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AN OVERVIEW OF THE UNIVERSITY

Our Identity

or being. God as Father reigns with providential care over all things that come to pass, and perpetually upholds, directs, and governs all creatures and all events; yet so as not to destroy the free will and responsibility of intelligent creatures.

3. Jesus Christ. The second person of the Trinity is the eternal Son of God. In his incarnation Jesus Christ was conceived by the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature, yet without sin. He honored the divine law by His personal obedience, and by His substitutionary death on the cross He made provision for our redemption from sin. He was buried and rose again the third day, and ascended to His Father, at whose right hand He lives to make intercession for His people. He is the only Mediator, the Prophet, Priest, and King of the Church, and Sovereign of the universe.
4. Holy Spirit. The Holy Spirit is the Spirit of God, fully divine, who exalts Jesus Christ. The Spirit convicts men and women of sin, of righteousness, and judgment, enabling them to understand the truth. He calls men and women to the Savior, and brings about regeneration, which is a renewal of heart and nature.
5. Humankind. God originally created humankind in His image, and free from sin; but through the temptation of Satan, they transgressed the command of God, and fell from their original righteousness, whereby all humans have inherited a sinful nature that is opposed to God, and are thus under condemnation. As soon as they are capable of moral action, they become actual transgressors.
6. Salvation. Salvation involves the redemption of the whole person, and is offered freely to all who believe in Jesus Christ as Lord and Savior; accepting and trusting in Him alone for justification and eternal life. Justification is God's gracious declaration of righteousness of sinners, who believe in Christ, from all sin, through the satisfaction that Christ has made. Believers are also sanctified by God's Word and Spirit dwelling in them. Sanctification is the process of progressing toward moral and spiritual maturity, enabled by the presence and power of the Holy Spirit. Those who are accepted in Christ and sanctified by the Holy Spirit will never totally nor finally fall away from the state of grace, but shall persevere to the end, and be kept by the power of God through faith unto salvation.
7. The Church. The Lord Jesus Christ is the Head of the Church, which is composed of all true followers of Christ, and in Him is invested supremely all power for its government. Christians are to associate themselves with local churches; and to each church is given the authority to administer order, to carry out ministry, to worship, and to practice discipline.
8. Last Things. The bodies of humans after death return to dust, but their spirits return immediately to God-the righteous to rest with Him; the wicked to be reserved under darkness to the judgment. God in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth. At the last day, the bodies of all the dead, both just and unjust, will be raised. God has appointed a day, when He will judge the world by Jesus Christ, when all people shall receive according to their deeds; the wicked shall go into everlasting punishment; the righteous, into everlasting life.

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

External Associations

Studies

Located at Emporium Drive, the Csfat v302 10B 0 .039s (p)0.5 (0 0)16.8 (ns(e Csfat)5)24 .039LocattiS v4.8 (er f)21Þ (i)(e e U)I

The Program Directors are empowered to make admissions decisions based on the approved and published admission criteria. Admission decisions of the nursing graduate program are made by the Graduate Nursing Admissions Committee. The Graduate Nursing Admissions Committee is comprised of the Dean, College of Nursing and Health Sciences, Associate Dean of Graduate Programs, and track chairs. The Graduate Business Admissions Committee, the Graduate Education Admissions Committee, the Graduate Social Work Admissions Committee, and the Graduate Theology and Missions Admissions Committee, comprised of business, education, social work, or Christian studies faculty and directors respectively, receive recommendations regarding candidates for admission who do not meet regular admission requirements. The MAIS Advisory Council, comprised of the director and the faculty across the disciplines, receive recommendations from the MAIS Program Director regarding candidates for admission who do not meet regular admission requirements. The respective Admissions Committees may recommend Conditional Admission for students who do not meet published criteria for admission.

Student Life

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

Student Conduct

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

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

Chapel and Spiritual Life

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

Chapel attendance is not compulsory for graduate students. However, graduate students are invited to attend as well as participate in other spiritual activities including activities sponsored by the Office of University Ministries.

Confidentiality of Student Records

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

- Academic records, supporting documents and general education records–maintained by the Academic Center, academic departments and advisors
- Records of discipline proceeding– maintained by the Student Life Office
- Financial records–maintained by Business and Financial Services
- Medical records–maintained by the Student Health Services Office (governed also by HIPAA)
- Admissions records–maintained by the Enrollment Management Office
- Financial aid records–maintained by the Student Financial Planning Office

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

Motor Vehicle Registration and Parking

Every individual who maintains or operates a motor vehicle on Union University campuses must register each vehicle with the Safety & Security Office at the beginning of the semester or within 24 hours of bringing a vehicle to campus. The registration fee for one permit is included in your total tuition package. There is a $5 charge for each additional permit received within the academic year. The vehicle's license plate number is required for registration of the vehicle.

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

Academic Policies

Full-Time Students

A graduate student enrolled for 6 or more hours during Fall or Spring Semester will be considered full-time, with the exception of students enrolled in the EdD, DNP, or

Director in the respective program after review of an official

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

A candidate for the graduate degree must:

- Successfully complete all degree requirements which are in effect for his/her program.
- Earn a cumulative grade point average of 2.5 (minimum) for Pharm.D.; 3.0 (minimum) for M.B.A., M.Acc., M.Ed., M.U.Ed., and M.A.Ed, M.A.I.S., M.S.N., M.S.W., M.C.S., and M.S.O.D. programs.
- Complete online Application for Graduation according to deadlines provided by the program office.
- Pay remaining balance on his/her account
- Settle all other obligations (fines, credentials, etc.) at the University.

