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AN OVERVIEW OF THE UNIVERSITY

Our Identity

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

Our Core Values

- Excellence-Driven: We believe that excellence, not mere compliance, is the goal of our teaching, our research, and our service. We are not motivated to excellence out of pride but out of a desire to do all things for God's glory because He cares about our work and wants to be involv

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

Southwestern Becomes Union University

Association of Southern Baptist Colleges and Schools
Commission on Collegiate Nursing Education
Concurrent Admissions Program
Council of Colleges of Arts and Sciences
Council for the Advancement and Support of Education
Evangelical Council for Financial Accountability
National Art Education Association
National Association of College Admissions Counselors
National Council for State Authorization Reciprocity
North American Association of Christians in Social Work
Service Members Opportunity Colleges
Southern Council of Collegiate Education for Nursing
Tennessee Association for Counseling and Development
Tennessee Association of Collegiate Registrars and Admission Officers
Tennessee College Association
Tennessee Independent College and Universities Association

State Board Approvals

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

The Campus

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

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

Union also has an off-campus site in Hendersonville, Tennessee. The Hendersonville campus is located at the strategic intersection of Indian Lake Boulevard. and Maple Drive. The attractive 26,000 square foot multi-purpose facility effectively serves the expanding program offerings in the middle Tennessee area.

Penick Academic Complex

The Penick Academic Complex houses the G.M. Savage Memorial Chapel, Fred DeLay Gymnasium, E.T. "Rocky" Palmer Activities Center, 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,

School of Adult and Professional Studies

Located at Emporium Drive, the Center contains the Testing Center for the University in addition to the offices and classrooms for School of Adult and Professional Studies.

Residence Halls

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

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

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 Life (Dean of Students, Student Government Association, Student Activities Council, Counseling, Student Leadership and Engagement, Health Services, and University Security), offices of Undergraduate Admissions,

criteria. Admission decisions of the nursing graduate program are made by the Graduate Nursing Admissions Committee. The Graduate Nursing Admissions Committee is comprised of the Dean, College of Nursing and Health Sciences, Associate Dean of Graduate Programs, and track chairs. The Graduate Business Admissions Committee, the Graduate Education Admissions Committee, the Graduate Social Work Admissions Committee, and the Graduate Theology and Missions Admissions Committee, comprised of business, education, social work, or Christian studies faculty and directors respectively, receive recommendations regarding candidates for admission who do not meet regular admission requirements. The 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.

Academic Probation and Suspension

After completion of 9 graduate hours at Union University, a graduate student whose cumulative GPA from courses taken at

A candidate for the graduate degree must:

- Successfully complete all degree requirements which are in effect for his/her program.

1. On or before the fourth day beginning with the official day of registration as indicated on the University calendar (if withdrawing–100% matriculation fee)
2. Days one through four. 100%
3. Days five through ten. 75%
4. Days eleven through fifteen 50%
5. Days sixteen through eighteen 25%
6. After the eighteenth day, there is no refund.

I. Regulations for refunds for all terms are as follows:
   1. Students refusing to conform to the community values of the University forfeit all claims for refunds.
   2. All refund regulations put the responsibility on the student. He/she saves money and avoids misunderstanding by immediately seeing the Vice President (or Assistant Vice President) for Business and Financial Services.

J. Proration of financial assistance upon withdrawal
   Information regarding proration of financial assistance upon withdrawal from all classes or dropping of class(es) may be found below in the Scholarship and Financial Aid section.

After eight academic days there is no refund
Regulations for refunds for all terms are as follows:

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

Equipment

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

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

Financial Assistance

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

Veterans

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

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

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

Fall Semester 2020 (16-week semester, 2020FFA)

August

14-17, Friday-Monday ..... Welcome Week
14, Friday ..... Residence Complexes Open for New Students Only
16, Sunday ..... Residence Complexes Open for Returning Students
18, Tuesday ..... Registration—Day Classes and 16-Week Evening Classes Begin
19-25, Wednesday-Tuesday ..... *Late Registration
21, Friday ..... Convocation
25, Tuesday ..... *Last Day to Add a Class

September

1, Tuesday ..... *Deadline to Drop (Course Does Not Appear on Transcript)
7, Monday ..... Labor Day Holiday
16, Wednesday ..... Assessment Day
24, Thursday ..... *Academic Progress Reports Due

October

15-16, Thursday-Friday ..... Fall Holiday
20, Tuesday ..... *Deadline to Drop (Course Appears on Transcript with "DR")
27, Tuesday ..... Campus and Community: A Day of Remembrance and ServicEMC /Span ⊀Lang (e

Spring Semester 2021 (16-week semester, 2021FSP)

January

31, Sunday..... Residence Complexes Open for New/Returning Students

February

25, Friday ..... Final Examinations
25, Friday ..... **Residence Complexes Close

Second Term/July (4-week accelerated semester, 20212S)

June

30, Wednesday ..... Residence Complexes Open

July

1, Thursday ..... Registration--Day and Evening Classes Begin
2, Friday ..... Late Registration; Last Day to Add a Class
5, Monday ..... Independence Day Holiday
8, Thursday ..... Deadline to Drop (Course Does Not Appear on Transcript)
14, Wednesday ..... Deadline to Drop (Course Appears on Transcript with "DR")
23, Friday ..... Last Day to Withdraw from all Term II Classes
28, Wednesday ..... Final Examinations
28, Wednesday ..... **Residence Complexes Close
31, Saturday ..... Adult Studies and Graduate Studies Summer Graduation

Third Term/August (3-week accelerated semester, 20213S)

August

2, Monday ..... Registration, Classes Begin and Last Day to Add
4, Wednesday ..... Deadline to Drop (Course Does Not Appear on Transcript)
12, Thursday ..... Deadline to Drop (Course Appears on Transcript with "DR")
18, Wednesday ..... Last Day to Withdraw from Term III Classes
20, Friday ..... Final Examinations

Extended Term/June – July (8-week accelerated semester, 2021XS)

See 8-week calendars following

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

Accelerated 8-Week Calendars

October 8-Week Accelerated Semester, 2020 (2020OFA)

October

8, Thursday ..... Registration Closes for Thursday Accelerated/Classes Begin
9, Friday ..... Registration Closes for Saturday Accelerated
10, Saturday..... Saturday Accelerated Classes Begin
12, Monday ..... Registration Closes for Monday Accelerated/ Classes Begin
13, Tuesday ..... Registration Closes for Tuesday Accelerated/ Classes Begin
15-16, Thursday-Friday..... Fall Holiday
19, Monday ..... Deadline to Drop (Course Does Not Appear on Transcript)
29, Thursday ..... Priority Registration Begins for Winter and Spring 2021

November

6, Friday ..... Deadline to Drop (Course Appears on Transcript with "DR")
23-29, Monday–Sunday ..... Thanksgiving Holidays
27, Friday..... Last Day to Withdraw from October Accelerated Classes

December

5-10, Saturday-Thursday..... Final Exams for October Accelerated Classes
12, Saturday..... Graduation

Winter Term, 2021 (4-week Accelerated Semester, 2021FWI)

January

4, Monday ..... Evening Classes Begin/Registration Closes with the 1st Meeting of Each Class
11, Monday..... Deadline to Drop (Course Does Not Appear on Transcript)
15, Friday ..... Deadline to Drop (Course Appears on Transcript with "DR")
18, Monday ..... Martin Luther King Day Holiday
20, Wednesday ..... Last Day to Withdraw from Winter Accelerated Classes
20, Wednesday ..... Additional Class for Monday Accelerated Classes
25-28, Monday-Thursday ..... Final Exams for Winter Accelerated Classes

Special Projects Winter Term, 2021 (11-week Semester for approved projects, 2021CWI)

November 4, 2020 ..... Registration Closes and Winter Special Projects Classes May Begin
Between December 26 and January 31..... When applicable, Class Tour or Study Abroad occurs as announced
January 30, 2021ojA1.6(oatA)7.n accelerated Classes

April 8-Week Accelerated Semester, 2021 (2021ASP)

March

22, Monday ..... Registration Closes for Monday Accelerated/Classes Begin
23, Tuesday ..... Registration Closes for Tuesday Accelerated/ Classes Begin
25, Thursday ..... Registration Closes for Thursday Accelerated/Classes Begin
26, Friday ..... Registration Closes for Saturday Accelerated Classes
27, Saturday ..... Saturday Accelerated Classes Begin

April

5, Monday ..... Deadline to Drop (Course Does Not Appear on Transcript)
7, Wednesday ..... Priority Registration Begins for Summer and Fall, 2021
14, Wednesday ..... Additional Class for Monday Accelerated Classes
19, Monday ..... Deadline to Drop (Course Appears on Transcript with "DR")
21, Wednesday ..... Additional Class for Tuesday Accelerated Classes
28, Wednesday ..... Additional Class for Thursday Accelerated Classes
30, Friday ..... Last Day to Withdraw from April Accelerated Classes

May

8-13, Saturday-Thursday ..... Final Exams
15, Saturday ..... Graduation

Extended Summer 8-Week Accelerated Semester, 2021 (2021XS)

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

June

1, Tuesday ..... Registration Closes for Tuesday Accelerated/Classes Begin
3, Thursday ..... Registration Closes for Thursday Accelerated/Classes Begin
4, Friday ..... Registration Closes for Saturday Accelerated Classes
5, Saturday ..... Saturday Accelerated Classes Begin
7, Monday ..... Registration Closes for Monday Accelerated Classes/Classes Begin
8, Tuesday ..... Deadline to Drop (Course Does Not Appear on Transcript)
25, Friday ..... Deadline to Drop (Course Appears on Transcript with “DR”)
30, Wednesday ..... Additional Monday Evening Accelerated Class

July

5, Monday ..... Independence Day Holiday
16, Friday ..... Last Day to Withdraw from Summer Extended Classes
24-29, Saturday-Thursday ..... Final Examinations
31, Saturday ..... Summer Graduation (Graduate and non-traditional adult programs only)

Special Projects Summer Term, 2021 (11-week Semester for approved projects, 2021CS)

April 15 ..... Registration Closes and Special Projects Classes May Begin
Between May 18 and July 9May Begin

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

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

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 Lockett (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.uu.edu/academics/faculty/*.

