AN OVERVIEW OF THE UNIVERSITY

Our Identity

Union University is an academic community, affiliated

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, Center for Academic Success, Office of Disability Services, Vocatio Center, W. D. Powell Theatre, Waldrop Administrative Center, Union Station, Information Technology, Writing Center, and the Warren Jones Academic Suite. The Complex includes the departments of Art, Computer Science, Engineering, English, History, Language, Mathematics, Physics, Political Science, Psychology, Sociology and Family Studies, Physical Education, Wellness and Sport, as well as the Intercultural Studies Program and the Center for Intercultural Engagement.

The Waldrop Administrative Center contains the offices of the Registrar, Business Services, Faculty Development, Accreditation and Research, and the College of Arts and Sciences.

The Logos

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

Fesmire Fields and Fieldhouse

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

Smith Memorial Soccer Complex

the Residence Director and Assistant Residence Director and provides facilities for lounge areas, laundry, and recreation. The Grace, Hope, Hurt, and Watters Quads house upperclassmen and a limited number of freshmen. The Bowld Student Commons Building houses male and female residence directors for The Quads. The Commons provides additional lounge, recreation, and classroom space.

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

Hyran E. Barefoot Student Union Building

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

Carl Grant Events Center

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

Graduate Studies

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

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

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

Graduate Governance and Admissions

Fifteen graduate programs currently exist at Union University: the M.A.I.S., the M.S. in Biology, and M.S. in Conservation Biology, administered by the College of Arts and Sciences; the M.B.A. and the M.Acc., administered by the McAfee School of Business; the M.A.Ed., the M.U.Ed., the M.Ed., the Ed.S. and the Ed.D. degrees administered by the School of Education; the M.S.W., administered by the School of Social Work; the M.S.N. and D.N.P., administered by the School of Nursing; the M.C.S., administered by the School of Theology and Missions; and the Pharm.D. administered by the College of Pharmacy.

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

The Program Directors are empowered to make admissions decisions based on the approved and published admission criteria. Admission decisions of the nursing graduate program are made by the Graduate Nursing Admissions Committee. The Graduate Nursing Admissions Committee is comprised of the Dean, School of Nursing, Associate Dean of Graduate Programs, and track chairs. The Graduate Business Admissions Committee, the Graduate Education Admissions Committee, the Graduate Social Work Admissions Committee, and the Graduate Theology and Missions Admissions Committee, comprised of business, education, social work, or Christian studies faculty and directors

respectively, receive recommendations regarding candidates for admission who do not meet regular admission requirements. The MAIS Advisory Council, comprised of the director and the faculty across the disciplines, receive recommendations from the MAIS Program Director regarding candidates for admission who do not meet regular admission requirements. The respective Admissions Committees may recommend Conditional Admission for students who do not meet published criteria for admission.

Student Life

Graduate students are welcomed and are encouraged to participate in the many curricular and co-curricular activities that take place on the University campus. For more information on student life, graduate students may consult the latest edition of *The Campus Life Handbook* at *www.uu.edu/studentlife/handbook.*

Student Conduct

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

Union University graduate students are bound by the policies and procedures listed in the *Campus Life Handbook* and

A candidate for the graduate degree must:

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

Financial Information

Expenses Due and Payable

All expenses for the semester, after subtraction of financial aid, are due and payable before the 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 limited to the following: health services fee, admissions to athletic and campus-sponsored events, student activities, counseling services, student organization fees, career services, academic tutoring, wellness center membership, intramurals, post office box rental, student publications, computer lab/technology fee, online learning management system, graduation fee, printing, class dues, student ID, parking fee/sticker, and library services.

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

Refunds

A. Advance Deposits for New Students

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

B. A student withdrawing from all classes will be refunded tuition charges according to the chart below. General student fees, lab fees, and all other fees are non-refundable. Refunds on housing charges will be prorated to the end of the week in which the student withdraws up to day 25. Meal refunds will be calculated at the higher of the amount prorated to the end of the week in which the student withdraws or the number of meals used over the total of meals in the student’s meal plan. Students withdrawing due to disciplinary action will not receive a refund on housing charges.

C. Refund policy for the nine to sixteen week semester is as follows:

1. On or before the fifth day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less $40 per course matriculation fee)
2. Days one through five . 100% less $40 per course
3. Days six through ten. 75%
4. Days eleven through fifteen 50%
5. Days sixteen through twenty-five. 25%
6. After the twenty-fifth day, there is no refund.

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

1. On or before the first day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less $40 per course matriculation fee)
2. Day one . . . . . 100% less $40 per course
3. Day two. 75%
4. Day three 50%
5. Day four 25%
6. After day four, there is no refund.

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

1. On or before the second day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less $40 per course matriculation fee)
2. Day one and two. . . . . 100% less $40 per course
3. Day three 75%
4. Day four 50%
5. Days five and six. 25%
6. After day six, there is no refund.

Note: Days noted in C, D, and E exclude Saturdays and Sundays.

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

1. On or before the second day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less $40 per course matriculation fee)
2. Days one and two. . . . . 100% less $40 per course
3. Day three 75%
4. Day four 50%
5. Days five and six. 25%
6. After day six, there is no refund.

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

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

Fall Semester 2018 (16-week semester, 2018FFA)

August
17-20, Friday-Monday.....Welcome Week
17, Friday.....Residence Complexes Open for New Students Only
19, Sunday.....Residence Complexes Open for Returning Students
21, Tuesday.....Registration—Day Classes and 16-Week Evening Classes Begin
22-28, Wednesday-Tuesday.....*Late Registration
24, Friday.....Convocation
28, Tuesday.....*Last Day to Add a Class

September
3, Monday.....Labor Day Holiday
4, Tuesday.....*Deadline to Drop (Course Does Not Appear on Transcript)
12, Wednesday.....Assessment Day
25, Tuesday.....*Academic Progress Reports Due

October
11-12, Thursday-Friday.....Fall Holiday
23, Tuesday.....*Deadline to Drop (Course Appears on Transcript with “DR”)

November
1, Thursday.....Priority Registration Begins for Winter and Spring 2019
6, Tuesday.....Campus and Community: A Day of Remembrance and Service
16, Friday.....**Residence Complexes Close
17-25, Saturday-Sunday.....Thanksgiving Holidays
25, Sunday.....Residence Complexes Open
30, Friday.....*Last Day to Withdraw from All Fall Classes%

December
7, Friday.....Reading/Review Day
10-13, Monday–Thursday.....*Final Examinations
13, Thursday.....**Residence Complexes Close
15, Saturday.....Graduation

Spring Semester 2019 (16-week semester, 2019FSP)