Financial Information

Expenses Due and Payable

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

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

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

Refunds

A. Advance Deposits for New Students

A minimum tuition deposit of $200 is required after acceptance for admission to reserve a place in class; see program requirements for those that are program specific. This deposit applies to the tuition for the entering semester. A housing deposit of $100 is charged for room reservation in all resident complexes. All tuition and residence

6. After the eighth day, there is no refund.

H. Refund policy for the eight week terms is as follows:
   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 Senims fen-tanding by immediately seeing /7EMC /P ≮7.3 ∋DC8 (ehl≮7.3yly 318 7n1MC

28, Tuesday

October 8-Week Accelerated Semester, 2021 (2021OFA)

October

7, Thursday ..... Registration Closes for Thursday Accelerated/Classes Begin
8, Friday ..... Registration Closes for Saturday Accelerated Classes
9, Saturday ..... Saturday Accelerated Classes Begin
11, Monday..... Registration Closes for Monday Accelerated/ Classes Begin
12, Tuesday .....Registration Closes for Tuesday Accelerated/ Classes Begin
14-15, Thursday-Friday.....Fall Holiday
18, Monday ..... Deadline to Drop (Course Does Not Appear on Transcript)
28, Thursday .....Priority Registration Begins for Winter and Spring 2022

November

5, Friday ..... Deadline to Drop (Course Appears on Transcript with “DR”)
22-28, Monday–Sunday .....Thanksgiving Holidays
26, Friday ..... Last Day to Withd-28, e9g8en-Tr07.7734 570.24ror r3day

MASTER OF SCIENCE IN BIOLOGY
COLLEGE OF ARTS AND SCIENCES

Available on the Jackson Campus

Purpose Statement:

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

Program Description

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

Admission Information

Admission Requirements

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

Retention Criteria

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

Alternate List

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

Completion Requirements

Both the Pre-Professional and General Biology tracks require 30 credit hours and a final GPA of 3.0 to graduate. Students complete the 30 hours over a sequence of three terms, typically taking 14 hours in the fall, 4 hours in the winter, and 12 hours in the spring. This sequence includes a 2 hour required course in the fall, Career Development in Biology, and a 2 hour required Graduate Project in both the fall and spring, leading to the completion of a non-thesis final paper. At least one course during each fall, winter and spring term must include the accompanying lab section. Students may take additional laboratory sections if space permits.

A. BIO 518, 570, 571
B. Fall Semester: Three courses from BIO 505, 507, 510, 512, 517, 519, 520, 521, 525, 527, or 540 (one of the selected courses must have a lab component). Additional options for General Track: BIO 501, 529, 536, 543, 555, 559.
C. Winter Term: One course from BIO 510, 541; Additional options for General Track: BIO 556, 557.
D. Spring Semester: Three courses from BIO 505, 507, 510, 515, 516, 522 , or 523 (one of the selected courses must have a lab component). Additional options for General Track: BIO 511, 528, 535, 537, 538, 555, 558.
E. Special Topics in Cell and Molecular Biology may be considered if applicable (BIO 597).

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

Financial Information

- Application Fee: $50
- Laboratory Fees: A lab fee will be assessed for each lab course.
- Tuition/semester hour: $520
- Deposit: $500 (will be applied to your first semester's tuition following matriculation); due May 1 or within two weeks of acceptance of your application. The deposit is 100% refundable within 20 business days of the acceptance of your application, 50% refundable between 21 and 35 days after acceptance of your application, non-refundable after 35 days of acceptance of your application). No refunds of deposits will be given after July 1.
- General Student Fee: $24/hour
- All financial information is subject to change without notice.

Financial Assistance

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

Course Descriptions: Biology (BIO)

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

503. Conservation and the Christian Faith (2) F
Conservation and the Christian Faith is designed to examine the complex interaction between conservation ethics, environmental sustainability and Christian faith. We will examine the history of the church's understanding of and practices toward the care of creation, attempt to frame Christian response to ethical questions as relates to the writings of modern conservation ethicists, and address issues of conservation management and policy as they exist with(in) -0.65 (king w y)-0.7 (e5.9 (al s77.9 (ne(t)12.7acti48 (n)18.6h)0. (w)da)-19.4 and 6TEMC /P < Lang

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

556. Marine Biology (3) W
Lectures and labs on the nature of life in the ocean and in coastal environments. The first part of the semester is spent at Union University facilities and the second part is spent exploring the coastal environments of South Georgia and the Atlantic Coast of Florida. There is an extra fee associated with this class.

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

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

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

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

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

598. Conservation Seminar (1) F, S
Written and oral presentation of a library research0 0 0 1,p0.7 (app0.7 (ae9 (do noble cr)12.6 (edit t)6.1 (o be de)8.85ilVtp)/M7 (.

