dispositions for post-baccalaureate student and initial Tennessee teacher licensure. Speci cally, the M.U.Ed. curriculum is designed to prepare and support outstanding teachers called to transform the lives of urban students. The university's Core Values of Christ-Centered, Excellence-Driven, People-Focused, and Future Directed are integrated through rigorous coursework, clinical experience, service-learning, modeling from mentor teachers, and committed university coaches to educate the whole urban student. Through this comprehensive residency program, the university will explore and implement a curriculum with the latest urban research, pedagogy, and technology to prepare outstanding teachers for the urban schools.

Objectives of the Program

Students in the Master of Urban Education will:

1. Enhance their knowledge, skills, and dispositions relating to the major issues facing today's practitioners in urban education.
2. Apply research skills to current urban education problems.
3. Experience a residency-immersion teacher preparation experience
4. Be prepared as individuals in knowledge and pedagogy to become licensed teachers.
5. Be encouraged in their Christian Commitment and service to society.
6. Have developed the knowledge and competence to meet the goals of Union University's CAEP accredited Educator Preparation Program (see Teacher Licensure section of the Catalogue). Such goals include learning theory applications, diversity of learning needs, academic competence in the licensure area as well as a broad-based liberal arts education, technology and pedagogical skills, assessment skills, and social-motivational skills.

Assessment of Outcomes

The M.U.Ed. utilizes the following means of assessment for the seven outcomes listed above. The number of each outcome is listed in parentheses beside each means of assessment:

- Coursework and teacher-devised assessments (1-6)
- Course evaluations (1,2,5,6)
-

TEACHER LICENSURE

POST-BACCALAUREATE REQUIREMENTS FOR INITIAL LICENSURE AND ADD-ON ENDORSEMENT

Conceptual Framework

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

Mission Statement

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

Description of the Statement

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

Candidate Outcomes

1. 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, Re ection, Response. Candidates as teacher-practitioners use multiple assessment strategies to evaluate learning in the classroom and to empower the learner to re ect 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 re ect 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.

NCATE Accreditation

The Educator Preparation Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) under the NCATE legacy standards, 1140 19th St. SW, Suite 400, Washington, DC 20036; phone 202-223-0077. This accreditation covers initial teacher preparation programs and advanced educator programs.

History, 6–12
Library Information Specialist, 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, PreK–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 are not met within five years, professional education coursework more than ve years old must be repeated.

Application ProcessStudents who seek post-baccalaureate teacher licensure must submit the Graduate Studies in Education Application; $25 non-refundable application fee; of cial transcripts sent directly to Union from every college/ university attended; Application for Admission to the Post-baccalaureate Educator Preparation Program; Consent to Fingerprinting, Background Check, and Release of Information form and background check received directly from TBI (http://www.uu.edu/programs/epp/resources/applications.cfm) and score report showing minimum Praxis II content knowledge test for the intended endorsement. A cumulative GPA of 2.75 or 3.0 on the last 60 semester hours 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 Assistant Dean for Teacher Education and Accreditation for) 2al

Hire form provided by Union or the hiring school system.
(http://www.state.tn.us/education/licensing/praxis.shtml

(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

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 speci cally 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. Of cial 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, of cial transcripts must be sent from each institution. Send transcripts directly to the Of ce 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);
8. Certi cate of Immunization.

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

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

38.8an <54T EMC /S13 317.2536 6 9 hourship program.

Graduation Requirements 48 BDC 6222 nenciam.InC iorogr</MCID 6

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

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 speci c 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, speci c-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 0.BDC BT tionn <0.i 9.EMC /9p9 rLearning (3)

648. Engaging Diversity in School Cultures (2)
An examination of the cultures and historical backgrounds of the major cultural (minority) groups in the United States,

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 9 Semester Hours may be applied.

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

EDU 613—Brain-Based Learning
EDR 700—Research Issues in Educational Leadership
EDU 702—Engaged Learning
EDU 703—Supervision
EDU 706—Organizational Decision Making
EDU 707—Legal Issues in School Governance
EDU 708—Curriculum and School Improvement
EDU 714—Leadership Issues I–Theories and Strategies
EDU 715—Leadership Issues II–Planning and Finance
EDU 722—Teacher Leadership
EDU 723—Faith and Ethics in Educational Leadership
EDU 737, 738, 739—Leadership Practicum I, II, III
or EDU 734—Leadership Internship
EDU 786—Seminar: Multicultural and Diversity Issues in Education
Total: 39 hours
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 9 Semesters Hours May Be Applied.

EDU 613—Brain-Based Learning
EDR 700—Research Issues in Educational Leadership
EDU 702—Engaged Learning
EDU 703—Supervision
EDU 706—Organizational Decision Making
EDU 707—Legal Issues in School Governance
EDU 708—Curriculum and School Improvement
EDU 714—Leadership Issues I–Theories and Strategies
EDU 715—Leadership Issues II–Planning and Finance
EDU 722—Teacher Leadership
EDU 723—Faith and Ethics in Educational Leadership
EDU 732—Leadership Growth Paper
EDU 786—Seminar: Multicultural and Diversity Issues in Education
Total: 39 hours
Exit Assessment:
Presentation of Leadership Growth Paper–May

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

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

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

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

8. Personal Summary including brief professional development plan and documentation of data showing improvement in student achievement (summary of TVAAS/TCAP data, Gateway scores, etc.); copy of most recent performance appraisal (in TN, the Framework for Evaluation and Professional Growth).
9. Veri cation of Experience form completed by applicant's school system documenting at least 3 years of teaching experience.
10. Recommendation form completed by the Director of

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 nal 21 hours of doctoral research courses. The courses are EDR 707, Leadership Research Seminar, which includes the Qualifying Paper, and EDU 711, Seminar in Politics, Policy, and Instruction. See the Ed.D. program section for admission criteria and course descriptions.