January
28, Monday.....Residence Complexes Open for Students with Monday February Accelerated Classes
29, Tuesday.....Residence Complexes Open for New/Returning Students
30, Wednesday.....Registration—Day Classes and 16-Week Evening Classes Begin
31-Feb.7, Thursday–Wednesday.....*Late Registration

February
6, Wednesday.....*Last Day to Add a Class
13, Wednesday.....*Deadline to Drop (Course Does Not Appear on Transcript)
20, Wednesday.....Assessment Day

March
12, Wednesday.....*Academic Progress Reports Due
22, Friday.....*Residence Complexes Close
23-31, Saturday – Sunday.....Spring Holidays

April
3, Wednesday.....*Deadline to Drop (Course Appears on Transcript with "DR")
4, Thursday.....*Priority Registration Begins for Summer and Fall 2019
22, Monday.....Easter Holiday
23, Tuesday.....Union University Scholarship Symposium

May
3, Friday.....Last Day to Withdraw from All Spring Classes%
13-16, Monday–Thursday.....*Final Examinations
16, Thursday.....**Residence Complexes Close
18, Saturday.....Graduation

Final Examinations
Fall & Spring Semesters

Hours for Exam	1st Day	2nd Day	3rd Day	4th Day
8 - 10 am	8:00 MWF	8:00 TR	9:00 MWF	10:50 TR
11 am - 1 pm	1:00 MWF	12:15 TR	12:00 MWF	1:40 TR
2 - 4 pm	11:00 MWF	9:25 TR	2:00 MWF	3:05 TR

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

Summer Terms, 2019

First Term/June (4-week accelerated semester, 20191S)

June
2, Sunday.....Residence Complexes Open
3, Monday.....Registration—Day and Evening Classes Begin
4, Tuesday.....Late Registration; Last Day to Add a Class
10, Monday.....Deadline to Drop (Course Does Not Appear on Transcript)
14, Friday.....Deadline to Drop (Course Appears on Transcript with "DR")
25, Tuesday.....Last Day to Withdraw from All Term I Classes
28, Friday.....Final Examinations
28, Friday.....**Residence Complexes Close

Second Term/July (4-week accelerated semester, 20192S)

June

30, Sunday ..... Residence Complexes Open

July

1, Monday ..... Registration--Day and Evening Classes Begin

2, Tuesday ..... Late Registration; Last Day to Add a Class

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

Sheryl Wren (2007). Administrative Assistant to the Dean for the College of Arts and Sciences.

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

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

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.

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

Degrees Offered

- Master of Arts in Intercultural Studies
- Master of Science in Biology
- Master of Science in Conservation Biology
- Certificate 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:

Financial Assistance

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid/graduate/ Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans (

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

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

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

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

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

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

538/538L. Ecology (3) and Ecology Lab (1) S
A study of the interactions between organisms and tudy of tne0.5 (m)0t10 0-38.2 trees p/Tm [(lm/Lango2tf)-0.prtrees

559/559L. Dendrology (3) and Dendrology Lab (1) F–Even Years
This course will focus on the identification and management of trees, focusing on forest ecology and silvicultural practices. The laboratory will include field trips that will focus on tree identification. Three hours lecture and optional 3 hours laboratory/week.

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 insect ecology, taxonomy, and biology, as well as plant strategies to overcome insect damage and mutualism between plants and insects. The laboratory and field portions of the class will involve insect collection and identification, 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 paper, which will be defended in a public forum before a committee of three faculty members (including the mentor). The mentor will work with the student to select courses to support the general overview of the project.

571. Graduate Project II (2) S
Continuation of BIO 570.

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

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

Purpose Statement:

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

Program Description

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

Admission Information

Admission Requirements

- Bachelor's degree from accredited college or university; Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
- Minimum undergraduate GPA of 2.75.
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MASTER OF ARTS IN INTERCULTURAL STUDIES

- Official TOEFL score of 83 or higher.
- Official evaluation of transcript(s). Approved transcript evaluation companies: Josef Silny & Associates, Educational Credential Evaluators, World Education Services.
- Official evaluation of transcript(s). Union University accepts only National Association of Credential Evaluation Services (NACES) certified 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

Financial Information

Application Fee:.....$25
General Student Fee:.....20/hour
Tuition/semester hour:.....475

If a student withdraws from a class that meets on the intensive weekend schedule, any refund will be prorated according to the course time elapsed at the time of the withdrawal.

All financial information is subject to change without notice.

Financial Assistance

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid/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 benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Course Offerings in Intercultural Studies (ICS)

510. Intercultural Communication (3)
An examination of intercultural communication with a focus on self-awareness and developing effective communication.

515. International Professional Realities and Opportunities (3)

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 field 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 & Conflict 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: Wisdom, Justice, and God's Rule
MCS 510 New Testament I: The Gospel and Acts
MCS 515 New Testament II: The Letters of the New Testament
MCS 520 Bible Study for Preaching and Teaching
MCS 530 Church History I: Early and Medieval Christianity
MCS 531 Church History II: Reformation and Modern Christianity
MCS 537 Introduction to Christian Ethics
MCS 538 Christian Leadership
MCS 545 Theology I: God, Revelation, and Humanity
MCS 546 Theology II: Christ, the Spirit, and Last Things

Human Services Emphasis, Intercultural Studies

Human Services 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 a range of human services-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 Masters in Social Work (MSW) emphasis include the following (see MSW section of the catalogue for1C B

English as a Second Language Emphasis, Intercultural Studies

TESL 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 sociolinguistic phenomena and/or action research in language teaching-learning settings. Students are encouraged to pursue structured field experiences relevant to language teaching on and off campus and when available. Students will work with the M.A.I.S. Program Director to craft an emphasis best suited for their individual vocational goals. Course options include the following (see M.A.Ed. section of the catalogue for course descriptions):

TESL 510 Language and Acquisition
TESL 515 Language & Literacy
TESL 520 Critical Contexts of Language Assessment
TESL 530 Theory & Practice: Language Curriculum Development
EDU 523 Instructional Methodology for Modern Languages in Secondary School

Available on the Jackson and Germantown Campuses and Online

The MBA Academic Program

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

Program Emphasis

The Union MBA offers a flexible course of study with multiple entry points. Courses are offered one night a week in 8-week formats in Memphis, Jackson or online. Combined, this gives working professionals and full-time students the ability to complete a top quality AACSB accredited MBA in 12, 18 or 24 months.

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

There are twelve (3-hour) courses in the Union MBA. To complete the program, students may choose to complete the traditional MBA program, or obtain a concentration in Human Resource Management. Students may also elect to a Thesis option to complete the MBA upon the approval of the MBA and Research Director.