Degrees Offered

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

Mission Statement

The College of Arts and Sciences provides an excellent liberal arts education that is informed by

- All financial information is subject to change without notice.

Financial Assistance

Financial aid information for graduate students is

522/522L. Advanced Human Anatomy and Physiology II

Available on the Jackson Campus

Purpose Statement:

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

Program Description

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

Admission Information

Admission Requirements

- Bachelor's degree from accredited college or university; Official transcript(s) showing all course work, completion

Course Descriptions: Biology (BIO)

501. Invertebrate Zoology (4) F–Even Years
Students will develop practical vocational skills by working within a framework of designing, performing, and communicating

555. Environmental Ethics (3) S–Odd Years

Financial Information

Application Fee:

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

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

MCAFEE SCHOOL OF BUSINESS

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

Audra Teague (2011). Administrative Assistant to the Dean. B.S., Union University.

William R. Nance, Jr. (2000). Associate Dean for the McAfee School of Business and Associate Professor of Management. B.S., Regis University; M.B.A., Union University; D.B.A., Nova Southeastern University.

Luka Perkovic (2016). Graduate Program Director. B.S.B.A., and M.B.A., Union University.

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

Jennifer Gay (2017). Graduate Program Coordinator and Recruiter. B.S., Middle Tennessee State University.

Susan Bolyard (2007). Academic Secretary, M.B.A. Program. B.A., Hanover College.

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

Degrees Offered

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

Mission Statement

Available on the Jackson and Germantown Campuses and Online

The MBA Program

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

Program Emphasis

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

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

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

Expected Outcomes

The program strives to achieve the following learning outcomes:

1. Each student will apply methods from a variety of disciplines to solve business problems.
2. Each student will demonstrate knowledge of the ability

a. Applicants with a graduate degree earned from a regionally-accredited college or university.
b. Applicants with at least five years of professional or managerial business experience.
c. Students pursuing a dual degree at Union University in the Doctor of Pharmacy, the Master of Science in Nursing, the Doctor of Nursing Practice, or Master of Social Work programs.
d. Recent (5 years or less) graduates from Union University with the Bachelor of Science in Business Administration degree and a cumulative GPA of 3.0 or greater.
e. Recent (5 years or less) graduates from a regionally-accredited institution with a degree in a STEM (science, technology, engineering, mathematics) discipline.

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

Prerequisites

While there are no pre-requisites to the MBA program, students are expected to have a working knowledge of economics, accounting, management and statistics before beginning MBA coursework. If a review of admissions

MASTER OF ACCOUNTANCY
MCAFEE SCHOOL OF BUSINESS

Available on the Jackson Campus

The MAcc Academic Program

The Master of Accountancy degree provides advanced study in accounting for individuals interested in careers in the accounting field.

Program Emphasis

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

Expected Outcomes

The MAcc program strives to achieve the following outcomes:

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

Dual-Degree Option

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. Completed application for the MAcc program, including payment of the application fee.
2. A bachelor's degree from a regionally-accredited institution

approval from the MAcc Program Director. Courses taken after graduation from the bachelor's degree are charged at the normal MAcc graduate rate. Students will not be required to complete the MAcc before receiving the B.S.B.A.

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 Program Director and the Graduate Business Admissions Committee. Students seeking conditional admission must apply in writing to the MAcc Program 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 by the MAcc Program Director.

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. 12 hours from MACC 616, 619, 624, 670
   2. 6 hours of advisor-approved MACC courses.
   3. 12 hours of advisor-approved MACC or MBA courses.

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

Tuition is $635 per semester credit hour.
The following are non-refundable fees:
Application Fee: $25
General Student Fee:..... $23/hour

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: Prerequisites

515. Taxation of Individuals (3)
Prerequisite: ACC 212.
The Internal Revenue Code as it affects individual income tax returns.

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

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

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

619. Taxation of Corporation and Pass-Through Entities (3) S
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
This seminar examines internal auditing concepts and proper internal controls for financial reporting and businll (en-US)/MCID 3628 5

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

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

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

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

Megan Salemi (2020). Director of the M.U.Ed. Program–Memphis. B.A., Rhodes College; M.A.T., University of Memphis; Ed.S. and Ed.D., Union University.

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

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

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

Quinette Tukes (2020). Graduate Program Coordinator, School of Education–Germantown. B.S., Olivet Nazarene University; M.S. Eastern Illinois University; ABD Indiana State University.

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

MASTER OF ARTS IN EDUCATION

Available on the Jackson and Germantown Campuses

Program Purpose

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

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

C. Concentration: Secondary Education, Licensure (15

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)

Communication Arts (COM)

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

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

579PF. External Domestic Study Programs (Pass/Fail) As

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

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

595. Special Workshops (1-4)
Graduate credit offered in concentrated format for license renewal and elective credit. Maximum of 6 hours can count toward a degree. Selected topics may vary each year.

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

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

604. Teaching in a Pluralistic Society (3)
A study of pluralistic society and the expression of diversity in families and schools with emphasis on current research and best teaching practices.

610. History and Philosophy of Education (3)
History and philosophy of American education with attention to European antecedents, and philosophical movements such as Idealism, Realism, Perennialism, Essentialism, Progressivism, Reconstructionism, and Existentialism.

614. Learning Theories and Styles (3)
See PSY 614 for course description.

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

616. Children and Literature (3)
A critical analysis of each genre of literature for children as a basis for the appreciation, selection, and use of suitable materials to foster active learning, personal growth, and recreational reading. This course is intended for the student who did not take a course in children's literature as an undergraduate.

618. Cultural Foundations of Education (3)
An in-depth study of the cultural foundations of schoolpli2san ⚡Laue ap 12sis of eacns

634. School Facilities (3)
Consideration of the school plant, grounds, and major equipment in relation to the educational needs of the community; factors in site selection; procedures in planning of school buildings; principles of design and construction; architectural and contractual services; and maintenance.

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

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

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

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

650. Educational Measurement and Evaluation (3)
A study of the measurement of learning, attitudes and feelings, products and performances, and social interaction. Difficulty and discrimination of test items as well as validity and reliability of tests are emphasized. Descriptive statistics for sets of data are introduced.

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

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

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

671. Standards, Strategies and Students (3)
Standards-based instruction is a process for planning, delivering, monitoring, and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. This course is designed to help teachers optimize students' learning through using standards as a basis for lesson and assessment design in order to foster maximum st 0 14.4 (ds as a ba0gage(t 0 14ID T-0.019 Tw 10 (er)(

695. Thesis B (3)
Prerequisite: EDU 690.
A continuation of Thesis A. Students will gather and analyze research data and complete a written thesis and oral defense.

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

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

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

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

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

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

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

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

Library Information Specialist (LSC)

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
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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 Proced.7 i2.4 (od6 (se)-5.oi52.9 cpide s)7elop.5 (,athle)9.Em(s 2 s)7gen-1.EMC /Span <</Lang (en-US)/MCID 4933 B

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

685. Research in Special Education B (3)
A continuation of Research in SE 680.

Teaching English as a Second Language (TESL)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Objectives of the Program

Students in the Master of Urban Education will:

1. Enhance their knowledge, skills, and dispositions relating to the major issues facing today's practitioners in urban education.
2. Apply research skills to current urban education problems.
3. Experience a residency-immersion teacher preparation experience
4. Be prepared as individuals in knowledge and pedagogy to become licensed teachers.
5. Be encouraged in their Christian Commitment and service to society.
6. Have developed the knowledge and competence to

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In this competitively selective program, candidates must display a commitment to:

- Personal Responsibility and Ownership
- Service
- High Expectations
- Effective Communication
- Life-long Learning
- Cultural Competence (including Informed Empathy)
- Integrity and Humility
- Relationships, Collaboration, and Motivation
- Strategic Thinking
- Diligence

Graduation Requirements

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

1. Successfully complete the thirty semester hours required of the program as defined for either the Secondary Concentration or the Elementary Concentration.
2. Demonstrate a minimum GPA of 3.0 cumulative for the program.
3. Successfully complete the Resident Internships as well as the Capstone Seminar.