MASTER OF ARTS IN INTERCULTURAL STUDIES

- Official evaluation of transcript(s). Approved transcript evaluation companies: Josef Silny & Associates, Educational Credential Evaluators, World Education Services.
- Official evaluation of transcript(s). Union University accepts only National Association of Credential Evaluation Services (NACES) certified transcript evaluation companies including but not limited to World Education Services.

Admission and Conditional Admission

Admission to the Master of Arts in Intercultural Studies program is based on the overall record and aptitude of the applicant. The M.A.I.S. Director and the M.A.I.S. Admissions

Financial Information

Application Fee:.....$25
General Student Fee:.....20/hour

M.A.I.S. Emphases

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

Emphases within the M.A.I.S.

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

Emphases within Union's graduate programming

Students seeking emphases of a disciplinary nature may propose coursework from other Union graduate programs. Partnering with Union's AACSB-accredited Master of Business Administration (MBA), the Master of Christian Studies (MCS), the CSWE-accredited Master of Social Work (MSW), and the Department of Languages, the MA in Intercultural Studies offen-USw

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

MASTER OF MUSIC IN MUSIC TECHNOLOGY

Financial Information

Application Fee:.....$50
General Student Fee:.....$24/hour
Tuition/semester hour:.....$590

All financial information is subject to change without notice.

Financial Assistance

Financial aid information for graduate students is available on our website at *www.uu.edu/financialaid/graduate/*. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also approved by the Department for Veterans Affairs to offer educational benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Course Offerings in Music

510. Ear Training and Music Theory for Audio Engineers (3)
MUT 510 is essential ear training and theory needed for audio engineers from a musician's perspective. Audio engineers need to understand the theory behind charts that they use in sessions and be able to hear mistakes in order to make corrections in the studio as they are recording. Many engineers just understand how to do the technical side, operate the equipment. Union engineers will be able to hear like a musician, talk like a musician, and also be able to do all things technical.

520. Music Business Career Essentials (3)
An overview of all the components that are needed for someone to succeed in the music business, from publishing to artist management, artist development, concert promotion, publicity, venue/studio administration/management, branding, streaming, business plans, merchandising, product distribution, and social-media platforms.

525. Midi Programming with Logic and Ableton Live (3)
An in-depth course regarding the skills that are required to be adept at midi programming in the most current Logic and Ableton Live software platforms.

620. ProTools I (3)
A "level one" understanding of ProTools, the digital audio workstation software and recording industry standard for audio recording.

630. Post-Production for TV, Gaming and Film (3)

MCAFEE SCHOOL OF BUSINESS

Available on the Jackson and Germantown Campuses and Online

The MBA Program

The Master of Business Administration (MBA) degree

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

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

Tuition is $655 per semester credit hour.
The following are non-refundable fees:
Application Fee: $25
General Student Fee:..... $24/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: Graduate Business Programs

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

602. Graduate Business Foundations (3)
A review of foundational concepts in financial accounting,

633. Employee Training and Development (3)
Employee Training and Development is an examination of the strategies and techniques of training systems, including needs assessment, motivation to learn, transfer of training, performance improvement, and the development of interpersonal skills as a means to satisfy both organization needs and personal career goals. This course likewise considers workforce management techniques related to the collective bargaining process, labor-management agreement, contract administration, labor union structure and goals, and the influence of external labor markets on labor relations.

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

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

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

637. Marketing Decision-Making (3)

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

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

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

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.

Nancy Cherry

Degrees Offered

- Master of Arts in Education

- Master of Urban Education

- Master of Education
- Education Specialist
- Doctor of Education

School of Education Mission Statement

With Christ as our center, we develop educational leaders whose mission is to transform lives.

Graduate Opportunities in Education

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

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

MASTER OF ARTS IN EDUCATION
SCHOOL OF EDUCATION

Program Purpose

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

Objectives of the Program

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

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

Assessment of Outcomes

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

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

Admission to Graduate Coursework

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

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

1. Completed Graduate Studies in Education Application.
2. Application processing fee of $25.
3. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
4. Director interview.
5. Official transcript(s) indicating a minimum grade point average (GPA) of 3.0 on a 4.0 scale of all undergraduate and post-baccalaureate coursework combined.
6. Writing sample scheduled by the Office of Graduate Studies in Education.
7. Completed "Certificate of Immunization."

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

Conditional Admission to Graduate Coursework

Applicants who do not meet the minimum GPA requirement of 3.0 will be required to successfully complete a full 500-600-word writing sample. Subsequently, if the writing sample is adequate, the student will be placed on a conditional admission status for the first nine hours of graduate work at Union University. After successfully completing nine graduate hours of at least 3.0 grade average work, the student may be fully admitted to pursue graduate studies in education.

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

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

Admission to the Master of Arts in Education Degree Program

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

1.

appointment with the M.A.Ed. director as soon as possible after degree-seeking admission criteria are met.

Financial Information

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

There are three methods for the payment of expenses.

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

For students who have a definite commitment of financial aid from the Student Financial Planning Office of the University, the difference between the total cost for the term and the financial aid allocation is the amount payable by the student to the University. All financial information is subject to change without notice.

Tuition and Fees

M.A.Ed

Communication Arts (COM)

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

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

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

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

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

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

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

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

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

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

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

Education (EDU)

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

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

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

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

507. Teaching Language Arts (2) S

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

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

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

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

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

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

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

677. Resident Student Teaching in the Elementary School (6)
Full-time resident student teaching 15 weeks in elementary schools supported by a weekly seminar that addresses common issues across the Partner School sites. Graded Pass/Fail.