Expected Outcomes

The program strives to achieve the following learning outcomes:

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

Dual-Degree Options

Dual Degree options are offered in conjunction with the School of Nursing, the College of Pharmacy, and the School of Social Work. Interested students enrolled in either the Master of Science in Nursing, Doctor of Nursing Practice, Doctor of Pharmacy, or Master of Social Work programs may dually enroll in the MBA Program. Students will follow the curriculum as outlined below under Graduation Requirements to include the 24-hour MBA core. The remaining 12 hours of MBA electives will be from the Pharm.D., D.N.P., or MSW programs as approved respectively by the College of Pharmacy, School of Nursing, or School of Social Work.

Dual Degrees may be obtained within the McAfee School of Business between the MBA and the Master of Accountancy (MAcc). Twelve (12) hours earned in the MBA program may be counted for the required MBA classes in the MAcc. Students would additionally be required to complete the 18-hour accounting component in order to earn the MAcc.

Admission Information

Regular Admission Requirements

1. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred p.09.1 (k)-14.5 i118.8

Financial Assistance

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid/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 benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Course Descriptions: Graduate Business Programs

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

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

610. Managerial Economics (3)
This course will build on a traditional basis of microeconomic theory through the case method and research projects. Case application will bring microeconomic analysis into the realm of managerial decision making.

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

615. Organizational Theory (3)
An examination of the impact of external environmental forces on the structure of an organization, the importance of organizational structure to the achievement of strategic and operational plans of management, and the various configurations available.

620. Ethical Management (3)
Ethical Management makes intensive use of the case method to probe ethical issues facins qntc.-0.39cdiss9 (s f)5 (a)4f( )]TJ ET6 (elop1 Tm [(nl5dTT6 (eetf9 (s pc0.55>>BDCo ( )]TJ

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 field.

Program Emphasis

There are ten courses in the Union MAcc curriculum. These courses are 3 semester hours of graduate credit each. Six of these courses are accounting courses. The remaining four courses are MBA courses. The accounting 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 qualified faculty that serve our student body. Union's business faculty combine practical work experience with strong academic backgrounds. This dual emphasis on practicum and education provides a rich and relevant classroom experience for our MAcc students. Faculty pursue innovative teaching concepts while continuing to conduct and publish accounting and business-related research.

Expected Outcomes

The MAcc program strives to achieve the following outcomes:

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

Dual-Degree Option

A dual degree program is offered between the MBA and the MAcc. The MAcc requires twelve hours from the MBA program. Students in either the MBA or the MAcc 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. 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.
2. Completed application for the MAcc program, including payment of a $25 application fee.
3. Submission of a recent (less than 5-years old) acceptable score on the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). The GMAT or GRE may be waived in the following situations:
   a. A student who holds a graduate degree earned from a regionally accredited college or university at the discretion of the MBA Program Director. Additional information may be obtained from the Program Director.
   b. Union business majors possessing a 3.0 GPA.
4. The completion of 18 hours of prerequisite coursework is required for regular or conditional admission to the MACC program. These courses are PMACC 511, 513, 514, 515, 523, and 550. The prerequisite courses may be waived with the completion of equivalent undergraduate or graduate course work.
5. Immunization Record.

Five-Year Program

Conditional Admission Requirements

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

Transfer of Credit

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

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

Academic Suspension

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

Graduation Requirements

A. Completion of 30 hours to include:
1. MACC 615, 616, 619, 624, 670
2. One of the following: MACC 612, 625, 650, 675, 684
3. 12 hours of MBA courses excluding MBA 613.

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

Financial Information

There are three methods of payment for the program.

1. One-hundred percent of tuition expense for the entire program before the first night of class. Interest will be assessed on the unpaid balance at the rate of 1.5% per month.
2.

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.

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

Course Descriptions: Master of Accountancy (MACC)

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

612. Advanced Managerial Accounting (3) W
Prerequisite: ACC 311 / PMACC 511
This course focuses on effective managerial accounting tools to be used for decision making in business analysis including strategic position analysis and value chain analysis.

615. Advanced Accounting Theory (3) F
Prerequisite: ACC 313 / PMACC 513
This course is a study of the Financial Accounting Standards Board pronouncements for general accounting use. Emphasis is given to the interpretation of pronouncements and applications in problem-solving settings as applied to advanced topics in financial accounting.

616. Advanced Information Systems (3) F
Prerequisite: ACC 350 / PMACC 550
This course explores systems planning, acquisition, delivery, and monitoring from a risk and control perspective while analyzing systems as processors of data for financial reporting and control of economic organizations.

619. Taxation of Corporation and Pass-Through Entities (3) S
Prerequisite: ACC 315 / PMACC 515
This course focuses on the taxation of corporations and pass-through entities including partnerships, S corporations, and estates and trusts.

624. Internal Auditing (3) F
Prerequisite: ACC 423 / PMACC 523
This seminar examines internal auditing concepts and proper internal controls for financial reporting and business operations along with compliance with applicable laws, regulations, and policies.

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

650. Governmental and Not-For-Profit Accounting (3) W
Prerequisite: ACC 314 / PMACC 514
Operation of the accounting structure and financial reporting for governmental and not-for-profit entities to include colleges and universities, medical care facilities, and social service agencies.

670. Advanced Financial Accounting (3) S
Prerequisite: ACC 314 / PMACC 514
Accounting practices and theories for business combinations and partnerships.

675. Accounting Research (3) As Needed
Prerequisite: ACC 314 / PMACC 514
agencies.

SCHOOL OF EDUCATION

COLLEGE OF EDUCATION

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

Helen Fowler (1992). Assistant to the Dean. B.S. and M.A.Ed., Union University.

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

Nancy Cherry (2008). Acting Associate Dean and Chair of Teaching and Learning, School of Education, and Professor of Education. B.S., Union University; M.Ed., University of Memphis; Ed.S. and Ed.D. Union University.

Teri Evans (2016). Assistant Dean for the College of Education—Germantown, and Associate Professor of Education. B.S. and M.S., University of Alabama; Ed.S. and Ed.D., Union University.

Eric Marvin (2010). Assistant Dean for the College of Education—Hendersonville, Director of Thomas R. Rosebrough Center for Educational Practice, Director of Online Instructional Innovations and Professor of Education. B.A., Fresno Pacific University; M.Ed., Harding University; Ed.D., University of Memphis.

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

Carla Cushman (2014). Director for Masters Programs in Education—Hendersonville and Associate Professor of Education. B.S., Francis Marion University; M.Ed., University of South Carolina, Columbia; Ed.S. and Ed.D., Union University.