Curriculum Calendar for M.U.Ed./ Secondary Concentration (Licensure Grades 6-12)

Summer (June –July)

EDU 509 Planning and Assessment
EDU 566 Twenty-First Century Classroom Leadership
EDU 570 Summer School Clinicals
EDU 614 Learning Theories

Fall (August –December)

SE 625 Learning and Behavior Characteristics
EDU 530 Secondary School Methods
EDU 6421 Intensive Studies in the Content Area
EDU 667 Resident Internship in the Secondary School

Spring (January – May)

EDU 626 Reading in the Content Area
EDU 676 Capstone: Current Issues in Urban Education
EDU 667 Resident Internship in the Secondary School

Curriculum Calendar for M.U.Ed./ Elementary Concentration (Licensure Grades K-5)

Summer (June –July)

EDU 509 Planning and Assessment
EDU 566 Twenty-First Century Classroom Leadership
EDU 570 Summer School Clinicals
EDU 614 Learning Theories

Fall (August—December)

EDU 6351 Teaching Mathematics and Science in the Elementary School
EDU 6311 Teaching Reading, Language Arts, and Social Studies in the Elementary School
EDU 668 Resident Internship in the Elementary School

Spring (January—May)

SE 625 Learning and Behavior Characteristics
EDU 676 Capstone : Current Issues in Urban Education
EDU 668 Resident Internship in the Elementary School

Course Descriptions: Education (EDU)

509. Planning and Assessment (2)
Instructional planning and data use contribute to student achievement. This course provides an overview of how to plan instruction (including long-term planning, unit planning, lesson planning, differentiation, and alignment to standards and high-stakes assessments) and how to use data to inform instruction (including types of assessment, assessment design, data collection, data analysis, and response to data).

530. Secondary School Methods (3)
A study of the principles, methods, and best practices for teaching at the secondary level with emphasis on current research in the field. Available for graduate credit only. Practicum required.

566. Twenty-first Century Classroom Leadership (3)
Teachers as leaders of learning and change based on the premise that the best management program is a strong instructional program. Topics include research-based applications to set up classroom conditions where high level engagement and learning can occur. The importance of interpersonal relationships, classroom organization, instruction, teachers as leaders, and problem solving will be emphasized as students are guided into developing a model for managing classrooms informed by Christian values and ethics. Teachers will also learn the role action research can play in the classroom setting.

570. Summer School Clinicals (0)
Residents are placed with Mentors in an urban classroom for two weeks to observe various aspects of the learning environment and to assist in dn-sm10 ( )3(e)-0.6 (nts orn)0.7 (rnr)14.

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

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

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

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

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

Financial Information

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

An edTPA fee is added to the spring semester of EDU 627 Mentoring Seminar B and EDU 628 Mentoring Seminar A for use ca

MASTER OF EDUCATION

Available online

Program Purpose

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

Program Description

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

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

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

The M.Ed. with a focus in Instructional Leadership (IL) provides opportunities for students to develop their knowledge and skills toward becoming leaders in schools and school districts. Students completing the IL focus must successfully pass the state licensure eherpre boxim81 ƀDC BT-0.011 Tw 10 0 0 10 54 393.5742(t)5.1 (ec)14.8 (hnology)30.2381(l)0.6 (s)0.6 (s)6(us)0.-(tuni)

Teacher Leadership Focus

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

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

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

Assessment of Outcomes

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

Assessment Strategy

1. School Leaders Licensure Assessment (IL only)
2. Culminating Performance Ex ao current educational pre emrmaty of measures and compe 338.8536 68ILEduca2.1 3JE

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

647. Faith and Ethics in Education (3)
Study of world views and ethical thinking in the context of the school classroom. The place of faith and values in the public school arena is an issue of study.

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 classic theories of leadership and how those theories have impacted schools and school systems today.

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

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

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

664. Organizational Decision-Making (3)
Theoretical approaches to u.0547 Tmn0547 Tmn0548 (gr)1 part grli8547 Tm(

EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

SCHOOL OF EDUCATION

Available online

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

Objectives of the Program

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

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

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

Program Description

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

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

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

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

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

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

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

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

Transfer Credit by Petition: Maximum of 12 Semester Hours may be applied.

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

EDR 700–Research Issues in Educational Leadership
EDU 702–Engaged Learning
EDU 703–Supervision
EDU 706–Organizational Decision Making
EDU 707–Legal Issues in School Governance
EDU 708–Curriculum and School Improvement
EDU 714–Leadership Issues I–Theories and Strategies
EDU 715–Leadership Issues II–Planning and Finance
EDU 721–Literacy Across the Curriculum
EDU 722–Teacher Leadership
EDU 723–Faith and Ethics in Educational Leadership
EDU 737, 738, 739–Leadership Practicum Summer, Fall, Spring
or EDU 734–Leadership Internship
EDU 786–Seminar: Multicultural and Diversity Issues in Education
Total: 39 hours
Exit Assessment:
Completion of Practicum
Completion of SLLA Exam
Leadership Growth Paper
Graduation

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

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

Course Descriptions: Education (EDU)

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

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

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

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

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

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

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

714. Leadership Issues I: Theories and Strategies (3)
A thorough introduction to the essential issues of educational leadership including strategic planning, theories of leadership development, the change process, school improvement, comprehensive reform in schools, systems perspectives and more.

715. Leadership Issues II: Planning and Finance (3)
Prerequisite: EDU 714
An application of leadership issues related to planning and finance, including school improvement planning, policies for equity and diversity, the management of collective bargaining, fiscal and non-fiscal resources for districts, budget planning and management collaborative planning, use of media and more.

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

717. Entrepreneurial School Leadership (3)
In this course, students will learn the entrepreneurial side of school leadership. Emphasis will be placed on the school structure of charter schools and independent schools, especially the organizational differences between these types of schools and traditional public schools. Topics will include financing, Studentss wil ativsat-1.4 on the btitut-t rublic en5.2 aof datubli1oand 8Sho (

732. Leadership Growth Paper (3)
The Leadership Growth Paper is the culminating experience of the Ed.S. Program. The paper affords the Educational Leadership student the opportunity to engage in action-oriented research on a problem tied to school improvement. The problem is identified in EDU 708, and data is collected at the school or school system level. This course provides a context for completion of the paper by Teacher Leadership students.

734. Leadership Internship (3)
Prerequisite: Approval from Office of Graduate Studies in Education.
The internship for the Instructional Leadership concentration of the Ed.S. in Educational Leadership is a five-month, mentored experience involving two or more settings and multiple levels with an introductory field practicum of one month. It is the application

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Available online.

School of Education Mission Statement/Conceptual Framework

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

Ed.D. Description and Purpose

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

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

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

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

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,

complete a set of two "bridge" doctoral seminar courses before enrolling in the final 21 hours of doctoral research courses. The courses are EDR 707, Leadership Research Seminar, which includes the Qualifying Paper, and EDU 711, Seminar in Politics, Policy, and Instruction.

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration
Concentration: Instructional Leadership

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

Transfer Credit by Petition: Maximum of 12 semester hours of master's credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration
Concentration: Teacher Leadership

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

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

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

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

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

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

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

Curriculum for the Ed.D. in Educational Leadership

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

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

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

EDU 600–Community Involvement for School IeDC 3pETEM (d3e ƀDET

Course of Study

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

Curriculum for the Ed.D. in Educational Leadership

Specialization: Higher Education

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

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

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

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

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

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

714. Leadership Issues I: Theories and Strategies (3)
A thorough introduction to the essential issues of educational leadership including strategic planning, theories of leadership development, the change process, school improvement, comprehensive reform in schools, systems perspectives and more.

715. Leadership Issues II: Planning and Finance (3)
Prerequisite: EDU 714
An application of leadership issues related to planning and finance, including school improvement planning, policies for equity and diversity, the management of collective bargaining, fiscal and non-fiscal resources for districts, budget planning and management collaborative planning, use of media and more.

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

717. Entrepreneurial School Leadership (3)
In this course, students will learn the entrepreneurial side
of school ograms. Si 15.8 (a, and ev)0.5 (awill dev)16.6 (elop)-5.7iandl90.

730. Service-Learning in Higher Education (3)

Education Research (EDR)

700. Research Issues in Educational Leadership (3)
Students learn to locate, critique, and report research findings; apply introductory methods of analyzing, synthesizing and evaluating research evidence; compare types of qualitative and quantitative educational research; and design a "Problems Paper" utilizing action research in an educational leadership context.

707. Leadership Research Seminar (1, 2)
Prerequisite: EDR 700
This course provides students opportunity to demonstrate clear understanding of the interrelated nature of the experiences from the educational leadership courses in their doctoral program through critical discourse on contemporary issues. The seminar series will serve as experimental ground for creating a scholarly community among doctoral students while they explore communication essentials, such as evaluating research articles, writing academic pieces including abstracts and literature reviews, and examining effective presentation skills. The final product of the seminar is the completion of the Qualifying Paper, a substantial critical analysis of the theoretical and empirical literature related to educational leadership, which may or may not be related to the student's dissertation topic. The first enrollment is for 1 credit hour, and the second enrollment is for 2 credit hours.

710. Intermediate Statistics (3)
Prerequisite: EDR 700.
This course is designed to provide the student an opportunity to analyze data from experimental designs using analysis of variance and multiple regression and to apply the data for school improvement.

712. Dissertation Research Seminar (1, 2)
Prerequisite: EDR 707
This course is offered in seminar format in 2 segments. It serves as experimental ground for creating a scholarly community among doctoral students, coinciding with enrollment in EDR 710, 725 and 720. The seminar assesses researchable questions in leadership and administration in a student's area of specialization resulting in a Dissertation Proposal. One enrollment is for 1 credit hour, and the other enrollment is for 2 credit hours.

720. Research Methods and Design (3)
This course is designed to provide the student an opportunity to explore the issues, procedures, and problems associated with methods and design of qualitative and experimental models. Students are required to begin the dissertation prospectus process during this course.

725. Advanced Statistics and Design (3)
Prerequisite: EDR 720.
This course is designed to address multivariate statistical analysis and advanced design analysis in educational research. Specific attention is given to individual student research and the completion of the dissertation proposal.