678. Resident Student Teaching in the Secondary School (6)

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

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

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

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

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

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

Physical Education, Wellness, and Sport (PEWS)

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

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

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

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

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

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

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

517. Event Management (3)
Event management is a course for sport management majors which

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

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

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

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

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

685. Research in Sociology Education B (3)

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

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

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

650. Current Research in Assessment of Learning Problems in the Young Child (3)
An investigation of the assessment methods for identification and diagnosis of learning problems in infants and young children and of the research related to effective techniques for early intervention.

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

660. Issues and Trends in Special Education (3)

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(rba)56↜w (ca0 gmw)17.3m[and)-,inical

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—31 hours (Licensure Grades 6-12)

Summer (June—July)

EDU 530 Secondary School Methods
EDU 566 Twenty-First Century Classroom Leadership

570. Summer School Clinicals (2)
Residents are placed with Mentors in an urban classroom for two weeks to observe various aspects of the learning environment and to assist in daily routines and duties of teachers. The clinical allows the Resident to begin to apply theories and concepts learned in coursework to the classroom setting. Graded Pass/Fail.

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

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

6311. Teaching Reading and Language Arts in Elementary School (4)
This course is concerned with contemporary issues and trends in the teaching of reading and language arts using children's literature, including the areas of reading, writing, speaking, listening, and thinking as well as the relationship of language arts skills to the whole school curriculum. Significant time will be spent examining best practices for meeting the needs of students who lack grade level/age appropriate literacy skills. This course will also investigate current research related to young children and educational programs for children, birth through grade four, and allow students to reflect on the impact of this research on literacy instruction. Topics include becoming aware of the diversity of teaching styles, learning expectations, and reading styles of students for the P-12 setting, as well as how to effectively utilize technology to support literacy instruction. In addition, this course will enable teachers to integrate reading and social studies in the classroom.

6351. Teaching Mathematics in the Elementary School (4)

TEACHER LICENSURE

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

Conceptual Framework

A Teacher-Student Dynamic of Sensitivity, Reflection and Faith

Mission Statement

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

Description of the Statement

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

Candidate Outcomes

1. Knowledge of Learners. Candidates as teacher-practitioners design and implement instruction in consideration of the typical cognitive, linguistic, social, emotional, and physical development of children and adolescents and responsive to individual needs.
2. Diverse Learners. Candidates as teacher-relaters respect diverse cultures and the wide range of individual abilities by establishing inclusive learning environments that maintain high expectations for all.
3. Learning Environments. Candidates as teacher-relaters create respectful, collaborative, and engaging learning environments that communicate the Christ-modeled worth and potential of each individual.
4. Content Knowledge. Candidates as teacher-scholars demonstrate academic competence in the central concepts, tools of inquiry, and structures of their discipline(s) and design instruction that makes content accessible and meaningful to facilitate content mastery.
5. Content to Critical Thinking. Candidates as teacher-practitioners engage learners in critical thinking,

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

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

Post-Baccalaureate Requirements

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

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

License evaluation. After the candidate has submitted the aforementioned items, the candidate should call the Director of Educator Preparation for an appointment for a licensure evaluation. Post-baccalaureate candidates must have a licensure evaluation completed by the Director of Educator Preparation hation.

below the minimum, the student is removed from the EPP and may only repeat courses to raise the GPA. When the GPA is at or above the minimum, the student will be submitted for readmission to the EPP.

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

Proof of professional liability insurance is required of all students enrolled in courses with field experiences. This expense is the responsibility of the student. Options for this coverage include, but are not limited to, membership in

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 confly sere t

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

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EDUCATION SPECIALIST IN

Academic Requirements for Progression, Probation, and Suspension

Students in the Education Specialist Program must maintain

Course Descriptions: Education (EDU)

732. Leadership Growth Paper (3)
The Leadership Growth Paper is the culminating experience of the Ed.S. Program. The paper affords the Educational

and official test scores must be forwarded to Union University (Institution Code: 1826).

- Documentation of at least five years of relevant professional experience in the Education sector

maintain continuous enrollment status until graduation by enrolling in EDR 790 Dissertation each session.

Graduation Requirements

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

1. Successful completion of the required 60 semester hours of coursework with a minimum GPA of 3.2.
2. Submission and presentation of The Qualifying Paper (P-12 School Administration Specialization).
3. Successful completion of the written and oral Comprehensive Examinations.
4. Submission of approved Dissertation.
5. Successful defense of the Dissertation.

Financial Information

Tuition for the Ed.D. program for the 2021-2022 year is $695 per semester hour.

The following are non-refundable fees:

Application Fee.....$50
General Student Fee.....$24/hour
Practicum/IL.....$200

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

1. The University accepts payment via Self-Service, in person, or by phone or mail. Debit or credit card payments are subject to a convenience fee of 2.5%. Payment plans are available if needed, and may be established through the Office of Business and Financial Services.
2. FACTS monthly electronic draft from checking or savings.
3. Financial Aid. 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.