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

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

Marcia Joyner (2010). Coordinator, Ed.S. and Ed.D. Programs—Jackson

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

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

Christy Wyatt (1998). Coordinator of M.A.Ed. and M.Ed. Programs—Jackson.

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

Degrees Offered

Available on the Jackson, Germantown, and Hendersonville Campuses

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

Available at the Germantown Campus/MTR

- Master of Urban Education

Admission to the Master of Arts in Education Degree Program

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

1. An official report showing an acceptable score on the Miller Analogies Test, National Teacher Exam, Praxis II Specialty Area Test, Graduate Record Exam, or adequate writing sample essay.
2. Two completed Reference Evaluation forms. These references must be from persons who are familiar with the applicant's professional or academic abilities. If the applicant is currently teaching, at least one recommendation should be from an administrator or supervisor who is familiar with the applicant's work as

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 field, this program leads to an initial

of the research committee. The approved research proposal must be filed in the Office of the School of Education before candidacy is granted.

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

Full-Time Students

A graduate student enrolled for 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

Course Descriptions

Biology (BIO)

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

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

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

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

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

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

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

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

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

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

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

Business Administration (BAD)

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

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

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

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

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

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

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

615. Seminar and Workshop in Economic Education (3)
The seminars will focus on basic theories of economics at both the macroeconomic and microeconomic level. The workshops will stress practical applications of economic principles and basic classroom methods for teaching economics.

will be designed to meet the program needs of the individual student.

Chemistry (CHE) and Physics (PHY)

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

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

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

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

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

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

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

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

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

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

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

Communication Arts (COM)

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

526. Instructional Methodology for Secondary School Speech and Theatre Arts (3)
A study of principles, practices, methods, and materials for teaching speech and theatre arts in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

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

530. Secondary School Methods (3)
A study of thes4034 Tw 10 0 0 10 54 583.8547 Tm [(int)5.2 (er)-2en-USs4034 r

637. Leading the Secondary Environment (2)
Leading the secondary learning environment is a two hour course focusing on the precepts to build preventative,

Language (LANG)

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

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

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

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

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

585. Special Studies in Language (1-4)
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Mathematics (MAT) and Computer Science (CSC)

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

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

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their 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.

Physical Education, Wellness, and Sport (PEWS)

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

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

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

513. Organizational L61H9 >>BDC 0(t)t t L6nager8>D 5031 >>35.7 (,moLa) 10 0 54 426.T 0.05 /La i vT1 Tf (5)69.810 0 0 1

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

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

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

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

Psychology (PSY)

533. Internship (1-4)
Internship in Psychology (1-4)

631. Educational Needs of Persons with Mild/Moderate Disabilities (3)
A study of the diagnostic criteria of particular disability categories with emphasis on the individual educational needs of individuals with mild to moderate exceptionalities, including a study of Federal and State law, behavioral and psychosocial aspects, and pedagogy involved in relevant educational trends such as inclusion. Includes observation field experience.

632. Characteristics and Needs of Students with Emotional Disabilities (3)
A study of the psychological and educational characteristics and needs of persons with severe and profound emotional and behavioral problems, with considerations given to the assessment and intervention strategies for individuals with these disabilities in light of current trends and legislation. Includes observation field experience.

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

648. Teaching Individuals with Severe and Profound Handicaps (3)
Prerequisite: Red Cross First Aid with CPR
A study of the theoretical and applied research for teaching individuals with severe and profound handicaps inciet BT 0.0.9 (andi)0.gl64scation (r)1ad0.6 (t Atn t)7Prgiuip-6.5, will be

Available through Memphis Teacher Residency located in the Crosstown Concourse in Memphis

Program Purpose

The purpose of the Master of Urban Education (M.U.Ed.)

614. Learning Theories and Styles (3)
Prominent theories of learning and learning styles in the context in which they were originated, their influences upon contemporary psychological and educational thought, and their present applications.

626. Reading in the Content Area (3)
Content area reading builds on skills to teach strategies related to specific areas of the curriculum and is designed to teach students the specific skills necessary to learn more effectively in science, social studies, literature, math, music, and physical education. Students in this course will create materials related to their specific content area. Field Experience required.

TEACHER LICENSURE

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

Conceptual Framework

A Teacher-Student Dynamic of Sensitivity, Reflection and Faith

Mission Statement

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

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

coverage include, but are not limited to, membership in

Admission Information

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

1. Teacher Licensure;
2. A minimum G.P.A. of 3.0 based on a 4.0 scale (undergraduate and post-baccalaureate credits combined);
3.

Course Descriptions: Education (EDU)

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

601. Leadership, Organizations, and Change (3)
A critical examination of key theories, functions and practices involving leadership and organizations with specific emphasis on individual and organizational responses to change. In addition to traditional applications, students will analyze leadership styles and ors.4rdual and o]TJ,Eu6 (o)-0i6 (s and)-th8 (o)40.6 (l, s)ugh (ol5TJ ET EMC /Span <</Lang (e

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

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

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

EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

SCHOOL OF EDUCATION

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

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

Objectives of the Program

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

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

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

Program Description

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

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

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

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

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

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

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

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

Prerequisites: Human Growth and Development,

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,

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 Super prchool2ien-US.s8 (eader)-10. 10 0 u

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

Ed.D. Description and Purpose

The Doctor of Education (Ed.D.) is the highest professional degree in education. Individuals who have earned this degree are recognized for their wide knowledge of theorw OlEe./si2fh

within the last five years. For all applicants who are not native English speakers, a TOEFL test is required and official test scores must be forwarded to Union University (Institution Code: 1826).

- Documentation of at least five years of relevant professional experience in the Education sector (Verification of Experience form).
- Career Aspiration Essay: Students must submit an essay, typewritten and not to exceed 750 words, that addresses their reasons for seeking this degree and program, their leadership career aspirations, and their future professional goals.
- Recommendations: Rating forms from four persons: one from the applicant's employer (principal or supervisor for P–12 specialization); one from a previous graduate professor; and two from professional colleagues.
- Interview: Once the application has been reviewed, students may be scheduled for a personal interview with the program director.
- Leadership Role: Students are expected to have served a minimum of two years in a leadership position.
- Students applying for admission to the Ed.D. in Educational Leadership Program with a specialization in P-12 School Administration Instructional Leadership license concentration must provide the following additional items:
  1. Proof of teacher licensure
  2. Personal Summary including brief professional development plan and documentation of data showing improvement in student achievement (summary of TVAA/TCAP data, Gateway scores, etc.); copy of most recent performance appraisal (In TN, the Framework for Evaluation and Professional Growth).
  3. Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience.
  4. Recommendation form completed by the Director of the school system where the applicant is employed.
  5. Current professional resumé.
  6. Instructional Leadership Screening Committee Interview. Candidate is interviewed by an admission screening committee comprised of university and public school personnel who will make a recommendation

Time Limitations

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

Graduation Requirements

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

1.