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 re ection (teacher and student), and creative avenues for communicating content mastered.

613. Brain-Based Learning (3)
An emphasis on creating authentic learning situations that address the brain's need for meaning, patterns, and connections. Teaching strategies that create a classroom climate that presents learning in a relaxed and non-threatening manner are essential to brain-based learning.

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.

706. Organizational Decision Making (3)
Theoretical approaches to understanding complex

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.

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.

732. Leadership Growth Paper (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 Curriculum and Supervision students.

734. Leadership Internship (3)
Prerequisite: Approval from Office of Graduate Studies in Education.
The internship for the Administration and Supervision 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 I (1)
Prerequisite: approval from Office of Graduate Studies in Education. The practicum for the Administration and Supervision track (Standard Route) is an eight-month, mentored experience in a cooperating school system. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students develop and present the "Leadership Growth Paper" in the context of their practicum work. Pass/Fail.

738. and 739. Leadership Practicum II (1) and III (1)
Continuation of 737 using a graded format

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.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

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

School of Education Mission Statement/Conceptual Framework

The mission of the School of Education is to prepare educators of character and competence who re ect Christ as they serve and lead in their schools and communities. The Ed.D. degree is guided by the conceptual framework of the Educator Preparation Programa teacher-student dynamic of sensitivity, re ection, and faithThe 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

Academic Requirements for Progression, Probation, and Suspension

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

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

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

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

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

The Dissertation. The doctoral dissertation is the culminating experience and exit requirement of the Doctor of Education program. The dissertation is scholarly inquiry 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 report of the ndings. It is expected that the dissertation will follow standard accepted research methodologies and format. Requiring a broad-based understanding of theory and research, the Ed.D. dissertation should integrate knowledge and provide solutions to problems in the educational community, focusing on a speci c setting. Results should include speci c solutions or changes in educational practice. As a nal demonstration of scholarly competence, the student conducts an oral presentation in defense of the research.

The Dissertation Committee. Doctoral students are assigned a dissertation committee chair by the program director as early as possible in the research process, usually the fall of the rst year of enrollment. Selection of the dissertation chair is a critical step in the completion of the doctoral degree. Factors considered in selection are: 1) expertise in the area of proposed research, 2) availability, and 3) compatibility. The chair is an integral part of a doctoral scholarly community where students, chairs, seminar leaders, and research design and statistics instructors collaborate to ensure quality inquiry and writing. The doctoral student also works with his or her dissertation chair to recommend two other graduate faculty members to serve on the dissertation committee. In addition, the faculty members who teach one or more of the research courses (EDR 710, 720, 725) serve as resource committee members for all dissertation committees.

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 eld 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 speci c when delineated as objectives in individual course syllabi. The P-12 School Administration specialization is based on a set of

campuses as well as online for the Leadership in School Reform concentration. In each, doctoral courses and processes form a scholarly community to support students in their personal transformation and in identifying and addressing critical educational issues at the local, state, national, and international levels. The degree program has three areas of concentration.

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

Course of Study

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

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

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration

Concentration: Instructional Leadership

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

Transfer Credit by Petition: Maximum of 9 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, ISLLC, and State of Tennessee licensure standards in school leadership as it integrates doctoral level outcomes in research, practice, and analysis.

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

Leadership Issues

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

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 re ection (teacher and student), and creative avenues for communicating content mastered.

613. Brain-Based Learning (3)
A study of teaching strategies which focus on student learning such as constructivism, brain-based teaching and learning, integrated thematic instruction, inquiry and multiple intelligence learning styles.

701. Leadership, Organizations and Change (3)
A critical examination of key theories, functions and practices involving leadership and organizations with speci c 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 nance 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 re ective 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 of ce, 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 nance, including school improvement planning, policies for equity and diversity, the management of collective bargaining, scal and non- scal resources for districts, budget planning and management collaborative planning, 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 scienti c inquiry and data-driven decision making in an era of school reform.

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 eld.

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 eld.

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

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.

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.

Education Research (EDR)

700. Research Issues in Educational Leadership (3)
Students learn to locate, critique, and report research ndings; 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, 3)
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 nal 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 rst enrollment is for 1 credit hour, and the second enrollment is for 2 credit hours.

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, 3)
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. Repeated for a maximum of 3 hours credit. The rst enrollment is graded IP (In Progress) if work is satisfactory or F if not. The nal satisfactory enrollment will award 3 graded hours that repeat the IP from the previous enrollment such that the student earns a total of 3 hours when fully successful.

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. Speci c attention is given to individual student research and the completion of the dissertation proposal.

750. Research in Higher Education (3)
The Series introduces students to the diverse, interdisciplinary issues of higher education while considering current issues and trends in higher education and encouraging engagement between the areas of practice, theory and research.

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.

790. Dissertation (2-4)
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 ndings 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 veri cation of of cial submission by the student's Dissertation Chair must be on le in the Dean's Of ce before the student will be permitted to defend his/her dissertation. With successful completion of the dissertation the nal semester is graded Pass and all previous PRs are converted to Pass.

SCHOOL OF SOCIAL WORK

Degrees Offered

Available on the Jackson and Germantown Campuses

- Master of Social Work

Master of Social Work Mission Statement

The mission of the MSW Program is to prepare competent and 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.