750. Research in Higher Education (3)
This seminar introduces the student to higher education research and serves as an opportunity for doctoral students to develop a scholarly research focus. The research and writing process will be discussed, with an emphasis on the literature review process. The student will have the opportunity to (a) explore research issues in higher education; (b) develop a research agenda; (c) establish a conceptual framework; and (d) write a doctoral level review of the literature.

751. Dissertation Research in Higher Education (3)
Prerequisite: EDR 750
This course advances the student's development as researcher and scholar through the assessment of researchable questions in higher education resulting in a Dissertation Proposal.

785. Special Study
Group studies which do not appear in the College course offerings. Content will be determined by need.

790, 791, 792, 793. Dissertation (1-4)
Prerequisite: Successful completion of Ed.D. oral and written comprehensive examination and approval of the Dissertation Proposal.
The doctoral dissertation is the culminating experience of the Doctor of Education degree involving a scholarly inquiry into an area of professional and intellectual interest. The student will conduct research and produce a quality report of the findings involving a written and oral defense of the research. Students will register for a minimum of 9–12 hours of credit. The course is graded PR (progress) or F (failure). Each doctoral student must submit his pre-dissertation or dissertation manuscript for publication or presentation, as written by him/her during enrollment in the Educational Specialist phase/Education Doctorate Program at Union University. Validated verification of official submission by the student's Dissertation Chair must be on file in the Dean's Office before the student will be permitted to defend his/her dissertation. With successful completion of the dissertation the final semester is graded Pass and all previous PRs are converted to Pass.

Mary Anne Poe

MASTER OF SOCIAL WORK

Available on the Jackson and Germantown Campuses

Program Delivery

The MSW Program accepts students beginning in the fall semester. Students entering with a degree other than the BSW must complete 60 credit hours to complete the program. Qualified applicants with the BSW may be eligible for the Advanced Standing program, which requires 33 hours to complete the MSW. Qualifications include graduation with the BSW from a CSWE-accredited program, a GPdl /Fm .895 st come5n ≠Lan.0Bw4m[n ≠Lang (en-US)/MCID 7951 ΒDC BT-0.001 Tc2-0.036 Tw

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

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

60-hour option:

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

87-hour option:

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

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

extenuating circumstances are presented such as to require special faculty approval otherwise.

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

Financial Information

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

Tuition $595/semester hour for the 2020-2021 MSW program.

Non-degree seeking post-baccalaureate students .....$595/semester hour
Application Fee (non-refundable, one time only)....$25
General Student Fee.....$23/hour
Course Drop Fee..... $10
Insurance fee $25
Field Instruction Fee (SW 590, 591, 690) .....$ 100 per Field Seminar enrollment
Field Instruction Fee (SW 691) ..... $ 300 (includes licensing prep)
Cap and Gown Purchase .....approx. $40-50
Advanced Standing Student Fee (SW 599).....$25

There are two methods for the payment of expenses.

1. Full payment for a term (winter, fall, spring, summer, or other non-regular term) is due prior to or on the day of registration for classes.
2. Payment may be made in two equal payments, with one-half due at the time of registration and the balance due halfway through the term. A 1.5% service charge will be added to the unpaid balance following the initial payment.

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

Any combination of the following payment is available.

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

All financial information is subject to change without notice.

Financial Assistance

Financial aid information for graduate students is available on our website at *www.uu.edu/financialaid/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

4. Full payment of the student's account in the Business Office
5. Discharge of all other obligations (fines, fees, etc.) to the University.

Student Organizations

M.S.W. Student Organization

A professional organization is open to all M.S.W. students to assist in developing professional social work identity by regular meetings, educational events, and opportunities for students to lead in service to various social service agencies and the community.

Phi Alpha Honor Society

National Honor Society for Social Work Students, Eta Phi Chapter, fosters high standards of education for social work students and invites into membership those who have attained excellence in scholarship and achievement. Students with an overall GPA in the top 35% of all graduating MSW majors are considered for membership. Other criteria for membership include professionalism, experience in field practicums, and leadership in the social work program. Students will be invited for membership after completion of SW 690, Field Seminar, in the curriculum.

Program Calendar

Classes meet on Monday and Thursday evenings depending on the program option. Classes may include both in-class and on-line instruction. Electives may be held any night of the week, on Saturday, or be totally online.

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

Course Descriptions: Social Work (SW)

500. Human Behavior and the Social Environment I: Theoretical Foundations (3)
A foundational course providing a framework for creating, organizing, and understanding theory, research, and practice issues of human behavior and the social environment.

501. Human Behavior and the Social Environment II: Assessment through the Lifespan (3)
Prerequisite: SW 500.
This course uses a person-in-environment theoretical framework to provide the knowledge, values, and skills necessary for understanding human behavior as a function of biological, psychological, social, spiritual, and cultural systems across the lifespan.

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

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

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

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

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

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

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

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

599. Advanced Standing Bridge Course (3)
A concentrated, rigorous seminar-styled course designed to prepare the Advanced Standing student for the concentration year of the M.S.W. curriculum. It links the student's

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

650. Advanced Practice with Individuals and Families (3)
An advanced course in social work practice with individuals and families focusing on evidence-based and culturally competent practice. Various theories and methods for work with individuals and families will be explored in depth with an aim toward equipping the advanced practitioner for skilled practice.

660. Advanced Practice in Community Development and Administration (3)
This advanced course in administrative and community practice focuses on leadership skills for use in advanced generalist practice. Planned change processes, program development and administration, teamwork, consensus organizing, grant writing and program management expertise are contexts for social work leadership.

690, 691. Field Seminar III and IV (3 each)
Students participate in the advanced field seminars during the graduate level concentration year field practicum. Field seminar III and IV are designed to assist the student with processing the advanced year field experiences and in applying classroom learning to practice.

Social Work Electives

The School of Social Work offers a selection of elective classes each year. Nine hours of elective credit are required for the M.S.W. These elective classes give students an opportunity to specialize in particular fields of social work practice or to explore social problems in depth.

511. Community Development (3) As Needed
Students will explore the practice of community development as a means to address social problems such as poverty, disease, and social injustice; explore the dynamics of religious life and faith in the work of Christian community development; learn the history and culture of a specific geographic region, with a focus on issues of cross-cultural service and development, and local and international sociopolitical factors in its development and poverties. Students will reflect on their own experiences and understandings in a cross-cultural setting and gain skills in cultural competence.

512. Counseling Theories (3) F
This course serves as an introduction and overview for selected counseling theories and will help prepare students for application of theoretical concepts. Students will have the opportunity to examine theories as they begin the process of developing a personal theoretical approach to counseling that best fits specific client populations. By the end of the course, students will be able to identify the theory with which they most closely connect, applying it to a particular case study and developing a theory-specific treatment plan.

522. Aging Issues and Services (3)
This is a graduate overview course that will introduce a wide variety of issues related to aging. It will aid the student to understand the complexity of the aging process from the perspective of the individual, the family, society, and social policy using senior mentors who will attend, respond to class lectures and participated in role play exercises.

523. Trauma-Focused Cognitive Based Therapy (3)
This course will introduce the students to the concepts, components, and skills underlying evidenced-based treatment for traumatized children and youth. There will be specificity placed on trauma-focused cognitive behavioral therapy, as well as focus given on how to integrate the knowledge, values, and skills as an advanced generalist practitioner.

524. Applied Technology in Social Work Practice (3)
This course equips graduate social work students to utilize emerging technologies in their daily professional practice. Students will become proficient in identifying specific hardware, software, and mobile & cloud services that can be employed in each phase of the planned change process in micro, mezzo, and macro client systems. A particular emphasis will be placed on how social workers can stay informed on the rapid development of technologies relevant to professional practice.

525. Traumatic Grief and Loss (3)
Traumatic Grief and Loss is a three-credit hour master level elective course that will underscore trauma-informed social work practice that transcends the particular type of trauma exposure with individuals, families, and groups of persons, but has special focus on those who have experienced the loss of a loved one from sudden, violent death.

526. Children and Families at Risk (3)
The course introduces students to knowledge of the child welfare and the juvenile justice system. It provides an overview of the child welfare system describing the history, policies, and programs, at both the state and the federal level for intervening with families in crisis. It is intended to provide a foundation in the knowledge and values necessary for professional child welfare practice and explore evidence based practices working with families and children. The class is taught web blended.

527. Professional Communications and Ethics (3) W, Su
This course focuses on building proficiency in professional communication skills and ethics in the field of social work in academic, agency, and other community settings. Types of communication covered include writing, speaking, presentations, documentation, emails, memos, etc. Ethical analysis of case scenarios are utilized in both building ethical analysis skills and in practicing and assessing communication proficiency.

528. Social and Cultural Diversity (3) As Needed
This course is designed to prepare social work students to be knowledgeable of people's biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, disability and how these contribute to discrimination and oppression. Students will examine the role, function, and effects of oppression in society as it relates to social and economic justice.

550. Grant Writing and Grant Management (3)
Prepares students with resources to successfully submit competitive proposals and state and federal applications for funding. Includes writing purpose statements, background and justification, personnel, timelines, methods, budget, evaluation process, and effective management of funds upon approval.

551. Spirituality and Religion in Social Work Practice (3)
An overview of the ways spirituality and religion participate in SW practice, with particular emphasis on their inclusion as necessary components of assessment, planning, treatment, and evaluation in culturally-competent social work practice. Students examine influences in a diverse range of religious traditions and spiritual practices.