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 findings. It is expected that the dissertation will follow standard accepted research methodologies and format. Requiring a broad-based understanding of theory and research, the Ed.D. dissertation should integrate knowledge and provide solutions to problems in the educational community, focusing on a specific setting. Results should include specific solutions or changes in educational practice. As a final demonstration of scholarly competence, the student conducts an oral presentation in defense of the research.

The Dissertation CommitteeDoctoral students are assigned a dissertation committee chair by the program director as early as possible in the research process, usually the fall of the first 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 field of educational leadership.
2. Foster scholarly inquiry in areas of professional and intellectual interest.
3. Provide highly individualized experiences that meet individual career goals.
4. Foster analysis and problem solving skill and expertise.
5. Prepare leaders who effectively deal with the real issues of school policy and improvement, including best practices in teaching and learning.
6. Encourage ethical service in a framework of Christian values.

The outcomes and statement of purpose emphasize commitment to service in education within a framework of Christian ideals, the essence of the institution's mission and purpose. The program outcomes become much more specific when delineated as objectives in individual course syllabi. The P-12 School Administration specialization is based on a set of national standards developed by the Educational Leadership Constituent Council of the Council for Accreditation of Educator Preparation (CAEP).

Areas of Concentration

The Union University doctoral degree in Educational Leadership with a specialization in P-12 School Administration

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

Leadership Practice (18 hours)
EDU 702—Engaged Learning
EDU 703—Supervision
EDU 706—Organizational Decision Making
EDU 708—Curriculum and School Improvement
EDU 737, 738, 739—Leadership Practicum
OR
EDU 734—Leadership Internship
EDU 786—Seminar: Multicultural and Diversity Issues in Education

Leadership Research (7 hours)
EDR 700—Research Issues in Educational Leadership
EDR 707—Leadership Research Seminar

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration
Concentration: Teacher Leadership

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

Transfer Credit by Petition: Maximum of 9 semester hours

Education (EDU)

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

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

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 specific emphasis on individual and organizational responses to change. In addition to traditional applications, students will analyze leadership styles and organizational case studies through multiple frameworks.

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

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

705. The American College Student (3)
The social, psychological, cultural and historical contexts of the student in higher education. Current trends, projections and models for practica1 >>BDC c [(73csnsi.5 (1urr)1rniTJ E (ent))-1.6 (act)5Ltf uosy01.45 Tm [(o)C Balano/MCIO403.05 T oram

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

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

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

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

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 findings involving a written and oral defense of the research. Students will register for a minimum of 9–12 hours of credit. The course is graded PR (progress) or F (failure). Each doctoral student must submit his pre-dissertation or dissertation manuscript for publication or presentation, as written by him/her during enrollment in the Educational Specialist phase/Education Doctorate Program at Union University. Validated verification of official submission by the student's Dissertation Chair must be on file in the Dean's Office before the student will be permitted to defend his/her dissertation. With successful completion of the dissertation the final semester is graded Pass and all previous PRs are converted to Pass.

J. SW 590 Field Seminar I
K. SW 591 Field Seminar II
L. SW 605 Psychopathology
M. SW 623 Theory and Ethics for Advanced Practice
N. SW 631 Practice and Program Evaluation
O. SW 650 Advanced Practice with Individuals and Families
P. SW 660 Advanced Practice in Community Development and Administration
Q. SW 690 Field Seminar III
R. SW 691 Field Seminar IV

II. Electives: 9 hours

Dual Degree Options

A dual degree option is offered between the School of Social Work and the School of Theology and Missions. Students will complete the required social work courses from Advanced Standing (24 hours) or Regular Standing (51 hours), the required Christian studies courses (24 hours), and an additional 12 hours of electives.

0-hour option:

I. Required Social Work Core from Advanced Standing–24 hours:
II. Required Christian Studies Courses–24 hours:
MCS 500, 505, 510, 515, 517, 538, 545, 546
III. Four Electives from the following (2 from each discipline)–12 hours:
A. SW: 522, 523, 524, 525, 526, 550, 551, 552, 553, 554, 555, 556, 557, 558, 610, 611, 612
B. MCS: 516, 520, 535, 536
C. SW/MSC 580 Study Abroad (Communities and Trauma)
SW/MCS 580 Study Abroad (Poverty)

87-hour option:

I. Required Social Work Core from Regular Standing–51 hours:
II. Required Christian Studies Courses–24 hours:
MCS 500, 505, 510, 515, 517, 538, 545, 546
III. Four Electives from the following (2 from each discipline)–12 hours:
A. SW: 522, 523, 524, 525, 526, 550, 551, 552, 553, 554, 555, 556, 557, 558, 610, 611, 612
B. MCS: 516, 520, 535, 536
C. SW/MSC 580 Study Abroad (Communities and Trauma)
SW/MCS 580 Study Abroad (Poverty)

Admissions Requirements: Applicants to the MSW/MCS dual degree must apply to and be accepted to each program separately, per current admission requirements of each program.

A dual degree option is offered between the School of Social Work and the McAfee School of Business. Students will complete the required social work courses from Advanced Standing (24 hours) or Regular Standing (51 hours), and the required Masters of Business courses (24 hours.), and an additional 12 hours. of MSW courses which are counted as MBA electives.

Admissions Requirements: Acceptance to the MSW/MBA dual degree program is gained through the MSW admissions process. If applying to the MSW firsW e4.P54 172.ieGMAT(W)0h for the MBA is waived. MBA 602 may be required as a prerequisite for the dual degree.

Progression in the program:

1. After being approved for admission to the MSW program, the student will enroll in the courses according to the prescribed sequence.
2. A cumulative GPA of 3.0 on a 4.0 scale must be maintained, with no grade less than a B required to pass all courses. Students may repeat a course once in which they earn lower than a B. Elective courses with a grade lower than a B need not be repeated, but no credit will be given toward graduatP54 17iP54 17on.P54 17(W)0h StP54 17udents earniP54 1

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

Financial Information

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

$560/semester hour for the 2018-2019 MSW program.

Tuition	$560/semester hour
Graduation Fee	$25
Graduate Assistant Fee	$20/hour
Graduate Student Association Fee	$10
Graduate Student Activity Fee	$25
Field Seminar Fee	$ 100 per Field Seminar enrollment
Books	approx. $40-50
Graduation Fee	$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 definite commitment of financial aid from the Student Financial Planning Office, the total cost for the term and the financial aid allocation is the amount payable by the student to the university.