MASTER OF SOCIAL WORK
SCHOOL OF SOCIAL WORK

Program Delivery

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

www.uu.edu/msw/

Accreditation

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

Graduate Program Admission Requirements

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

1. Completion of a baccalaureate degree from a regionally accredited college or university.
2. Of cial 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, of cial transcripts must be sent from each institution.
3. Three letters of professional/academic reference specifying the applicant's capabilities for graduate study.
4. Completed 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. An interview with the Social Work Admissions Committee may be requested.
8. The following personal qualities: Self-awareness, empathy, objectivity, appreciation of diversity, professional commitment, critical thinking ability, effective oral and written communication skills, and the ability to advocate for and empathize for and with others.

Program Options:

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.

I. Required Core: 24 hours
   - A. SW 502 MSW Orientation
   - B. SW 599 Advanced Standing Bridge Course
   - C. SW 605 Psychopathology
   - D. SW 623 Theory and Ethics for Advanced Practice
   - E. SW 631 Practice and Program Evaluation
   - F. SW 650 Advanced Practice with Individuals and Families
   - G. SW 660 Advanced Practice in Community Development and Administration
   - H. SW 690 Field Seminar III
   - I. SW 691 Field Seminar IV

II. Electives: 9 hours

Option Two: Full-time (Two years)

A minimum of 60 semester hours of approved graduate work is required for completion of the full-time 2-year option. In addition, each student will complete 300 clock hours of eld practicum in the rst year and 600 clock hours of eld practicum in the second year.

I. Required Core: 51 hours
   - A. SW 502 MSW Orientation
   - B. SW 500 Human Behavior and the Social Environment I
   - C. SW 501 Human Behavior and the Social Environment II
   - D. SW 510 Social Welfare and Social Justice
   - E. SW 520 Practice I: Communities and Organizations
   - F. SW 521 Foundations for Research
   - G. SW 530 Practice II: Individuals and Families
   - H. SW 535 Policy Analysis and Advocacy

Cap and Gown Purchase.....approx. $40-50
Advanced Standing Student Fee (SW 599).....$25

There are two methods for the payment of expenses.
1. Full payment for a term (winter, 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 de nite commitment of nancial aid from the Student Financial Planning Of ce the total cost for the term and the nancial 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 nancial information is subject to change without notice.

Financial Assistance

Financial aid information for graduate students is available on our website at http://www.uu.edu/ nancialaid/graduate/. 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 bene ts to veterans, reservists, and dependents of veterans who qualify for Veterans Bene ts. Any person who quali es for VA Bene ts should check with the Of ce 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. Program- Full-time Program

Semester 1—Fall
Tuition.....$540 per credit hour
Textbooks.....approximately $600
General Student Fee.....$20/hour
Field Practicum Fee.....$100
Insurance Fee.....$25

Semester 2—Spring
Tuition.....$540 per credit hour
Textbooks.....approximately $600
Field Practicum Fee.....$100
General Student Fee.....$20/hour

Semester 3—Fall
Tuition.....estimated $540 per credit hour
Textbooks.....approximately $600
Field Practicum Fee.....$100
General Student Fee.....$20/hour
Insurance Fee.....$25

Semester 4—Spring
Tuition.....estimated $540 per credit hour
Textbooks.....approximately $600
Field Practicum Fee.....$100
General Student Fee.....$20/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 March 1 for May graduation, October 1 for December graduation, and May 1 for August graduation.
4. Full payment of the student's account in the Business Of ce
5. Discharge of all other obligations (nes, 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 a GPA of at least a 3.8 are considered for membership. Other criteria for membership include experience in eld practicum 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 for full-time students. Part-time students have classes only on Monday or Thursday nights. Classes may include both in-class and on-line 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.

502. MSW Orientation (0) F, S
This course provides an introduction for all new students to the graduate social work program at Union University and is essential to their success in the MSW program. Access to technologies used by Union University and the School of Social Work is covered along with an orientation to the library and online research tools.

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

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

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

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

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

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

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

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

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

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

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

650. Advanced Practice with Individuals and Families (3)
An advanced course in social work practice with individuals and families focusing on 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 eld seminars during the graduate level concentration year eld 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 elds 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 speci c geographic region, with

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 justi cation, 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 in uences 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 de nition 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 a 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 team work, 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

RN to MSN without previously earned Bachelor s degree
Nursing Administration (online)
Nursing Education (online)
Nurse Practitioner (Family, Pediatric, Adult/Geriatric, Psychiatric Mental Health)
RN to MSN with previously earned Bachelor s degree in a eld other than nursing
Nursing Administration (online)
Nursing Education (online)
Nurse Practitioner (Family, Pediatric, Adult/Geriatric, Psychiatric Mental Health)
MSN with previously earned Bachelor of Science in Nursing Degree
Nursing Administration (online)
Nursing Education (online)
Nurse Practitioner (Family, Pediatric, Adult/Geriatric, Psychiatric Mental Health)

Nursing Administration (online)
Nursing Education (online)
Nurse Practitioner (Family, Pediatric, Adult/Geriatric, Psychiatric Mental Health)
Nurse Anesthesia

RN to DNP without previously earned Bachelor s degree
Executive Leadership (online with scheduled on-campus intensives)
Nurse Practitioner (Family, Pediatric, Adult/Geriatric, Psychiatric Mental Health)
RN to DNP with previously earned Bachelor s degree in a eld other than nursing
Executive Leadership (online with scheduled on-campus intensives)
Nurse Practitioner (Family, Pediatric, Adult/Geriatric, 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, Pediatric, Adult/Geriatric, Psychiatric Mental Health)
Nurse Anesthesia
CRNA to DNP for licensed, certi ed CRNAs who do not hold the Master s degree
Post-graduate DNP (intended for Nurse Leaders and post-certi cation NPs and CRNAs; offered online with scheduled on-campus intensives)
Executive Leadership
Nurse Practitioner (Family, Pediatric, Adult/Geriatric, Psychiatric Mental Health)
Nurse Anesthesia

Dual degree options are available for MSN or DNP students in the Administrative and Executive Leadership and post-graduate DNP tracks. These options include

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

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To provide masters nursing education that builds on one s previous nursing foundation.