552. Addictions Counseling (3)
Introduction to addictions counseling with intensive understanding of the etiology, progress and counseling strategies for addictive disorders. Emphasis is on acquiring a comprehensive definition of addiction behaviors and review of the impact of addiction on individual and family systems.

553. Social Work Services in Schools (3)

Kelly Harden (2007). Dean, Professor of Nursing. A.S.N., Mississippi County Community College; B.S.N., Excelsior College; M.S.N., University of Missouri–St. Louis; D.N.Sc., University of Tennessee Health Science Center.

Patsy Crihfield

MASTER OF SCIENCE IN NURSING
COLLEGE OF NURSING AND HEALTH SCIENCES

Available online and on the Jackson, Hendersonville, and Germantown Campuses

Mission Statement

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

MSN Program Goals

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

MSN Expected Student Outcomes

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

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

The Cohort Approach and Calendar

In the fall semester of each year the MSN Program accepts students in the Nurse Education, Nurse Administration, and Nurse Practitioner tracks. Groups pursue the degree as a cohort. This model emphasizes group cohesion, cooperation, and interactive support. Within semesters, some courses are offered in an accelerated, 7-8 week format.

Each cohort is presented its unique calendar for the complete program. Current MSN calendars are available at

scale, defined as Anatomy and Physiology 1 and 2, and Statistics is preferred.

Applicants are required to submit the following:

1.

3.0 or greater during the following semester, the student will be dismissed from the graduate program.

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

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

Students must make a grade of B or higher in all track specific and 700-level courses (excluding pass/fail courses) in order to progress in or graduate from the graduate nursing program. The program faculty recognize that situations may arise which prevent students from successfully matriculating through the program. Students who are concerned about their academic standing should contact their advisor. If it appears the student may not be able to achieve a minimum passing grade in a course they may be encouraged by the appropriate Program Chair to withdraw from the program. This can potentially prevent the student from acquiring an F on their Union University transcript if the dropped class occurs prior to the deadline listed on the academic calendar ("last day to drop a class"). All students who withdraw or who are academically dismissed from the program can reapply for admission. However, readmission is not guaranteed.

Financial Information

Tuition Rates (per credit hour)

RN to MSN Administration and Education
- Undergraduate courses $480
- Graduate courses $630

RN to MSN Nurse Practitioner:
- Undergraduate courses $480
- Graduate courses $630

MSN Administration and Education $630
MSN Nurse Practitioner..... $630
Post-Graduate Certificate
- Administration and Education tracks $630
- NP tracks $630

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:

MSN, Education, Administration, Nurse Practitioner Tracks

(Nurse Administration and Nurse Education Tracks available online; Nurse Practitioner Track available on Jackson, Germantown, and Hendersonville Campuses)

I. MSN Core Requirements–17 hours
   A. NUR 515, 516, 523, 526, 533, 545, 559
II. Education Track–41 hours
   A. Complete the MSN Core (above)
   B. BIO 500; NUR 507, 517, 537, 544, 607, 622, 538, 642
III. Administration Track–39 hours
   A. Complete the MSN Core (above)
   B. Specialty: 525, 528, 535, 548, 572, 593, 615, 693A, 695B
IV. Nurse Practitioner–46 hours
   A. Complete the MSN Core (above)
   B. Advanced Practice Core: BIO 500; NUR 544, 558, 600 (Except Psychiatric Mental Health Track), 622, 650
   C. All students are required to take an elective and may choose one of the following: NUR 507, 525, 529, 696/697.
   D. Specialty
      Pediatric: NUR 557C, 627C, 638C
      Adult/Geriatric: NUR 557A, 627A, 638A
      Family: NUR 547, 617, 639
      Psychiatric Mental Health: NUR 566, 651, 652, 653, 654

For the RN to DNP and BSN to DNP Nurse Practitioner tracks, a Science GPA of 3.0 on 4.0 scale (Anatomy and Physiology I and II, Statistics) is preferred.

Additional requirements for the CRNA-DNP track include a current unencumbered RN and CRNA license in state of residence and students will be required to have 1,000 clinical hours post BSN degree.

Additional requirements for the RN to BSN or BSN to DNP Nurse Anesthesia tracks include:

1. At least one year of critical care experience as an RN, preferably within the last year
2. Eligible for RN licensure in TN, KY, and MS
3. Science GPA of 3.0 on 4.0 scale; defined as Anatomy and Physiology 1 and 2, and statistics
4. CCRN required
5. Shadowing hours required (minimum 40 hours)
6. Experience as a preceptor and/or charge nurse preferred
7. Leadership within the ICU or place of employment with professional or clinical development projects preferred, such as:
   - Policy development
   - Practice change initiatives
   - Evidence-based practice initiatives
   - Instructor in BLS/ACLS/PALS
8. Students dismissed from a nurse anesthesia or other advanced practice nursing program for academic, clinical or behavioral reasons will not be admitted to Union University's Nurse Anesthesia BSN-DNP track. Students who have been enrolled in another program and withdrew in good standing or are still enrolled in good standing, must have a letter from their director

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 acceptance into a graduate program.

Employer Tuition Reimbursement

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

Acceptance Deposits

A $1,000 tuition deposit is required for the BSN–DNP nurse anesthesia track. A $300 tuition deposit is required for RN to MSN (Nurse Practitioner, Nurse Education, Nurse Administration) and RN to DNP (Nurse Practitioner and Executive Leadership) tracks. The deposit for all post-graduate DNP tracks is $800. These deposits are non-refundable if the student elects not to enroll. Applicants accepted on an "alternative" basis will receive a full refund if status is not changed to "accepted" by the first day of class.

Graduation Requirements

1. Completion of the course work within each specified track.
2. A minimum grade point average of 3.0 for the required course of study.
3. File an application for graduation with the Graduate Nursing Office by the published deadline.
4. Pay in full the student's account in the Business Office
5. Discharge all other obligations (fines, credentials, fees, etc.) at the University.

Degree Requirements

BSN to DNP Core for all tracks (49 hours)
1. NUR 515, 533, 559
2. NUR 710, 705, 715, 720, 725, 730, 745, 728
3. NUR 793, 791, 794, 735,738,739

BSN to DNP Advanced Practice Core for NPs and CRNAs (8 hours)
1. BIO 500
2. NUR 544, 622

BSN to DNP Executive Leadership (68 hours)
1. Complete the BSN to DNP core for all tracks (above)
2. Specialty: NUR 525, 593, 528, 693A, 695B, 535, 572, 615

BSN to DNP Nurse Practitioner (73-76 hours)
1. Complete the BSN to DNP core for all tracks (above)
2. Complete the Advanced Practice Core (above)

POST-GRADUATE CERTIFICATE PROGRAM IN NURSING

COLLEGE OF NURSING AND HEALTH SCIENCES

Post-Graduate Certificate Program in Nursing Description

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

This program is ideal for nurses who have obtained their master's or doctoral degree in nursing in another area and now find themselves in positions that require advanced preparation in nursing education, nursing administration, nurse practitioner, or nurse anesthetist. For example, if an MSN graduate with a major in nursing administration desired to acquire a certificate in nursing education, that individual could enroll in this program. Another example might be that of an individual with a nurse practitioner degree desiring advanced study in nursing administration.

Additional coursework may be required upon evaluation of transcripts for students with a master's degree in a field other than nursing. A DNP is required for application to the post-graduate CRNA certificate program.

Mission Statement

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

Program Outcomes

The nursing education certificate prepares nurses for educator positions in various settings such as staff development, patient education, schools and colleges. The nursing administration certificate prepares nurses for a variety of administrative and leadership positions in health care delivery systems. The nurse practitioner certificate prepares nurses to serve in a variety of clinical practices. The nurse anesthesia certificate program prepares nurses to serve as certified registered nurse anesthetists.

Schedule

The certificate program is hybrid with online and on-campus requirements. Clinical requirements of practicum commonly require more than one day per week.

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

Admission Requirements:

1. Completed application with $50 application fee
2. Completion of a master's degree in nursing from a CCNE or ACEN accredited and state approved program.
3. Students dismissed from a graduate nursing program for academic, clinical, or behavioral reasons will not be admitted to Union University's Graduate Nursing Program. Students who have been enrolled in another program and withdrew or are still enrolled in good standing must have a letter from the program director or Dean stating that they are in good standing or withdrew while in good standing in order to be considered for admission to Union University's Graduate Nursing Program.
4. Official transcripts from all post-secondary institutions must be submitted directly through NursingCAS. Please do not send transcripts for non-traditional nursing programs to Undergraduate Admissions. Transcripts must be received by NursingCAS in a sealed envelope from all previous academic institutions attended. Official transcripts from all post-secondary institutions must be sent to: NursingCAS, P.O. Box 9201, Watertown, MA 02471.
5. Proof of current unencumbered RN licensure and APN licensure (if applicable) in the state of residence.
6. Eligible for licensure as a RN and APN (if applicable) in Tennessee.
7. Interview with the Nursing Graduate Admissions Selection Committee
8. Applicants from a country where the native language is not English may be required to show proof of English proficiency with scores from TOEFL, IELTS, or iTEP courses. Minimum scores are TOEFL 560 (Internet-based 80), IELTS 6.5, or iTEP 4.4. In addition, students must provide WES evaluations of transcripts
9. Three letters of professional/academic reference specifying the applicants capabilities for graduate study. One letter of reference must be from the applicant's supervisor.
10. Last 60 hours cumulative GPA of 3.0 on a 4.0 scale
11 Cleared criminal background check
12. Clean drug screen

III. Post-graduate Certificate Nurse Practitioner–26 hours
   A. BIO 500; NUR 544, 622
   B.

523. Clinical Prevention and Population Health in Advanced Nursing Practice (2)
This course is designed to prepare the student to apply evidence-based principles of wellness, disease prevention, and health risk in individuals, families, communities, and aggregate/clinical populations. The course also focuses on the study of culturally appropriate and holistic professional nursing care of persons in this pluralistic global society. Emphasis is placed on sensitivity to and respect for cultural diversity, communication, critical thinking, research, and theories of intercultural nursing.