Any combination of the following payment is available.

1. Check, cash, or credit card (MasterCard, Discover, American Express)- a 2 ½ % service charge will be applied when payment is by credit card.
2. Federal Stafford loan
3. Employer reimbursement
4. FACTS (an electronic monthly draft from a savings or checking account)

All financial information is subject to change without notice.

Financial Assistance

Financial aid information for graduate students is available on our website at

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 field 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 depending on the program option. Classes may include both in-class and

This course is designed to prepare social work students to be knowledgeable of people's biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, disability and how these

- Social Science – 9 hrs.
- Humanities – 9 hrs.

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

The RN to MSN does not award a BSN.

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

1. Applicants must complete or show evidence of completion of the following undergraduate courses:
   - Anatomy and Physiology 1 and 2 – 8 hrs.
   - 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 notifies the coordinator of their readiness to be considered for the MSN applicant pool.
   - NUR 306 Scientific Writing
   - NUR 330 Research

The RN to MSN does not award a BSN.

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

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

1. Current CPR certification
2. Evidence of Hepatitis B, MMR, and tetanus vaccination (TDaP unless TD within the past 2 years)
3. Proof of 2 Varicella vaccinations or positive antibody titer (If titer is negative, student must repeat the 2 vaccine series.)
4. Freedom from tuberculosis as evidenced by a negative

occurs prior to the deadline listed on the academic calendar ("last day to drop a class"). All students who withdraw or who are academically dismissed from the program can reapply for admission. However, readmission is not guaranteed.

Financial Information

Tuition Rates (per credit hour)

RN to MSN Administration and Education
- Undergraduate courses $470
- Graduate courses $600

RN to MSN Nurse Practitioner:
- Undergraduate courses $470
- Graduate courses $600

MSN Administration and Education $600
MSN Nurse Practitioner $600
Post-Graduate Certificate
- Administration and Education tracks $600
- NP tracks $600

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.
Cap and Gown ..... approx. $150
Castle Branch Medical Document Manager $35
Castle Branch Drug Screen and Background Check .. $110
NUR 600 Lab Fee $100
Course Evaluation Annual Fee ..... $105/yr.
One-time fee for virtual patient (all NP and Education students) $89
Random Drug Screen ..... $37.50/yr.

Any combination of the following payment is available.

1. Check, cash, or credit card. The latter is subject to a convenience fee of 2.5%.
2. Federal Direct loan
3. Employer reimbursement
4. FACTS (an electronic monthly draft from a savings or checking account)

Books cost approximately $150 per course.
All financial information is subject to change without notice.

Financial Assistance

Financial aid information for graduate students is available on our website at *www.uu.edu/financialaid/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 benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Office of Student Financial Planning as soon as possible after

The Doctor of Nursing Practice Program (DNP) prepares graduates for the specialty areas of executive leadership, nurse anesthesia, and nurse practitioner. The DNP Program provides the student with the opportunity to strengthen one's clinical skills by gaining intensive experiences in one's specialty area of practice, enhance the understanding of the theoretical underpinnings that supports one's specialty area of practice, and broaden one's perspective of health care systems and delivery models from a Christian worldview.

The DNP Program is designed as a full-time cohort-based program that begins the fall of each year.

Mission Statement

The mission of the Doctor of Nursing Practice is to prepare experts in specialized advanced practice with a Christ-centered focus.

DNP Program Goals

1. To provide doctoral nursing education that builds on the foundational education of the registered nurse.
2. To prepare the graduate for enhanced knowledge and skills in a specialized area of practice.
3. To develop the graduate as a leader of one's specialty area of practice implementing the Christian worldview.

DNP Expected Student Outcomes

The graduate of the DNP will be able to:

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1. At least one year of critical care experience as an RN, preferably within the last year
2. Eligible for RN licensure in TN, KY, and MS
3. Science GPA of 3.0 on 4.0 scale; defined as Anatomy and Physiology 1 and 2, and statistics
4. CCRN preferred
5. Experience as a preceptor and/or charge nurse preferred
6. Leadership within the ICU or place of employment with professional or clinical development projects preferred, such as:
   - Policy development
   - Practice change initiatives
   - Evidence-based practice initiatives
   - Instructor in BLS/ACLS/PALS
7. If applicant has been dismissed from or withdrawn from a nurse anesthesia program, he or she must provide a letter from the previous program director addressing this dismissal/withdrawal

1. Applicants must complete the following undergraduate courses.
   - Anatomy and Physiology 1 and 2 – 8 hrs.
   - Microbiology – 3 or 4 hrs.
   - Pathophysiology – 3 hrs.
   - Christian Studies – 6 hrs.
   - English Composition 1 and 2 – 6 hrs.
   - Social Science – 9 hrs.
   - Humanities – 9 hrs.
2. When these courses are completed, the applicant will notify the track coordinator no later than December 31 prior to the year they wish to start.
3. The following undergraduate nursing courses must be completed with a grade of "B' or above by May 31st of the year the applicant plans be considered for the DNP cohort. The nursing courses may be in progress when the applicant notifies the coordinator of their readiness to be considered for the DNP applicant pool..
   - NUR 306 Scientific Writing
   - NUR 330 Research

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

1. Applicants 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 with by December 31st of the year prior to the year the applicant plans to be considered for the DNP cohort. When these are complete, the applicant will notify the track coordinator they wish to be considered for the applicant pool in the next cohort for that track.
3. The following undergraduate nursing courses must be completed with a grade of "B' or above by May 31st of the year the applicant plans to be considered the DNP cohort. The nursing courses may be in progress when the applicant notifies the coordinator of their readiness to be considered for the DNP applicant pool.
   - NUR 306 Scientific Writing
   - NUR 330 Research

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

Students entering the BSN to DNP program with a previously earned MSN may be awarded transfer credit above the 9 hours for the following courses upon evaluation of transcript: NUR 515, NUR 533, NUR 559, NUR 544, BIO 500, NUR 622

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

1. Current CPR certification
2. Evidence of Hepatitis B, MMR, and tetanus vaccination (TDaP unless TD within the past 2 years)
3. Proof of 2 Varicella vaccinations or positive antibody titer (If titer is negative, student must repeat the 2 vaccine series.
4. Freedom from tuberculosis as evidenced by a negative PPD or health provider examination
5. Current ACLS and PALS certifications (nurse anesthesia only)
6. Health insurance

Conditional Admission

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

Transfer of Credit

Graduate credit for courses earned at a regionally accredited college or university or at a foreign college or university may be transferred to Union University if the courses are essentially the same as those required in the DNP program. The maximum number of semester hours that may be transferred to Union 87.05b(uir)12.5 (ed)-0.7 (in the)0.5 (DNP pr)14he