To prepare the graduate for advanced professional nursing practice with speci c functional and clinical abilities.

To prepare advanced professional nurses academically for doctoral study in nursing.

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

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

In the fall semester of each year the MSN Program accepts

2017-2018

English Composition 1 and 2 6 hrs.
Social Science 9 hrs.
Humanities 9 hrs.

2. When these courses are completed, the applicant will notify the track coordinator no later than December 31 prior to the year they wish to start.
3. The following undergraduate nursing courses must be completed with a grade of B or above by May 31st of the year the applicant plans be considered for the MSN cohort. The nursing courses may be in progress when the applicant noti es the coordinator of their readiness to be considered for the MSN applicant pool.
   NUR 306 Scienti c Writing
   NUR 330 Research

The RN to MSN does not award a BSN.

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

RN to MSN With Previously Earned Bachelor's Degree In Field Other Than Nursing; All Tracks

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.
   Any undergraduate statistics course 3 hrs.
2. The above courses must be completed by December 31st of the year prior to the year the applicant plans to be considered for the MSN cohort. At that point, 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 courses must be completed with a grade of B or above by May 31st of the year the applicant plans to be considered the MSN cohort. The nursing courses may be in progress when the applicant noti es the coordinator of their readiness to be considered for the MSN applicant pool.
   NUR 306 Scienti c Writing
   NUR 330 Research

The RN to MSN does not award a BSN.

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

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1. Current CPR certi cation
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.

RN to MSN Administration and Education
Undergraduate courses $470
Graduate courses $585
RN to MSN Nurse Practitioner:
Undergraduate courses $470
Graduate courses $585
MSN Administration and Education $585
MSN Nurse Practitioner $585
Post-Graduate Certi cate
Administration and Education tracks $585
NP tracks $585

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: .....$25/credit hr.
Insurance fee per year $25
Binding of Thesis or Scholarly Project $45
Clinical Tracking System ..... $45/yr.
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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

be transferred to Union University and applied to the DNP degree is nine, upon review of transcripts.

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 speci c track.

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

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

If the student fails to increase his or her GPA to 3.0 or greater during the following semester, the student will be dismissed from the DNP Program. Students must make a grade of B or higher in all track-speci c and 700-level courses. No more than 2 Cs are allowed in the remaining courses in order to continue in the program. Students will also be dismissed if they receive an F (i.e. any grade below a C) in any course.

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

RN to DNP tuition
- Nurse Practitioner
  - Undergraduate..... $470/credit hour
  - BSN to DNP.....$15,195/year
  - Psychiatric Mental Health ..$16,620/year (F, S, Su)
- Executive Leadership
  - Undergraduate..... $459/credit hour
  - BSN to DNP.....$13,530/year
- Nurse Anesthesia
  - Undergraduate..... $459/credit hour
  - BSN to DNP.....$28,095/year

BSN to DNP tuition
- Nurse Practitioner
  - Family, Adult/Gerontology, Pediatric..$15,195/year (F, S, Su)
  - Psychiatric Mental Health ..$16,620/year (F, S, Su)
  - Executive Leadership .....$13,530/year (F, S, Su)
  - Nurse Anesthesia .....$28,095/year (F, S, Su)

Post-graduate DNP-all tracks ..... $895/credit hour
- Application Fee ..... $ 50
- General Student Fee.....$210/term
- Insurance fee (per year) $25
- Binding of Thesis or Scholarly Project..... $45
- Clinical Tracking System .....$45/year ($30/year for BSN to DNP)
- Course Evaluation Annual Fee $105
- Sitting fee for composite picture of class..... $35
- Cap and Gown ..... approx. $150
- Castle Branch Medical Document Manager..... $35
- Castle Branch Drug Screen and Background Check $110
- Random Drug Screen $37.50/year

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

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4. The university will provide any required information to an employer when requested by the student.

A $1,000 tuition deposit is required for the BSN DNP

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

This program is ideal for nurses who have obtained their master's 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.

A MSN is preferred for application to the Post-graduate DNP. 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.

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

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.

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

Curricular needs of full-time cohort students will be given priority.

1. Completed application with $50 application fee
2. Completion of a master's degree in nursing from an accredited program (CRNA applicants must have the DNP)
3. 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.
4. Proof of current unencumbered RN licensure and APN licensure (if applicable) in the state of residence.
5. Eligible for licesnure as a RN and APN (if applicable) in Tennessee.
6. Interview with the Nursing Graduate Admissions Selection Committee
7. Applicants from a country where the native language is not English must show proof of English proficiency with scores from TOEFL, IELTS, or iTEP courses. Minimum scores are TOEFL 560 (Internet-based 80), IELTS 6.5, or iTEP 4.4. In addition, students must provide WES evaluations of transcripts
8. Three letters of professional/academic reference specifying the applicants capabilities for graduate study. One letter of reference must be from the applicant's supervisor.
9. Last 60 hours cumulative GPA of 3.0 on a 4.0 scale
10. Cleared criminal background check
11. 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 certi cation
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

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 GPA to 3.0 or greater to be removed from a probationary status.