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

525. Introduction to Administrative Nursing Practice (3)
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.

526. Theory and Ethics for Advanced Nursing Practice (2)
This course explores central ethical and bioethical questions in nursing and health care, critiques and applies nursing theory to the advanced practice nursing role in the delivery of equitable and culturally relevant health care.

528. Nursing Administration and the Law (3)
A general background to the elements and characteristics of health, administrative, criminal, civil law and the implications for nurse practicing in an administrative role looking at malpractice, risk management, tort law and tort reform, OSHA regulations, construction, organizational management, laws affecting subsidiary corporations and tax law. Emphasis will be placed on administration of human resources including labor and legal issues, collective bargaining, labor laws, and the

639. Primary Care of Family: Acute and Chronic Management (4)
Prerequisite: BIO 500; Pre- or Corequisite: NUR 544 and 622.
The purpose of this course is to enhance knowledge and skills in the diagnosis and management of chronic and acute health care problems in families. Management consists of identifying, monitoring, treating, and maintaining acute and chronic family based health care problems utilizing principles of research and evidence based practice. The student will review theories and factors of chronic illness within the context of the family. The process of referral and development of practice guidelines will also be discussed. Clinical experiences will provide opportunities in community and hospital based settings.

642. Nursing Education Residency (2)
Culmination of the nurse educator clinical experience. It involves application of educational theories and wholistic nursing practice. Practice experiences are designed to synthesize knowledge and skills and to enable the advanced practice nurse to meet individual practice outcomes and career goals.

650. Specialty Focus Practicum (2)
Prerequisite: NUR 546A or 546C, and NUR 616; Corequisite: NUR 626A or 626C, and NUR 636A or 636C
This clinical course will allow students to gain clinical experience in a specific population with the goal for the student to synthesize knowledge and skills gained in core and previous specialty courses and to apply knowledge in the clinical setting. Clinical experiences will be available in a wide variety of subspecialties such as neurology, nephrology, endocrinology, gastroenterology, cardiology, dermatology, oncology, pulmonology, orthopedics, and internal medicine. Graded Pass/Fail. This course may be repeated for credit.

651. Mental Health Assessment and Diagnostic Reasoning Across the Lifespan (4) S
Prerequisites: BIO 500, NUR 544
This course focuses on the assessment and diagnosis of mental health disorders across the lifespan. Advanced assessment techniques include observation, interviewing, as well as the appropriate use of a variety of screening tools and assessment guides and diagnostic data. Students are introduced to current Diagnostic and Statistical Manual (DSM) criteria. Clinical experiences provide students with opportunities to integrate content in the care of patients across the lifespan.

652. Psychopharmacology Across the Lifespan (3) Su
Prerequisites: NUR 544, NUR 622
This course builds on advanced pharmacology with the introduction of neurobiologic, genetic, and environmental theories of mental health disorders. The course emphasizes evidence-based practice and research-based data in the use of medications for mental health disorders across the lifespan. The course focuses on safety, therapeutic outcomes, recognizing and managing side effects, and medication management as part of a comprehensive treatment plan. The course will also cover appropriate laboratory and other diagnostic data that impact medication selection.

653. Management of Acute and Chronic Mental Health Disorders: Children and Adolescents (4) Su
Prerequisites: NUR 544, NUR 622
Corequisite: NUR 652
This course will examine the major psychopathologies in children and adolescents including epidemiology, cultural and spiritual beliefs, specific assessment issues and tools, as well as evidence-based therapies. Interventions include psychopharmacologic as well as psychotherapeutic approaches (including psychotherapy) and combinations of therapies in the care of children and adolescents with mental health disorders. The psychiatric and emotional health of children, adolescents and their parents/

695B. Nursing Administration Practicum III (2)
Prerequisites: NUR 593, 693A
A practicum experience designed for synthesis of theory and practice where students develop, implement, and evaluate advanced practice leadership strategies in a health care systems area of focus.

696. Thesis (3)
This course enables the implementation of the research proposal developed in the nursing research course. This project will focus on a problem in a school/college of nursing or health care delivery system. The subject of health care improvements is emphasized through nursing research utilization. Pass/Fail.

697. Scholarly Project (3)
Through the completion of the scholarly project the student will identify, analyze, synthesize and utilize knowledge related to a health care issue in a school/college of nursing or health care delivery system. Application of clinical inquiry and nursing research utilization in this project will result in improved health care outcomes. Pass/Fail.

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

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COLLEGE OF PHARMACY

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

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

Kim Madewell Jones (2007). Assistant Dean for Student Services and Professor of Pharmacy Practice.

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. Questions about the status of the University's accreditation may be posed to the Dean of the College of Pharmacy's office (731.661.5958) or to ACPE (312.664.4652).

College of Pharmacy Vision

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

College of Pharmacy Mission

To develop comprehensively trained, patient-centered practitioners of strong personal and professional character, equipped to meet the demands of an ever-changing health care environment.

College of Pharmacy Goals

The College of Pharmacy (COP) strives to achieve its vision and mission by:

- Promoting an *excellence-driven* academic culture that instills knowledge and advances understanding of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences,

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

Please see the Master of Business Administration section of the Graduate Catalog for MBA core coursework and prerequisite coursework. MBA core coursework can be done on either Union's Jackson or Germantown campuses or a combination of the two. Please contact the MBA Director (731-661-5341) in the McAfee School of Business for any questions you may have regarding the Pharm.D./MBA Dual Degree Program.

Course Descriptions: Pharmacy (PHRM)

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

510. Advanced Human Gross Anatomy (2)
Prerequisites: BIO 221 & 222.
Reciprocal Credit: BIO 510
This course will incorporate the dissection of cadavers and viewing of anatomical models in understanding the nervous, endocrine, cardiovascular, respiratory, digestive, and urinary systems of the human body. Additional emphasis is placed on the needs of professional health care personnel.

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

524. Immunology Concepts (1)
Reciprocal credit: BIO 524
A survey of the immune system. This will be integrated with how the body responds to various types of immunologic disorders and relevant clinical treatment methods.

700. Introduction to Pharmacy (2)
Introduction to the practice of pharmacy for first year students including an introduction to the profession and its evolving opportunities, what a pharmacist is, their role in the various settings of the health care system including drug distribution, drug utilization and the use of technology and supportive personnel.

701. Special Projects in Community Practice (2) (BPE)
This course provides advanced knowledge of clinical topics and emerging practice developments as they relate to community practice. Students will learn aspects of community practice beyond the traditional dispensing role of the pharmacist and gain skills to aid them in becoming community pharmacy practice innovators.

702. Ambulatory Care (2) (BPE)
An elective course designed to strengthen the student's understanding of diseases or illnesses common in an adult ambulatory care practice. The course utilizes group discussion of primary literature and the development of clinical practice guidelines. Student presentations and other active learning activities will extend knowledge beyond that provided in previous coursework.

703. Introduction to Population Pharmacokinetics (2) (BPE)
This course provides students an introduction to the theory and methods of population pharmacokinetic and pharmacodynamics analysis with nonlinear mixed-effects models. The course includes hand-on modeling experiences and discussion of advanced topics such as Bayesian estimation, covariate analysis, and the role of computer simulation. Students will evaluate population pharmacokinetic literature and FDA guidance documents on related issues.

704. Personal Financial Management (2) (NBPE)
An overview of personal financial management. This course will include tools and resources that when implemented will help achieve financial goals.

705. Pharmaceutical Calculations (2)
This course introduces the prescription, prescription notation and abbreviations, basic pharmaceutical calculations, statistics, and the mathematics of chemical kinetics and pharmacokinetics.

706. Advanced Cardiovascular Pharmacotherapy (2) (BPE)
An elective providing the student with a more thorough study of cardiology and cardiovascular topics in application of the therapies and techniques covered.

707. Pain Management (2) (BPE)
An elective course providing an introduction to pain management, including classifications, pain assessments, pharmacological and non-pharmacological treatment options of a variety of nociceptive and neuropathic pain syndromes (cancer pain, sickle cell disease, diabetic neuropathy, chronic pain syndromes, etc).

708. Community-Engaged Service Learning (2) (BPE)
An introduction to experiences in community involvement and social/behavioral research through service learning. Service learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development.

709. Drugs of Abuse (2) (BPE)
A course examining current knowledge about drugs and substances of abuse or misuse. Emphasis will be given to societal issues and the role a pharmacist can play as a provider of drug facts and information.

710. Medical Terminology (1)
This course provides an introduction to the origin and definition of medical terms used in various healthcare settings. In addition, it provides an introduction into body structures, diseases, and treatments arranged in an organ system manner.

711. Heath Care and Missions (2) (NBPE)
This elective course provides students an opportunity learn about another culture and participate in a short-term health care mission trip. Students will learn to coordinate drug distribution, make pharmacotherapy recommendations within a limited formulary, and provide patient education in a setting with many communication barriers. Students, guided by faculty, will learn to provide patient care in this unique environment.