Applicants may take a maximum of 2 DNP core courses

Post-Graduate Certificate Program in Nursing Description

The School of Nursing endeavors to provide curricula that

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

1. Current CPR certification
2. Evidence of Hepatitis B, MMR, and tetanus vaccination (TDaP unless TD within the past 2 years)
3. Proof of 2 Varicella vaccinations or positive antibody titer (If titer is negative, student must repeat the 2 vaccine series.
4. Freedom from tuberculosis as evidenced by a negative PPD or health provider examination
5. Health insurance

Academic Standards, Requirements for Progression, Probation, and Dismissal

Students must maintain an overall B average. After completion of 9 graduate hours at Union University, a graduate student whose cumulative GPA from courses completed at Union University for graduate credit is below 3.0 will be placed on academic probation. A student placed on academic probation has one semester to increase his or her cumulative GPA to 3.0 or greater to be removed from a probationary status. If the student fails to increase his or her cumulative GPA to 3.0 or greater during the following semester, the student will be dismissed from the graduate program.

Students will also be dismissed without opportunity for probation if they:

- Receive an "F" (i.e., any grade below a "C") in any course
- Receive more than two "C"s in any non-track specific courses.

Curriculum

I.

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

This course is designed to prepare the student to apply evidence-based principles of wellness, disease prevention, and health risk in individuals, families, communities, and aggregate/clinical populations. The course also focuses on the study of culturally appropriate and holistic professional nursing care of persons in this pluralistic global society. Emphasis is placed on sensitivity to and respect for cultural diversity, communication, critical thinking, research, and theories of intercultural nursing.

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

This course will integrate information about delivery systems, organizational mission, structure, culture, personnel motivation, management and networking. The focus will be on exploring these concepts from a nursing perspective and a wholistic Christian worldview.

This course explores central ethical and bioethical questions in

Prerequisite: BIO 500. Pre- or Corequisite: NUR 544 and 622.
The purpose of this course is to enhance knowledge and skill in diagnostic reasoning, advanced health assessment, health promotion, health maintenance and disease prevention with regard to the family. Students will explore family concepts and theories relevant to advanced nursing practice and research. Special emphasis will be placed on meeting goals and objectives of Healthy People 2020. Clinical experiences will provide opportunities in the community for students to develop advanced practice interventions to promote health and disease throughout the lifespan.

This course provides an overview of organizational concepts, theories, perspectives, and research relevant to nursing administration, patient care delivery systems, and nursing practice organization. Emphasis is on management principles and organizational processes applicable to quality work environments and the influence of the external and internal environment on these organization, and the role and relationship of nurse leaders to the nursing practice environment and to the greater organization.

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.

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.

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.

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

This course focuses on conceptual models and theories related to the practice of psychiatric and mental health care. Concepts of development and individual functioning provide a theoretical basis for understanding the development of psychopathology and the selection of psychotherapeutic interventions across the lifespan.

Prerequisites: NUR 593, 693A, 695B
A practicum experience designed for synthesis of theory and practice where students develop, implement, and evaluate advanced practice leadership strategies in a health care systems area of focus. An understanding of systems structures, processes, and outcomes is gained through practical experiences, personal reflection, and seminar discussions. Graded Pass/Fail.

The focus of this clinical is to solidify the process of implementing an organized, safe and effective approach for the administration of anesthesia for general types of surgical procedures. The student will assume increasing responsibility for the independent delivery of anesthesia care to the surgical patient. Clinical preceptors at the various institutions will provide direction and supervision based on required clinical experiences. Pass/Fail grading.

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

All courses and their applications must be defined and approved prior to registering.

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

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

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

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

Prerequisite: NUR 544; Pre- or Corequisite: NUR 622 and BIO 500.
The purpose of this course is to enhance advanced practice knowledge and skills in the diagnosis and management of chronic health care problems in adult/geriatric populations (A) and children (C) with consideration to the family environment. Management consists of identifying, monitoring, treating, and maintaining chronic health care problems utilizing principles of research and evidence-based practice. This course will also review theories and factors of chronic illness, content surrounding the process of referral and development of practice guidelines. Clinical experiences will provide opportunities in community and hospital based settings.

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.

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.

Prerequisite: NUR g:Rnornd pnfS(n)-9 7 TJETEMC /Span <Lang (en-US)/MCID 10109 >

Prerequisite: NUR 593.
This course will integrate didactic material from previous courses with administrative practice. The focus is the dynamic combination of administrative theory, quality management, health care economics, organizational behavior, and information systems through mentoring and field experience. Emphasis will be placed on developing practice and decision-making skills that are excellence driven, Christ-centered, people-focused, and future-directed. Graded Pass/Fail.

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.

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.

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.

COLLEGE OF PHARMACY

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

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

(2007). Assistant Dean for Student Services and Associate Professor of Pharmacy. B.S., Middle Tennessee State University; Pharm.D., University of Tennessee College of Pharmacy.

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

(2009). Chair, Pharmacy Practice and Associate Professor of Pharmacy. B.S., Middle Tennessee State University; Pharm.D., University of Tennessee.

(2008). Chair, Pharmaceutical Sciences and Professor of Pharmacy. B.S., Union University; Ph.D., University of Georgia.

(2009). Director for the Center for Population Health and Rural Medicine and Associate Professor of Pharmacy. B.S., M.S., and Ph.D., University of Mississippi.

(2008). Director for Interprofessional Education and Associate Professor of Pharmacy. B.S. and Pharm.D., University of Tennessee.

(2012). Coordinator of Continuing Education and Faculty Support, College of Pharmacy. B.B.A., University of Memphis.

(2010). Director for Pharmacy Admissions. B.S.B, Murray State University.

(2004). Coordinator of Continuing and Experiential Education, College of Pharmacy. B.S., Union University.

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

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DOCTOR OF PHARMACY

Available on the Jackson Campus

Union University's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE, *www.acpe-accredit.org*), the national organization that accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and selected non-U.S. sites.

Financial Assistance

Financial aid information for graduate students is available on our website at *www.uu.edu/financialaid/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 benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Interprofessional Practice and Education (IPE)

Interprofessional practice and education is incorporated in various courses throughout the curriculum. Pharmacy students are provided multiple opportunities to learn about, from and with other healthcare professionals to gain an understanding of the roles and responsibilities of all healthcare providers and how interprofessional teamwork can improve patient outcomes. IPE enables future pharmacists to become collaborative practice ready providers.