Doctoral Processes

The Qualifying Paper. Required of students who specialize in P-12 School Administration tudT1 1 T3 (aduon)0.qualify for VetETID 734pm10 S4.6547 Tmualr

of the faculty. Working with a dissertation chair early in the program and with faculty throughout the coursework, the student develops a research problem and proposal. Using the expertise and knowledge developed in the research core courses and under the direction of a dissertation chair and committee, the student conducts the research and produces a quality report of the findings. It is expected that the dissertation will follow standard accepted research methodologies and format. Requiring a broad-based understanding of theory and research, the Ed.D. dissertation should integrate knowledge and provide solutions to problems in the educational community, focusing on a specific setting. Results should include specific solutions or changes in educational practice. As a final demonstration of scholarly competence, the student conducts an oral presentation in defense of the research.

The Dissertation Committee. Doctoral students are assigned a dissertation committee chair by the program director

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:

- Trimingb a sEMC P e15.8MC mde15.8/MCad15.8MC()Tj/SpActualText3nat2536 7Tg.8 59BEDU 2( )Engag)E7Trn
- 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

Course of Study

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

Curriculum for the Ed.D. in Educational Leadership

Specialization: Higher Education

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

Leadership Issues (18 hours)

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

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

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

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

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

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

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

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

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

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

718. The Changing Superintendency (3)
This course examines leadership at the superintendent/ director of schools level, and includes study of the impact of school reform on public and private education. Topics include leadership theory and behavior, organizational development, and change. Students study the diagnosis of organiz0.5 (547 Tm[inno)1

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

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

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

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

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

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

741. Leadership Development Research Project I (3)

788. Special Studies (1-3)
A variable topics course in either Leadership Issues or Leadership Practice that do not appear in regular course offerings. These group studies may be offered as needed.

Education Research (EDR)

700. Research Issues in Educational Leadership (3)
Students learn to locate, critique, and report research 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 theim Tc 0C /PDC BR.7 (a)0.l14.5 (o)Tog.7 (at)5.m0.5 (eim .5 (o)Tough.7 ( )TJETEMC /P <Lang (en-US)/MCID 80

SCHOOL OF SOCIAL WORK

Mary Anne Poe (1996). Dean for the School of Social Work and Professor of Social Work, Director for the Center for Just and Caring Communities. B.A., Vanderbilt University; M.S.S.W., University of Louisville; M.Div., Southern Baptist Theological Seminary; A.C.S.W, L.A.P.S.W.

Kim McNeil (2008). School of Social Work Programs Coordinator–Jackson Campus.

Nita Mehr (2009). Associate Dean and Director for M.S.W. Programs, Professor of Social Work, and Fellow for the Center for Just and Caring Communities. B.S.W. Freed-Hardeman University; M.S.S.W., University of Tennessee; PhD., NorthCentral University; A.C.S.W., L.C.S.W.

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

Stephanie Townsend (2020). Program Coordinator, Social Work–Germantown Campus. B.S.W., University of Memphis.

Katrinna Matthews (2015). Director of Assessment and Accreditation–Germantown Campus and Assistant Professor of Social Work. B.S.S.W., University of Mississippi; M.S.S.W., University of Tennessee; M.Ed., University of Mississippi; D.S.W., St. Katherine-St. Thomas University; L.A.P.S.W.

Legon Roberson (2018). Director of Marketing and Continuing Education. B.S.W. and M.S.W., Union University.

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

Degrees Offered

Available on the Jackson and Germantown Campuses and Online

- Master of Social Work

Master of Social Work Mission Statement

The mission of the MSW Program is to prepare competent and effective professionals for leadership in advanced generalist practice. In a context of Christian higher education, the program fosters compassionate service, promotes social and economic justice, and equips students for excellence in social work practice.

Program Outcomes

The goals of the Master of Social Work Program are:

1. To equip students with knowledge, values, and skills for excellence in social work practice within the context of Christian higher education;
2. To foster compassionate service and promote social and economic justice;
3. To prepare social workers to be leaders in communities at state, national, and international levels;
4. To increase the availability of competent master-level prepared social work professional leadership in the surrounding region.
5. To prepare students to pursue advanced scholarship in post–M.S.W. education.

MASTER OF SOCIAL WORK

Available on the Jackson and Germantown Campuses and Online

Program Delivery

The MSW Program accepts students beginning in the fall semester. Students entering with a degree other than the BSW must complete 60 credit hours to complete the program. Qualified applicants with the BSW may be eligible for the Advanced Standing program, which requires 33 hours to complete the MSW. Qualifications include graduation with the BSW from a CSWE-accredited program, a GPA of at least 3.0, completed application, and references that meet the standards of the MSW Admissions Committee. (More information appears below.) Most courses have online components, and some courses are totally online. For more information, visit *www.uu.edu/msw/*. The MSW program also offers an Online option.

Accreditation

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

Graduate Program Admission Requirements

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

1. Completion of a baccalaureate degree from a regionally accredited college or university.
2. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply t

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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 $610/semester hour for the 2021-2022 MSW program.