If the student fails to increase his or her GPA to 3.0 or greater during the following semester, the student will be dismissed from the MSN Program. Students must make a grade of B or higher in all track-speci c and 700 level courses. No more than 2 Cs are allowed in the remaining courses in order to continue in the program. Students will also be dismissed if they receive an F (i.e. any grade below a C) in any course. Students must maintain an overall B average. The program faculty recognize that situations may arise which prevent students from successfully matriculating through the program. Students who are concerned about their academic standing should contact his or her advisor. If it appears the student may not be able to achieve a minimum passing grade in a course they may be encouraged by the 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.

Tuition is $585 per semester hour for Post-graduate programs and $895 for post-graduate DNP programs. Full payment for a term is expected at the time of registration for classes.

General Student fee: $25/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 nancial information is subject to change without notice.

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.

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 Certi cate.
3. File an application for graduation with the Graduate Nursing Of ce by the published deadline.
4. Pay in full the student s account in the Business Of ce
5. Discharge all other obligations (nes, credentials, fees, etc.) at the University.

I. Post-graduate Certificate Nursing Administration 22 hours
   A. NUR 525, 528, 535, 548, 572, 593
   B. NUR 615, 693A, 695B
   C. Minimum Residency (22 semester hours) includes 525, 528, 535, 548, 593, 615, 693A, 695B, 572, and 400 clinical hours.

II. Post-graduate Certi cate 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 Certi cate Nurse Practitioner 26 hours
   A. BIO 500; NUR 544, 622
   B. Specialty courses:
      1. FNP: NUR 547, 558, 600, 617, 639, 650
      2. PNP: NUR 557C, 558, 600, 627C, 638C, 650
      3. Adult/Geriatric NP: NUR 557A, 558, 600, 627A, 638A, 650
      4. Family Psychiatric Mental Health: NUR 566, 558, 650, 651, 652, 653, 654 (29 hours)
   C. Minimum Residency (14 hours; except Family 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 certi cation.

500. Advanced Pathophysiology (2)
Building on a basic knowledge of pathophysiology, the student will analyze the mechanisms and symptoms of illness to provide advanced theoretical understanding of disease states and health problems.

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

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

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

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

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

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

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

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

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.

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

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 ndings to improve healthcare outcomes for culturally diverse individuals and teams.

566. Models and Theories for Family Psychiatric Mental

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

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 speci c 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

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

697. Scholarly Project (3)
Prerequisites: NUR 514, 530.
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 ndings. 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 scienti c 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 scally 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.

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.

793. DNP Project Development (3)
A faculty-guided scholarly experience to allow the student to develop a proposal for an evidence-based practice project addressing a clinically relevant problem using a collaborative interdisciplinary design.

791. DNP Project Implementation (2-3)
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 semester hours credit.

794. DNP Project Completion (3)
A faculty-guided scholarly experience to allow the student to evaluate and disseminate ndings of the evidence-based practice project addressing a clinically relevant problem.

755. DNP Special Study (1-4)
Group studies which do not appear in the School course offerings. Content will be determined by need. Course may be repeated for credit with distinct content.

765. DNP Independent Study (1-4)

Accreditation

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).

Mission

To transform students, patients, pharmacists, and community, through innovative pharmacy education and research in a Christ-centered environment

Vision

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.

Strategy

The College of Pharmacy (COP) strives to fulfill its 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.

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)

The purpose of the Pharmacy Early Admission Program (PEAP) is to recruit highly qualified students and to streamline their admission to the Doctor of Pharmacy (Pharm.D.) program at Union University.

- PEAP guarantees admission to the College of Pharmacy (COP), pending successful adherence to progression criteria and a successful onsite interview.
- PEAP students are not required to take the Pharmacy College Admission Test (PCAT).
- PEAP students are not required to pay the $1000 deposit.
- PEAP students will be mentored by COP staff members.
- PEAP offers opportunities for social connections with other PEAP students, COP faculty, and COP students.
- In some cases, research opportunities may be available to qualifed students.

- Students admitted to Union University as freshmen automatically qualify for PEAP.
- A currently enrolled Union student who has completed one full academic year (fall and spring semesters) and a minimum of 28 of the required pharmacy prerequisite hours at Union University (at least 14 hours of science and math) with a minimum 3.0 GPA.

To enter the PEAP program or to maintain eligibility, students must

- Notify the College of Pharmacy of interest in PEAP upon admission to Union University or upon completion of qualifcations for PEAP (if a current student or transfer student). This notifcation should be given to the COP admissions offce no later than October 15. Registration with the COP is critical as space is limited for each admitted class.
- Maintain a cumulative GPA of *3.0.
- Achieve an ACT *22 prior to matriculation into the College of Pharmacy.
- Complete all pharmacy prerequisites prior to matriculation into the College of Pharmacy with a grade of “C” or above in each course.
- Attend one announced COP event annually.
- Meet each semester with their pharmacy mentor.
- Register for and complete a minimum of 14 hours per semester (fall and spring) at Union University while in PEAP.