Center for Population Health and Rural Medicine (PHaRM)

The purpose of the Center for Population Health and Rural Medicine (PHaRM) is to advance Union University's ability to care for the underserved population of West Tennessee while broadening the interprofessional educational experiences of our students and other healthcare providers. Our mission includes affording students opportunities to provide more collaborative and patient-centered care in a structured, real-world setting. The Center achieves its mission through interprofessional learning experiences, community service learning experiences, clinical experiences, research, continuing education programs and simulation education.

Dual-Degree Option

Union University's College of Pharmacy and the McAfee

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.

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.

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

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

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

Elective course designed to strengthen student's knowledge of common critical care topics with emphasis on applications of primary research in various disease states. The course will utilize group discussion of literature including reviews, guidelines, and primary research articles on selected topics in the area of critical care therapeutics. Students will give presentations to extend their knowledge beyond that provided in previous coursework.

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

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

This course serves as an introductory or refresher session and a networking opportunity to provide information, motivation and guidance for student pharmacists who currently participate in or wish to become involved in the planning, implementation, or strengthening of state-level and campus-level programs, to help and assist pharmacists or student pharmacists whose competence to perform their responsibilities has become impaired due to alcoholism or other drug dependencies by assisting them in finding treatment, ongoing recovery and reentry into the practice of pharmacy or their pharmacy education; and to better prepare attendees to provide appropriate assistance and support to clients affected by alcoholism and other drug dependencies. Students may only be enrolled in this course after acceptance into the Institute on Alcoholism and Drug Dependencies by the American Pharmacists Association and are only eligible to receive elective credit upon completion of the institute requirements and course requirements. Institute completion requirements include one week of on-site training in Salt Lake City at the University of Utah.

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.

The APhA certification course highlights the role of vaccines in

of action, pharmacological basis of drug selection, disease treatment, pharmacodynamics of drug action, absorption,

This course is designed to provide students with a strong foundation in the function of biomolecules in disease and drug action. Students will gain an understanding of the structural and physical properties of proteins, nucleic acids, lipids, and carbohydrates, as well as pharmaceutical agents that bind to or influence these macromolecules in an effort to understand the functional role each plays in the management of disease states.

This elective course covers a broad range of community pharmacy management topics, including scheduling, inventory, employment law, claims adjudication, and personnel issues. Special attention is also given to effective communication and conflict negotiation skills. In-class discussions, outside readings, special projects, and expert guest lecturers give students a well-rounded exposure to the roles and responsibilities of the community pharmacy manager.

The purpose of this elective course is to introduce students to the methods by which pharmacists investigate and propose solutions to pharmacy related problems. With the assistance and approval of the instructor, students will identify a pharmacy related problem(s). Student will have the opportunity to gather information including completing a literature search and present their findings in an oral or written format.

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

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

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

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

The purpose of this course is to provide first semester doctor of pharmacy students with an overview of some of the most commonly prescribed drugs in the US during the past year and basic skills required to effectively communicate drug information to patients.

This lab course is designed for PY2 students to apply some of the basic principles and concepts they learned from physical pharmacy (Pharmaceutics 1) as a means of performing pharmaceutical compounding. This course will emphasize an understanding of the formulation and physiological factors involved in the delivery and absorption of drugs through a variety of routes of administration and dosage forms. The formulation, stability, and packaging of various dosage forms will be studied. Students will learn and experience preparing some traditional solid dosage forms like tablets, capsules, powders, lozenges, and suppositories. It will also emphasize the preparation of some liquid dosage forms including solutions and suspensions. Semi-solids such as creams, pastes, ointments and emulsions will also be emphasized and prepared in the lab. Additionally the student will also utilize and apply their pharmaceutical calculation skills, which they began acquiring or developing from the previous year. For example in a compounding pharmacy, the pharmacists must know and frequently perform the necessary mathematical calculations to determine the amount of active pharmaceutical ingredients (API) and excipients needed to prepare and produce a particular dosage form and product strength. Furtheu257.454gTEMC /Spth(ge)-0.6 (f)21.3 (o)-0.6 (rms inclu)-0.6 (

This course will provide pharmacy students with a didactic learning experience that will develop a solid foundation in pediatric pharmacy. During this elective, students will develop and refine their clinical skills that will enhance future rotations, especially in the field of pediatrics. The student will become familiar with common pediatric disease states and therapies.

This is an elective course designed to help students understand the prevention, detection, and management of drug induced diseases in an organ system specific manner. The goal of this course is to prepare students to recognize some of the most common and serious drug induced conditions and have awareness of the possible causes. The course will provide the basis for the evaluation and monitoring of these adverse effects. This course will also explore the FDA approval process, principles of medication safety, and their impacts on healthcare. Evaluation of student's performance will be achieved through presentations, quizzes, exams, and class participation.

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

All courses and their applications must be defined and approved prior to registering.

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

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

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

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)

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

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

This Advanced Pharmacy Practice Experience (APPE) is a required course. The course is designed to offer the student advanced experience in an ambulatory care pharmacy practice setting. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to communicate effectively with patients and health care providers; conduct physical assessments as required; develop evidence-based treatment plans; respond to drug information questions; manage a patient-centered practice; and conduct themselves in a professional manner.

Two Advanced Pharmacy Practice Experience (APPE) from this section are required. Additional courses in this section may be taken as elective courses. These courses are designed to offer the student advanced experience in acute care pharmacy practice settings. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to accurately and efficiently communicate with patients, caregivers, and health care professionals; collect and analyze patient information for the development of an evidence-based treatment plans in the acute care setting; appropriately documents interventions in the medical record; respond to drug information questions; and conduct themselves in a professional manner.

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.

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 t.aD 11425 w547 Tmn >>BDCC(.aDh6n)-nt Cs.8547 urm2.7 (6 (ctice)-v8 ds,)

SCHOOL OF THEOLOGY AND MISSIONS

(1997-98, 2001). Dean for the School of Theology and Missions and Professor of Biblical Studies. B.A., Union University; M.A., Trinity Evangelical Divinity School; Ph.D., University of Aberdeen.

(2015). Administrative Assistant to the Dean for the School of Theology and Missions. B.A., Liberty University.

(2017). Associate Dean for the School of Theology and Missions and Assistant Professor of Theological Studies. B.A. Union University; M.Div., Southern Seminary; Ph.D., Marquette University.

MASTER OF CHRISTIAN STUDIES
SCHOOL OF THEOLOGY AND MISSIONS

Purpose Statement

The Master of Christian Studies exists to raise the level of

Graduation Requirements

A. The completion of 36 hours of course work with a GPA of 3.0 or higher
B. The fulfillment of all financial obligations
C. The approval of the faculty

Dual Degree Option

A dual degree option is offered between the School of Social

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