712. Oncology (2) (BPE)
Elective course to provide students advanced exposure to oncology building on topics in PHRM 769 . Students are introduced to different malignant disease states and their common chemotherapeutics regimens, the principles of concern prevent and screening, pharmaceutical care to manage short and long-term side effects from cancer and treatments, and appropriate management and handling of cytotoxic medications.

713. Critical Care (2) (BPE)
Elective course designed to strengthen student's knowledge of common critical care topics with emphasis on applications of primary research in various disease states. The course will utilize group discussion of literature including reviews, guidelines, and primary research articles on selected topics in the area of critical care therapeutics. Students will give presentations to extend their knowledge beyond that provided in previous coursework.

714. IPE I (1)
715. IPE II (1)
720. IPE III (1)
The Interprofessional Practice & Education (IPE) course is one of three designed to focus on the development of interprofessional skills required for collaboration with other healthcare providers in contemporary pharmacy practice. The primary emphasis will be on roles and responsibilities of healthcare team members and collaboration with other healthcare providers to provide interprofessional patient care.

716. Principles of Pharmaceutical Sciences (3)
An introduction to the chemical and physical properties of medicinal agents. It will provide a foundational understanding of key concepts in the pharmaceutical sciences in preparation for coursework in medicinal chemistry, pharmacology and pharmaceutics.

717. Advanced Pain Management (2) (BPE)
Elective course building on PHRM 707, an in-depth overview of pain management, including pain classifications, assessment, pharmacological and non-pharmacological treatment options of a variety of nociceptive and neuropathic pain syndromes.

718. Non-Prescription Drugs/Counseling (3)
Designed to acquaint students with indications, actions, possible adverse events and contraindications of non-prescription drugs with an emphasis on communication with patients and providers. Students will be evaluated on their ability to obtain medical histories and counseling skills.

719. Toxicology (2) (NBPE)
An elective course designed to help students develop an understanding of the principles of toxicology through lectures, class discussion, and developing and giving oral presentations about current toxicological issues within the field of pharmacy.

721. Advanced Pharmacokinetics (2) (BPE)
Building on foundational principles, students will use analysis software to perform nonlinear regression of pharmacokinetic data. They will evaluate literature and become familiar with FDA guidance documents for clinical pharmacology and biopharmaceutics topics. Discussion will include advanced topics as optimal sampling design, pharmacokinetic clinical trial design, enterophepatic recirculation models and chronopharmacokinetics.

722. Pharmacy Practice and Applied Jurisprudence (1)
A survey of skills and resources needed to navigate contemporary pharmacy practice. Students will interpret legislative and regulatory applications as they work through case-based scenarios. Students will explore safety concerns within the pharmacy workplace and relate solutions to address them. Students will study management and business principles to effectively achieve shared goals. Students will examine the implications of precision medicine on the practice of pharmacy.

723. Drug Information and Informatics (3)
PHRM 723 covers the fundamental concepts of drug information practice, clinical trial design and analysis, and pharmacy informatics. It is designed to introduce key concepts and establish a basic knowledge and skillset. Future courses (e.g. PHRM 772) will develop mastery of the interpretation of clinical data and application of the evidence in the delivery of individualized pharmaceutical care. This course also introduces a variety of topics related to the medication use system.

724. Diabetes Management (2) (BPE)
An elective course designed to provide students further exposure to diabetes topics including but not limited to: guidelines, drug selection algorithms, nutrition and insulin dosing, adjustment, and titration. Topics presented by lecture, discussion, and simulation.

725. Principles of Pharmacology I (2)
The first of a two-course sequence that integrates concepts in physiology and pathophysiology to understand drug mechanisms and their impact on disease. The course uses an organ systems approach to cover the various drug classes.

726. Pharmacological Basis of Drug Action I (3)
Introduction course for first year students discussing drugs for cholinergic, adrenergic, cardiovascular, pulmonary and endocrine system. Drug class, mechanism of action, drug interaction and toxicities, pharmacodynamics and pharmacokinetics are discussed.

727. Institute on Alcoholism and Drug Dependencies (2) (BPE)
This course serves as an introductory or refresher session and a networking opportunity to provide information, motivation and guidance for student pharmacists who currently participate in or wish to become involved in the planning, implementation, or strengthening of state-level and campus-level programs, to help and assist pharmacists or student pharmacists whose competence to perform their responsibilities has become impaired due to alcoholism or other drug dependencies by assisting them in finding treatment, ongoing recovery and reentry into the practice of pharmacy or their pharmacy education; and to better prepare attendees to provide appropriate assistance and support to clients affected by alcoholism and other drug dependencies. Students may only be enrolled in this course after acceptance into the Institute on Alcoholism and Drug Dependencies by the American Pharmacists Association and are only eligible to receive elective credit upon completion of the institute requirements and course requirements. Institute completion requirements include one week of on-site training in Salt Lake City at the University of Utah.

728. Chemical Basis of Drug Action I (3)
An introduction to the chemical and physical properties of medicinal agents through discussion of the relationships of structural properties of drugs to their pharmacological properties, absorption, distribution, metabolism, chemical activity, and mechanism of action.

729. Immunization Training and Certification (1)
The APhA certification course highlights the role of vaccines in the prevention of infectious diseases, the role of the pharmacist in promoting and providing vaccines to patients, and steps to implementing an immunization program into various pharmacy practice settings. Injection technique will be taught, practiced, and assessed.

730. Introduction to Community Practice (2)
This P-1 course is one of five designed to focus on the development of professional skills required for contemporary pharmacy practice. The primary emphasis is on drug distribution in the community setting, communication skills and interprofessional patient care. During this 2-week (80 contact hours) rotation, students are exposed to the role and responsibilities of the pharmacist in community practice and the importance of the pharmacist in patient care.

731. Introduction to Institutional Practice (2)
This P-1 course is one of five designed to focus on the development of professional skills required for contemporary pharmacy practice. The primary emphasis is on drug distribution in the institutional setting, communication skills and interprofessional patient care. During this 2-week (80

740. Pharmacotherapy I (2)

741. Pharmacotherapy II (3)

750. Pharmacotherapy III (3)

751. Pharmacotherapy IV (3)

760. Pharmacotherapy V (3)

761. Pharmacotherapy VI (2)

769. Pharmacotherapy VII (2)

The Pharmacotherapy courses focus on management of diseases and conditions. Students apply knowledge of pathology, pathophysiology, diagnosis, clinical presentation, classification, goals of therapy, pharmacotherapy, non-pharmacological therapy, considerations for special populations, and patient counseling.

744. Pharmacy Jurisprudence (2)

An overview of state and federal pharmacy practice laws that govern technician, pharmacy intern, and pharmacist practice and control the manufacturing, distribution, prescribing, and dispensing of drug products.

746. Introduction to Community Practice II (2)

This P-2 course is one of five designed to focus on the development of professional skills required for contemporary pharmacy practice. The primary emphasis is on drug distribution in the community setting, communication skills and interprofessional patient care. During this 2-week (80 contact hours) rotation, students will have the opportunity to build upon didactic courses and previous experiential rotations to further their knowledge and abilities to practice as pharmacists in the community setting.

749. Principles of Pharmacology II (2)

The second of a two-course sequence that integrates concepts in physiology and pathophysiology to understand drug mechanisms and their impact on disease. The course uses an organ systems approach to cotrib(r commvar e)4. ptuTm[(7)67.521 (T23)-0Chr.9 (em)1e deaith pemaw 10 .8 (t4 339.0547 Tm[orl4.3 (-lw 10 9r

764. Pharmaceutics I Lab – Compounding (1)
This lab course is designed for PY2 students to apply some of the basic principles and concepts they learned from physical pharmacy (Pharmaceutics 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

774. Clinical Foundations (2)
This course is designed provide an update and systematic review of key disease states and related drugs. Students will be required to demonstrate competency in their knowledge of the Top 300 drugs and application of these drugs to the clinical management of commonly encountered diseases.

775. Pharmacy Foundations (2)
This course is designed provide an update and review of key foundational concepts in the pharmaceutical sciences. This includes, but is not limited to, pharmaceutical calculations, pharmacokinetics, pharmaceutics, medicinal chemistry, pharmacology, and pharmacy administration.

776. Internal Medicine Pharmacotherapy (2) (BPE)
This course is designed strengthen the student's knowledge of general internal medicine topics with emphasis on application of primary research and current guidelines in various disease states. The course will utilize formal lectures as well as group discussion of primary literature including reviews, guidelines and primary research articles on selected topics in the area of internal medicine therapeutics. Students will also give presentations on other related topics that will extend their knowledge beyond that provided in previous coursework.

777. Pediatric Pharmacotherapy (2) (BPE)
This course will provide pharmacy students with a didactic learning experience that will develop a solid foundation in pediatric pharmacy. During this elective, students will develop and refine their clinical skills that will enhance future rotations, especially in the field of pediatrics. The student will become familiar with common pediatric disease states and therapies.

778. Drug-Induced Diseases (2) (BPE)
This is an elective course designed to help students understand the prevention, detection, and management of drug induced diseases in an organ system specific manner. The goal of this course is to prepare students to recognize some of the most common and serious drug induced conditions and have awareness of the possible causes. The course will provide the basis for the evaluation and monitoring of these adverse effects. This course will also explore the FDA approval process, principles of medication safety, and their impacts on healthcare. Evaluation of student's performance will be achieved through presentations, quizzes, exams, and class participation.