Students wishing to transfer to the COP from other schools or colleges of pharmacy will be evaluated on a case-by-case basis. Applicants will only be considered if they are seeking transfer from an ACPE-accredited program. A decision about transfer status will be relayed to the applicant upon receipt of the following documents:

- Letter of intent outlining reason for transfer request
- Letter from previous institution's Dean of Students outlining current academic status and terms of departure (academic/professionalism status)
- Two letters of recommendation (one from a current faculty member)
- Pharmacy course catalog and syllabi from all courses taken to date
- Offcial pre-requisite and pharmacy transcripts from all institutions
- Submission of $500 non-refundable transfer evaluation fee; additional $500 to be paid toward deposit upon acceptance

In order to progress to the next academic year, students must successfully complete all didactic and experiential coursework with a grade of "C" or better and meet established grade point average (GPA) requirements as outlined below. Additionally, all co-curricular requirements for that cohort year must be met. A grade of "I" or incomplete is not congruent with academic progression. Any course in which remediation is necessary must be successfully completed during either the January or summer terms prior to the next academic year (as determined by prerequisite requirements). Conditions of remediation will be determined by the Course Coordinator upon approval of remediation by the ea noremediaer

Students failing to complete all required co-curricular activities in their respective cohort year will not be allowed to progress without documentation of completion of remaining activities, or in the instance the missed activity cannot be repeated, completion of an activity deemed appropriate by the Assistant Dean of Student Services. Failure to complete required activities in the fourth academic year will delay graduation. Failure to earn 50% of optional points (must earn 4 of 8 total points) by December 10 of the third academic year may result in delayed progression to APPEs. Failure to earn 8 total optional points will delay graduation.

The ASPR subcommittee will communicate with the Course Coordinator regarding the feasibility of remediation. Students should not discuss remediation with the Course Coordinator prior to the meeting with ASPR. The student will be notifed of an academic defciency and the need to come before the ASPR subcommittee by phone or email. The ASPR subcommittee will make a decision on the student's case. Depending on the subcommittee decision, the action will be communicated to the student.

Students have the right to appeal the decision made by ASPR as outlined in the ASPR Appeal Process Section.

Students failing to complete either required or optional co-curricular experiences will be notifed of a co-curricular defciency and the need to meet with the Assistant Dean of Student Services. The Assistant Dean of Student Services will make a decision on the student's case and implement a corrective plan of action. The Assistant Dean of Student Services may work in collaboration with the Professionalism Committee.

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

1. The student has a fnal percentage average >59.5%. Students whose average is below 59.5% may be required to repeat the course in its entirely.
2. The student's semester grade point average is >2.00 and overall academic grade point is >2.33 on a 4 point scale.
3. The student must have no academic misconduct violations.
4. The student must not have remediated more than once previously.

In addition to the above noted criteria, students must also acknowledge and agree to the following:

1. The objectives and course content will be determined by the Course Coordinator and may include all original objectives and content or may be a section or specifc module of the original course or an alternative course determined by the Course Coordinator. The delivery or format methods for the remedial course will be at the discretion of the course instructor(s) and/or Course Coordinator(s) and may include a variety of options.
2.

BPE: Board-preparatory elective
NBPE: Non board-preparatory elective

505. Applied Anatomy & Physiology I (3)
Reciprocal Credit: PHRM 505
An intensive examination of the human body that addresses the normal complex physiological processes of the cell, fuids and electrolytes, acid-base balance, temperature regulation, vascular hemodynamics, mobilization of fuids 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)
Prerequisite: BIO 221 and 222
A continuation of 505 focusing on the normal complex physiological processes of blood components and coagulation and the respiratory, renal, endocrine, digestive and nervous system

510. Advanced Human Gross Anatomy (3)
Prerequisites: BIO 505 & 507, or BIO 221 & 222.
Reciprocal Credit: PHRM 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.

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

505. Applied Anatomy & Physiology I (3)
Reciprocal Credit: BIO 505
An intensive examination of the human body that addresses the normal complex physiological processes of the cell, fuids and electrolytes, acid-base balance, temperature regulation, vascular hemodynamics, mobilization of fuids 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)
Prerequisite: BIO 221 and 222
A continuation of 505 focusing on the normal complex physiological processes of blood components and coagulation and the respiratory, renal, endocrine, digestive and nervous system

510. Advanced Human Gross Anatomy (3)
Prerequisites: PHRM 505 & 507, or BIO 221 & 222.
Reciprocal Credit: BIO 510
This course will incorporate the dissection of cadavers and

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. Self-Care/Counseling (2) (BPE)
An elective course covering common medical conditions eligible for patient self-treatment. Emphasizes appropriate selection of the lifestyle modifications and over-the counter medications and devices that are most appropriate based on disease and patient factors. Also provides an opportunity for students to practice and demonstrate patient counseling techniques.

709. Drugs of Abuse (2)
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 761. Students are introduced to different malignant disease states and their common chemotherapeutics regimens, the principles of concern prevent and screening, pharmaceutical care to manage short and long-term side effects from cancer and treatments, and appropriate management and handling of cytotoxic medications.

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.

716. Principles of Pharmaceutical Sciences (2)
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) (P1ui0 0 0 1s 11e3go0 0 11ation/S

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 pharmacists or 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 will be on drug distribution in the community setting, communication skills

pharmacology component will focus on comprehensive discussion of drugs mechanism of action, pharmacological basis of drug selection, disease treatment, pharmacodynamics of drug action, absorption, distribution, metabolism, and elimination, adverse effects and side effect profile of drugs, drug-target interactions, drug-drug, drug-food, drug-disease interactions. This approach will provide a clear understanding of the available therapeutic agents and lay the foundation for the study and practice of the principles of pharmacotherapy.