Non-degree seeking post-baccalaureate students .....$610/semester hour
Application Fee (non-refundable, one time only)....$25
General Student Fee..... $24/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 Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Employer Tuition Reimbursement

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

Estimated Costs during the M.S.W. Regular Standing Program

Semester 1—Fall

Tuition .....$610 per credit hour
Textbooks.....approximately $400
General Student Fee.....$24/hour
Field Practicum Fee $100
Insurance Fee.....$25

Semester 2—Spring

Tuition .....$610 per credit hour
Textbooks.....approximately $400
Field Practicum Fee $100
General Student Fee.....$24/hour

Semester 3—Fall

Tuition ..... estimated $610 per credit hour
Textbooks.....approximately $400
Field Practicum Fee $100
General Student Fee.....$24/hour
Insurance Fee.....$25

Semester 4—Spring

Tuition ..... estimated $610 per credit hour
Textbooks.....approximately $400
Field Practicum Fee $100
General Student Fee.....$24/hour

These are approximate costs only and are subject to change.

Acceptance Deposits

A non-refundable tuition deposit of $100 is required to reserve a place in the MSW program after an applicant is accepted.

Graduation Requirements

1. Completion of all course work.
2. A minimum grade point average of 3.0 for the required course of study.
3. An application for graduation to be submitted online. Application deadlines are March 1 for May graduation, October 1 for December graduation, and May 1 for August graduation.

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

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

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

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

553. Social Work Services in Schools (3)
Knowledge and skills for effective social work practice in a school setting, as the professional provides a link between school, student, home and community, primarily using case management and advocacy skills. Requires a 590-690 hours in a school Field Placement.

554. Clinical Social Work in Health Care (3)
Exploration of professional, clinical and ethical issues within a complex and rapidly changing system. Utilizing a biopsychosocial model and systems perspective, students are introduced to various practice settings across continuum of health care delivery including inpatient, outpatient, and community-based services. Skill development is focused on interdisciplinary team work, assessment, care planning, intervention and documentation.

555. Gender and Sexuality (3)
An analysis of gender and sexuality in American society and cross-culturally. Gender roles and human sexuality are examined across the life span with an emphasis on physiological, psychological, familial, and other societal factors that influence gender and sexuality. Also investigated are ways in which sexuality and gender intersect with and help shape social institutions.

556. Social Work and the Law (3)
The legal framework for social work practice including basic legal terminology, awareness of legal system, laws commonly affecting practice, understanding the role in court proceedings, and an exposure to diverse areas of law. Additionally, consideration of how law is a valuable tool for promoting social justice.

557. Faith-Based Social Services (3)
Introduction to the nature of faith-based social services, both in church and community contexts while exploring their biblical bases as well as faith-based advocacy for social justice, various models, and related government policies.

558. Play Therapy: Theory and Practice (3)
An introduction and overview of the evidence-based practice standards of play therapy for children and adolescents by explicating its theoretical basis and other essential elements including history, modalities, technique, applications, and skills.

611. Supervision in Social Work Practice (1-3)
This elective course encompasses the work of accountability and continued training of professional social workers within and across a variety of social work practice contexts. This course may be repeated for additional credit in differing areas of practice.

612. Crisis Intervention (1-3)
Designed to equip students to rapidly assess and intervene in crisis situations and maximize safety and stability for those involved, this course will explore models of crisis development and empirically-based crisis interventions. This course may be repeated for additional credit on different topics.

Other Variable Credit and Variable Content Courses

579, 679. External Domestic Study Programs (1-4)
All courses and application to the program must be defined prior to travel.

579/679PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

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

580/680PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

585, 586, 587. Special Studies in Social Work (1-6)
Group studies which do not appear in the School course offerings. Content will be determined by need.

655. Independent Study in Social Work (1-3)
Individual research and study under the guidance of a social work professor.

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

Patsy Crihfield (2007). Associate Dean, Graduate Programs, and Professor of Nursing. Diploma, Baptist Memorial Hospital School of Nursing; B.A., Stephens College; B.S.N., Memphis State University; M.S.N., University of Tennessee Health Science Center; Post-graduate Family Nurse Practitioner Certificate, University of Missouri–St. Louis; D.N.P., University of Tennessee Health Science Center; Post-graduate Family Psychiatric/Mental Health Nurse Practitioner Certificate, Northern Kentucky University.

Elisha Hill (2012). Chair of Nurse Practitioner Tracks, Associate Professor of Nursing. B.S., B.S.N., Western Kentucky University; M.S.N., Union University; D.N.P., Vanderbilt University.

Andrew Rice (2020). Chair of Nurse Anesthesia Track, Assistant Professor of Nursing. B.S.N., Murray State University; M.S.N. Anesthesia, Union University; M.S.N., University of Alabama–Huntsville; D.N.P., Murray State University.

Degrees Offered

Master of Science in Nursing

RN to MSN without previously earned Bachelor's degree

- Nursing Administration (online)
- Nursing Education (online)
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MASTER OF SCIENCE IN NURSING
COLLEGE OF NURSING AND HEALTH SCIENCES

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

Applicants are required to submit the following:

1. Statement of professional goals to include (limit to 2 pages):
   - Why you wish to become a Nurse Practitioner, Nurse Educator, or Nurse Administrator/Leader
   - What you plan to do with this degree, including long term goals
   - How you have prepared for success in this program
2. Curriculum Vitae

RN to MSN Without Previously Earned Bachelor's Degree; All Tracks

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

The RN to MSN does not award a BSN.