779. Medication Therapy Management (1-4)
This course offers pharmacy students the opportunity to complete the coursework provided by the American Pharmacist Association for the Delivering Medication Therapy Management Services certfication. In addition to completing this coursework, students will have the opportunity to perform practice MTM cases and to review problems commonly identified in medication therapy reviews. following the elective course, students who choose to perform the necessary MTM cases will be awarded the APhA Delivering Medication Therapy Management Services certification. All courses and application to the program must be defined prior to travel.

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

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Advanced Pharmacy Practice Experience (APPE)

Each Advanced Pharmacy Practice Experience (APPE) is designed to offer the student increased experience in unique and progressive pharmacy practice settings. Students are exposed to the roles and responsibilities of the pharmacist in practice and the importance of the pharmacist in direct and indirect patient care. Students will be expected to hone practice skills, professional judgement, behaviors, attitudes and values, confidence, and a sense of personal and professional responsibility to practice both independently and collaboratively in an Interprofessional, team-based care environment. Courses are taught by full-time faculty members or by practicing pharmacists appointed by the University as Clinical Preceptors. APPEs take place at approved institutions and pharmacies. Most sites are located in West Tennessee; however the College has approved over 400 clinical preceptors working at 300 sites in 30+ states across the nation.

Each course is completed during a calendar month; rotations usually begin on the first and end on the last weekday of the month. The typical work week consists of 40 hours Monday-Friday; however evening and weekend hours are permitted. Students are expected to work a minimum of 160 contact hours during the rotation; exact schedules are set by the Clinical Preceptor.

Doctor of Pharmacy students are required to complete ten APPE courses. APPE courses cannot begin until the student has completed all required didactic courses and introductory pharmacy practice experiences.

Students must complete the following six required APPEs:

- APPE 700. Advanced Institutional Practice
- APPE 710A. Advanced Chain Community Practice
- APPE 710B. Advanced Independent Community Practice
- APPE 720. Ambulatory Care (any section)
- APPE 730A. Acute Care Internal Medicine
- APPE 730. (any section)

Students must complete four elective APPE courses, which include the following:

- APPE 710. (Any section, limited to one course in addition to the required courses stated above)
- APPE 720. (Any section, not limited in number of courses)
- APPE 730. (Any section, not limited in number of courses)
- APPE 740, 750, or 770. (Any section, limited to two courses)

700. Advanced Institutional Practice (4)
This APPE is a required course designed to offer the student advanced experience in an institutional pharmacy practice setting. Students will be expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to accurately and efficiently fill prescription orders; comply with state and federal laws as well as regulations from accrediting agencies; identify and resolve medication-related problems; collect patient specific information for the development of an evidence-based treatment plan; respond to drug information questions; communicate effectively, orally and in writing, with patients, caregivers, and other health professionals; actively participate as an interprofessional healthcare team member; and conduct themselves in a professional manner.

710. Advanced Community Practice (4 each)
Two APPEs in this section are required courses, 710A and 710B. One additional course can be completed as an elective APPE. Each course is designed to offer the student advanced experience in various community pharmacy practice settings.

730. Acute Care Pharmacy Practice (4 each)
Two APPEs from this section are required, including Acute Care Internal Medicine and any other course listed. Additional courses in this section may be completed as elective APPEs. These courses are designed to offer the student advanced experience in acute care pharmacy practice settings. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to accurately and efficiently communicate with patients, caregivers, and health care professionals; collect and analyze patient information for the development of an evidence-based treatment plans in the acute care setting; appropriately documents interventions in the medical record; identify and resolve medication-related problems; respond to drug information questions; actively participate as an interprofessional healthcare team member; and conduct themselves in a professional manner.

730A. Internal Medicine
730B. Infectious Disease
730C. Cardiology
730D. Women's Health
730E. Neonatology/Pediatrics
730F. Oncology
730G. Critical Care
730H. Nutrition
730J. Psychiatry
730K. Geriatrics
730L. AIDS Care
730M. Emergency Medicine
730N. Surgery
730P. Transplant
730R. Institutional MTM
730S. Neurology
730T. Medication Safety
730U. Geriatric Team Practice
730V. Hospice/Palliative Care
730W. Long Term Care
730X. Pulmonary Medicine
730Y. Pediatric Oncology
730Z. Pediatric Transplant

740. Practice Management (4 each)
These Advanced Pharmacy Practice Experiences (APPEs) are elective courses designed to offer the student advanced experience in the management of pharmacy practice in various settings. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to identify operational, clinical, or business-related problems; collect and analyze data in order to manage a patient-centered practice; communicate effectively with healthcare professionals, patients/caregivers, and the public; demonstrate innovation and leadership, and conduct themselves in a professional manner.

740A. Institutional Practice Management
740B. Community Practice Management
740D. Management Clinical Practice
740E. Pharmacy Association Management

750. Specialty Pharmacy Practice (4 each)
These Advanced Pharmacy Practice Experiences (APPEs) are elective courses designed to offer the student advanced experience in various specialized pharmacy practice settings. Students are expected to apply knowledge and skills learned during the experience and previously in the curriculum in order to prepare and dispense prescription or non-prescription products; accurately and efficiently communicate with patients, caregivers, and health care professionals; utilize informatics; respond to drug information questions; and conduct themselves in a professional manner.

750A. Home Infusion
750C. Managed Care
750D. Sterile Products
750E. Pharmaceutical Industry/Medical Affairs
750F. Drug Information
750G. Medication Safety
750J. Pharmacy Compounding
750K. Nuclear Pharmacy Practice
750M. Specialty Pharmacy Practice
750N. Pharmacy Informatics
750P. Medical Missions
750R. Veterinary Pharmacy Practice
750S. Pharmacy Telemedicine

770. Pharmacy Research and Academia(4 each)
These Advanced Pharmacy Practice Experiences (APPEs) are elective courses designed to offer the student experience in conducting scientific research or in developing skills as a pharmacy educator. Students interested in completing any of these courses must consult with the course coordinator prior to registration.

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

SCHOOL OF THEOLOGY AND MISSIONS

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

Julie Chhim (2020). Administrative Assistant to the Dean for the School of Theology and Missions and Coordinator, MCS Online. B.S., Union University.

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

Hayward Armstrong (2012). Director, Master of Christian Studies and Professor of Missions. B.A., Samford University; M.D.E., University of Maryland University College; M.Div. and Ph.D., New Orleans Baptist Theological Seminary.

Quinette Tukes (2019). Coordinator, MCS Germantown-Memphis. B.S., Olivet Nazarene University;
MTT2 (Germant)5.8 (o(B.S.,))niversity; MC /Span <Lang (en-US)/MCID 11488 BDC BT/TT2 1 Tf-0.007 T 0.185 Tw 10 0 0

MASTER OF CHRISTIAN STUDIES
SCHOOL OF THEOLOGY AND MISSIONS

Available Online and on the Memphis area Campuses

Purpose Statement

The Master of Christian Studies exists to raise the level of

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.

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 Work and the School of Theology and Missions. Students will complete the required social work courses from one of the options (either 24 or 51 hours), the required Christian studies courses (24 hours), and an additional 12 hours of electives.

60-hour option:

I. Required Social Work Courses–24 hours:
Required Core from Advanced Standing
II. Required Christian Studies Courses–24 hours:
MCS 500, 505, 510, 515, 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 Courses–51 hours:
Required Core from Regular Standing
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)

Admission Requirements for Dual Degree:

Applicants to the dual degree must apply to and be accepted to each program separately, per current admission requirements in each program.

Course Descriptions: Master of Christian Studies (MCS)

500. Old Testament I: Promise, Covenant, and Praise (3)
An investigation of the theological implications of God's promises that were given to his covenant people, as well as the people's response to God in praise and lament. This course will analyze these themes through the study of the history, background, literary genre, structure, and theology of Genesis through Psalms.

515. New Testament II: The Letters of the New Testament (3)
A survey of the Pauline epistles, the general epistles and Revelation, with more intensive study of selected texts and issues. Included is a survey of basic issues in Pauline theology, issues in interpreting New Testament letters and the hermeneutics of the book of Revelation.

516. Survey of Church History (3)
An examination of events and individuals that shaped the history of Christianity from the first century to the present and application of the knowledge gained to current ministry and missions.

517. Spiritual Formation (3)
A study of Christian spirituality emphasizing biblical, classical, and contemporary approaches to growth toward Christ-like character, including an examination of personal spiritual disciplines and how they shape the ethics of a believer.

520. Biblical Interpretation (3)
An exploration of the methods, tools, and practices associated with the interpretation and application of the Bible. Students will exegete selected biblical passages, moving from the ancient text to the modern world.

535. Communicating Biblical Truth (3)
Communicating Biblical Truth is a study of the basics of sermon development and delivery, as well as the art and craft of teaching biblical truth.

536. Evangelism and Missions (3)
An introduction to the ministry of evangelism and missions that moves from its biblical basis and theological foundations to a study of contemporary strategies, methodologies, movements, and trends with a focus on their practical application.

538. Christian Leadership (3)
The course focuses on how biblical values affect models of organizational leadership within the local church and other Christian institutions.

545. Theology I: God, Revelation, and Humanity (3)
A study of the nature, method, and content of Christian theology, the course will focus on prolegomena, God and revelation, and the doctrine of humanity.

546. Theology II: Christ, the Spirit, and Last Things (3)
A study of nature, method, and content of Christian theology, the course will focus on the person and work of Christ, Holy Spirit, Salvation, Church and Last Things.

Offered as needed

537. Introduction to Christian Ethics (3)ocus1.m0etT3 1 Tf13 017.3 (or

BOARD OF TRUSTEES

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