739. Clinical Laboratory Medicine (1)
Basic laboratory tests used to diagnose disease and monitor disease progression and drug therapy. Students will learn to screen and evaluate patients using relevant clinical data.

740. Pharmacotherapy I (3)
This course focuses on drug therapy management of diseases and conditions associated with specific organ systems and will enable students to apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes. This course addresses medical conditions related to respiratory, gastrointestinal, and endocrinology disorders.

741. Pharmacotherapy II (3)
This course focuses on drug therapy management of diseases and conditions associated with specific organ systems and will enable students to apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes. This course addresses medical conditions related to cardiology.

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.

745. 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.

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 will be 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.

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

750. Pharmacotherapy III (3)
This course focuses on drug therapy management of diseases and conditions associated with specific organ systems and will enable students to apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes. This course addresses medical conditions related to infectious diseases. pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes.

751. Pharmacotherapy IV (3)
This course focuses on drug therapy management of diseases and conditions associated with specific organ systems and will enable students to apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, non-pharmacotherapy, pharmacotherapy, considerations for special populations, and patient counseling to optimize patient outcomes. This course addresses medical conditions related to neurology, psychiatry and pain management.

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.

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 refne their clinical skills that will enhance future rotations, especially in the feld 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 specifc 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. External Domestic Study Programs (1-4)
All courses and application to the program must be defned prior to travel.

779PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

780. Study Abroad Programs (1-4)
All courses and application to the program must be defned 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)
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

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 will be 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 will be 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 six required APPE courses, which include the following:

- 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. 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 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)

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

710. Advanced Community Practice (4 each)

Two APPEs in this section are required courses, 710A and 710B. One additional course can be taken as an elective course. Each course is designed to offer the student advanced

730H. Nutrition
730J. Psychiatry
730K. Geriatrics
730L. AIDS Care
730M. Emergency Medicine
730N. Surgery
730P. Transplant
730R. Institutional MTM
730S. Neurology
730U. Geriatric Team Practice
730V. Hospice/Palliative Care
730W. Long Term Care

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 manage inventory; contracts; reimbursement; data; risk; and human resources, including scheduling, salaries, and performance evaluations.

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 specialty 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 various practice settings; 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 (4 each)
These Advanced Pharmacy Practice Experiences (APPEs) are elective courses designed to offer the student experience in conducting scientific research in a particular discipline. Students interested in completing any of these courses should consult with the course coordinator prior to registration.

770A. Drug Design and Synthesis
770B. Pharmacology Research
770C. Pharmaceutics Research
770D. Pharmacy Administration
770E. Pedagogy

Available Online and on the Germantown Campus

- Master of Christian Studies

Available with the Baptist Theological Seminary, Singapore

- Doctor of Ministry

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

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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.

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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.

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- 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.

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Old Testament I: Promise, Covenant, and Praise .. 3 hrs.
Old Testament II: Wisdom, Justice, and God's Rule ... 3 hrs.
New Testament I: Gospels and Acts ..... 3 hrs.
New Testament II: Letters of the New Testament . 3 hrs.
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.

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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*

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1. A Baccalaureate degree from a regionally accredited institution.
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. A minimum college cumulative grade point average of 2.4 (on a 4.0 scale). Applicants with a college cumulative grade point average below 2.4 (on a 4.0 scale) are accepted on academic probation on an individual basis.
4. Complete online M.C.S. application process at *https://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.

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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.

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Application Fee: $25
General Student Fee: $20/hour
Tuition per Semester Hour: $340

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.

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.

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

DMIN 612, Leadership in a Congregational Church ..... 3 hours
DMIN 619, Leadership in Pastoral Care ..... 3 hours
DMIN 620, Ministry Research Seminar ..... 3 hours
DMIN 624, Missions, Evangelism, and Ministry ... 3 hours
DMIN 629, Strategic Planning ..... 3 hours
DMIN 630, Expository Preaching and New Testament

612. Leadership in a Congregational Church (3) F
A seminar on leading a local church in the areas of church staff and ministerial relationships.

Lisa Rogers, *Jackson, Tennessee* (2018) Chairman
Chad Wilson, *Jackson, Tennessee* (2017) Vice Chairman
Peggy Graves, *Jackson, Tennessee* (2017) Secretary

( ) Date of Employment

Samuel W. "Dub" Oliver (2014). President. B.S., Baylor University; M.S. and Ph.D. Texas A&M University.

Ann Singleton (1985). Acting Provost and Vice President for Academic Affairs; Associate Provost and Dean of Instruction, and University Professor of Special Education. B.S., Union University; M.Ed., and Ed.D., University of Memphis.

Michele Atkins (1998-2005; 2006). Assistant Provost for Accreditation and Research and Professor of Education. B.S., Union University; M.Ed. and Ph.D., University of Memphis.

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

Tom Proctor (1996). Director for Curriculum and Program Development and Professor of Accounting. B.S., University of Tennessee at Martin; M.B.A., M.S., and Ph.D., University of Memphis; CMA; Additional Study, Marquarie University.

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

Beverly Absher (2004). Dean of the School of Adult and Professional Studies and Associate Professor of Educational Leadership. B.S. and M.B.A., University of North Alabama; Ed.D., Union University.

Nathan Finn (2105). Dean of the School of Theology & Missions and Professor of Christian Thought and Tradition, B.A., Brewton-Parker College; M.Div., Southeastern Baptist Theological Seminary; Ph.D, Southeastern Baptist Theological Seminary.