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

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

1. Applicants must complete or show evidence of completion of the following undergraduate courses:
   - Anatomy and Physiology 1 and 2 – 8 hrs.
   - Microbiology – 3 or 4 hrs.
   - Pathophysiology – 3 hrs.
   - Any undergraduate statistics course – 3 hrs.
2. The above courses must be completed by December 31st of the year prior to the year the applicant plans to be considered for the MSN cohort. At that point, the applicant will notify the track coordinator they wish to be considered for the applicant pool in the next cohort for that track.
3. The following undergraduate nursing courses must be completed with a grade of "B' or above by May 31st of the year the applicant plans to be considered the MSN cohort. The nursing courses may be in progress when the applicant notifies the coordinator of their readiness to be considered for the MSN applicant pool.
   - NUR 306 Scientific Writing
   - NUR 330 Research

The RN to MSN does not award a BSN.

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

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

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

Conditional Admission

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

Transfer of Credit

Graduate credit for courses earned at a regionally accredited college or university or at a foreign college or university may be transferred to Union University if the courses are essentially the same as those required in the MSN program. The maximum number of semester hours that may be transferred to Union University and applied to the MSN degree is nine, based upon evaluation of transcripts and/or course syllabi. In order to meet MSN and/or DNP Essentials, applicants may be required to audit courses at the recommendation of the faculty.

Applicants may take a maximum of two MSN core courses as non-degree seeking students. Enrollment in core nursing courses does not guarantee acceptance into a specific track.

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

Academic Standards, Requirements for Progression, Probation, and Dismissal

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

MSN, Education, Administration, Nurse Practitioner Tracks

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

I. MSN Core Requirements–17 hours
   A. NUR 515, 516, 523, 526, 533, 545, 559

II. Education Track–41 hours
   A. Complete the MSN Core (above)
   B. BIO 500; NUR 507, 517, 537, 544, 607, 622, 538, 642

III. Administration Track–39 hours
   A. Complete the MSN Core (above)
   B. Specialty: 525, 528, 535, 548, 572, 593, 615, 693A, 695B

IV. Nurse Practitioner–46 hours
   A. Complete the MSN Core (above)
   B. Advanced Practice Core: BIO 500; NUR 544, 558, 600 (Except Psychiatric Mental Health Track), 622, 650
   C. All students are required to take an elective and may choose one of the following: NUR 507, 525, 529, 696/697.
   D. Specialty
      Family: NUR 547, 617, 639
      Psychiatric Mental Health: NUR 566, 651, 652, 653, 654

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

The DNP Program is designed as full-time or part-time cohort-based programs that begins the fall of each year.

Mission Statement

The mission of the Doctor of Nursing Practice is to connect Christian faith and the professional practice of nursing that is excellence-driven, Christ-centered, people-focused, and future-directed within the scope of their practice as determined by education, licensure, and specialty certification.

DNP Program Goals

1. To provide doctoral nursing education that builds upon one's previous nursing education using evidence-based knowledge.
2. To prepare the graduate for advanced professional nursing practice with specific functional and clinical capabilities within a Christian worldview.
3. To develop the graduate as a leader of one's specialty area of expertise.

DNP Expected Student Outcomes

The graduate of the DNP will be able to:

- Demonstrate expertise in an area of specialized advanced nursing practice.
- Integrate biosciences, education, research, business, and technology into advanced nursing practice within the Christian worldview by providing evidence-based care to improve the health of individuals, aggregates, and populations.
- Promote transformation of health care through inter-professional collaboration, policy development, and technology utilization within an area of specialized advanced nursing practice.
- Assume leadership role in organizational and systems activities for quality improvement to enhance patient outcomes.
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- How you have prepared for success in this program

11 Submission of Curriculum Vitae

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

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

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

1. At least one year of critical care experience as an RN, preferably within the last year
2. Eligible for RN licensure in TN, KY, and MS
3. Science GPA of 3.0 on 4.0 scale; defined as Anatomy and Physiology 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 stating that they are in good standing or withdrew when they were in good standing in order to be considered for admission to Union University's Nurse Anesthesia BSN-DNP track.

RN to DNP Without Previously Earned Bachelor's Degree; Nurse Practitioner and Executive Leadership Tracks Only

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

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

RN to DNP With Previously Earned Bachelor's Degree in a Field Other than Nursing; Nurse Practitioner, Executive Leadership, and Nurse Anesthesia

1. Applicants must complete or show evidence of completion of the following undergraduate courses:
   - Anatomy and Physiology 1 and 2 – 8 hrs.
   - Microbiology – 3 or 4 hrs.
   - Pathophysiology – 3 hrs.
   - Any undergraduate statistics course – 3 hrs.
2. The above courses must be completed with by December 31st of the year prior to the year the applicant plans to be conrC 1nalT..

Conditional Admission

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

Transfer of Credit

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

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

option and an eight-semester part-time Post-Master's option. A 36-month CRNA-DNP option is also available for licensed CRNAs who do not currently hold a Master's degree.