Jason Garrett (2017). Dean of 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.

Kelly Harden (2007). Dean of the School of Nursing and Professor of Nursing. A.S.N., Mississippi County Community College; B.S.N., Regents University; M.S.N., University of Missouri; D.N.Sc., University of Tennessee Center for Health Science.

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

R. Kelvin Moore (1991). Director, D.Min. Program—Singapore and University Professor of Biblical Studies. B.A., Samford University; M.Div and Th.D., New Orleans Baptist Theological Seminary; Additional study, Jerusalem University and Southern Baptist Theological Seminary.

Molly Nied (2016). Director of the M.U.Ed. Program – Germantown. B.A., Muhlenberg College; M.Ed., University of Mississippi; Ed.D., Union University.

Luka Perkovic (2016). MBA Program Coordinator/ Recruiter. B.S.B.A., Union University.

Luanne Powell (1984-87; 1999). MBA Director, Jackson. B.A. and M.B.A., Union University.

Cynthia Powers (2008). Chair, M.S.N.—Nurse Education/ Nurse Administration/Executive Leadership Tracks and Professor of Nursing. A.S.N., University of Memphis; B.S., University of St. Francis; M.E., and M.S.N., University of St. Joseph; D.N.P., Union University.

Terri Richmond (2007). Coordinator of Graduate Studies in Education, Germantown.

Sherry Russell (2008). Coordinator, Ed.S. and Ed.D. Programs and Assistant Registrar—Hendersonville Campus. B.S., Trevecca Nazarene College; M.S., University of Tennessee, Knoxville.

Phillip Ryan (1997). Director, Center for Intercultural Engagement, Professor of Language, and Coordinator of ESL Programing. B.A., Union University; M.A., University of Memphis; Ph.D., Indiana University of Pennsylvania.

Virginia Schwindt (2009). Associate Professor of Social Work and M.S.W. Field Director—Jackson. B.B.S., Hardin-Simmons University; M.S.S.W., University of Texas at Arlington.

Jay Bernheisel (2006). Professor of Engineering. B.S.M.E. and M.S.M.E., Rose-Hulman Institute of Technology; Ph.D., Northwestern University.

Linda Billings (2011). Assistant Professor of Nursing. A.S.N., Shelby State Community College; B.S.N., Union University; M.S.N., Union University; D.N.P., Union University.

Carolyn G. Bishop (2003). Adjunct Professor, MAIS Program. B.A. Furman University; M.A., Clemson

Sean Evans (2000). Professor of Political Science and Department Chair. B.A., David Lipscomb University; M.A., University of Alabama; Ph.D., University of Colorado.

Sharon Edwards Evans (2007). Professor of Nursing. B.S.N.,

Ralph Leverett (1997). Retired University Professor of

Geoffrey Poore (2010). Associate Professor of Physics. B.A., Wheaton College; M.S. and Ph.D., University of Illinois.

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

Ashley Pugh (2015). Assistant Professor of Pharmacy. B.S. and Pharm.D., Union University.

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

Troy Riggs (1993, 2001). Professor of Mathematics. B.S., University of South Dakota; M.A., and Ph.D., University of Nebraska-Lincoln.

Bobby Rogers (1989). Professor of English and Writer in Residence. B.A., University of Tennessee at Knoxville; M.F.A., University of Virginia.

Thomas R. Rosebrough (1996). Part-time University Professor of Education. B.A., M.A., and Ph.D., The Ohio State University.

Jeannette Russ (2002). Professor of Engineering and Department Chair. B.S., Mississippi State University; M.B.A., Colorado State University; Ph.D., Vanderbilt University, P.E.

Gregory Ryan (2010). Assistant Professor of Political Science. B.S., Lipscomb University; M.A., University of Alabama; Ph.D., University of Tennessee.

Michael Salazar (2001). Professor of Chemistry. B.S., New Mexico State University; Ph.D., University of Utah; Additional study, Los Alamos National Laboratorl Salaza (2002). Professor of Engineh9 Poneh34gk ila Sanchez of Utah; P02). P 1 Tf0.12

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

Georgia Wellborn (1989). Professor of Music. B.M., Carson-Newman College; M.M., Florida State University; M.L.S., University of Tennessee; D.A., University of Mississippi; Additional study, Southwestern Baptist Theological Seminary, the University of North Texas, and Westminster Choir College.

Teresa West (1983). University Professor of Psychology and Department Chair. B.A., Union University; M.A. and Ed.S., Memphis State University; Ed.D., Memphis State University.

Kevin Westbrook (2008). Professor of Marketing. B.S., M.B.A., and Ph.D., University of Memphis.

Shari Wherry (2012). Associate Professor of Nursing. DNP, Union University.

Joshua R. Williams (2011). Associate Professor of Chemistry. B.A., Augustana College; Ph.D., University of Oregon.

G. Jan Wilms (1992). University Professor of Computer Science and Department Chair. B.A., Katholeike Universiteit Leuven, Belgium; M.A. (English) and M.S. (Computer Science), University of Mississippi; Ph.D., (Computer Science), Mississippi State University.

Beth Wilson (2009). Professor of Social Work. B.S.W., Philadelphia Biblical University; M.S. W., University of Wisconsin-Milwaukee; Ph.D., University of Tennessee.

David A. Wing (2009). Professor of Chemistry. B.S., Wheaton College; Ph.D., Northwestern University.

Faith A. Zamamiri-Davis (2011). Assistant Professor of Biology. B.S., Westmont College; Ph.D., Pennsylvania State University.

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