DNP: Nurse Practitioner Tracks

The practice environment of a nurse practitioner is constantly changing. These changes are based on the increasing complexity of patient care and evolving practice issues of the health care system. To address the increasing complexity of patient care and evolving practice issues, a 5-semester Post-Master's DNP Program is available to enhance your effectiveness as a health care leader in the profession as a nurse practitioner. An application deadline of March 1 is noted for priority acceptance into this track that begins in the fall of each year. A 36-month BSN to DNP option is available, as well as a five semester Post-Master's option and an eight-semester part-time Post-Master's option.

III. Post-graduate Certificate Nurse Practitioner–26 hours
   A. BIO 500; NUR 544, 622
   B. Specialty courses:
      1. FNP: NUR 547, 558, 600, 617, 639, 650
      2. Psychiatric Mental Health: NUR 566, 558, 650, 651, 652, 653, 654 (29 hours)
   C. Minimum Residency (14 hours; except Psychiatric Mental Health, which is 16 hours) includes all specialty courses and 560 clinical hours
   D. NUR 558 may be waived for student seeking an additional nurse practitioner certification.

NURSING ENDORSEMENT PROGRAMS
COLLEGE OF NURSING AND HEALTH SCIENCES

Nursing Education and Nursing Administration Endorsement Programs Description

The College of Nursing and Health Sciences endeavors to provide curricula that encourage individuals to pursue Christ-centered excellence in their nursing vocation as the future needs of the nursing profession come into view. The Nursing Education and Nursing Administration endorsement programs fit with the university's mission to provide Christ-centered higher education that promotes excellence and character development in service to Church and society.

These programs provide an alternative for students who do not have the resources or desire/interest to complete an MSN or a post-graduate certificate (PGC). The Nursing endorsement programs will serve to develop nurse educators and leaders for the future by providing opportunities for practicing nurses with a minimum of a bachelor's degree to achieve higher levels of education and training in order to expand their career opportunities. For example, bedside nurses or APRNs who would like to move into academia will benefit from education courses. Those who would like to move into administration or healthcare leadership will benefit from nursing administration courses.

Mission Statement

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

Program Outcomes

The nursing education endorsement prepares nurses for educator positions in various settings such as staff development, patient education, schools, and colleges. The nursing administration endorsement prepares nurses for a variety of administrative and leadership positions in health care delivery systems.

Schedule

Endorsement programs consist of nine credit hours of core coursework. Core courses are offered online in the fall and spring, each with an optional two-credit hour clinical practicum that requires in-person clinical time with a preceptor. Practicums may require a time commitment of more than one day per week to meet the minimum number of required clinical hours.

Admission Requirements:

1. Completed Union University College of Nursing and Health Science supplemental application with application fee of $50.

2. Completion of an ACEN or CCNE accredited and state-approved nursing program according to track specific options. Applicants with a previously earned bachelor's degree in a field other than nursing must complete or show evidence of completion of the designated courses for the specific track or program.

3. Last 60 hours GPA 2.8 on 4.0 scale (minimum).

4. Official transcripts from all post-secondary institutions must be submitted. Transcripts must be received in a sealed envelope from all previous academic institutions attended.

5. Proof of current unencumbered RN licensure in state of residence and eligible for licensure as an RN in Tennessee

6. Applicants from a country where the native language is not English may be required to show proof of English proficiency with scores from TOEFL, IELTS, or iTEP courses. Minimum scores are TOEFL 560 (Internet-based 80)

7. Three letters of professional/academic reference specifying the applicant's capabilities for graduate study. One letter of reference must be from the applicant's current supervisor.

8. Cleared criminal background check and drug screen.

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

Academic Standards, Requirements for Progression, Probation, and Dismissal

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

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

- Receive an "F" (i.e., any grade below a "C") in any course

Course Descriptions: Biology (BIO)

500. Advanced Pathophysiology (2)
Building on a basic knowledge of pathophysiology, the student

538. Clinical Strategies for Nurse Educators (3)
Prerequisites: NUR 544, and BIO 500.
An overview of clinical management of patients throughout the lifespan. Opportunities are provided for students to integrate theory, research and evidence based practice in a specialized

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.

585-586-587. Special Studies in Nursing (1-6)
Group studies which do not appear in the College course

654. Management of Acute and Chronic Mental Health Disorders: Adult and Geriatric Populations (4) Su
Prerequisites: NUR 544, NUR 622
Corequisite: NUR 652
This course will examine the major psychopathologies in children and adolescents including epidemiology, cultural and spiritual beliefs, specific assessment issues and tools, as well as evidence-based therapies. Interventions include psychopharmacologic as well as psychotherapeutic approaches (including psychotherapy) and combinations of therapies in the care of children and adolescents with mental health disorders. The psychiatric and emotional health of children, adolescents and their parents/caretakers will be explored through developmental, interactional, behavioral, and psychobiological models. This course will also address health promotion and legal/ethical aspects in the treatment of children and adolescents. Clinical experiences will facilitate the implementation and evaluation of therapeutic interventions in a variety of clinical settings.

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

691. Nurse Anesthesia Clinical Residency (1)
This clinical course will expose the student to specialty types of anesthetic type management in the areas of obstetrics, pediatrics, cardiology and neurology. In addition, the student will develop the understanding of complex anesthetic management through interaction with patient simulation.

693A. Nursing Administration Practicum II (2)
Prerequisite: NUR 593.
This course will integrate didactic material from previous courses with administrative practice. The focus is the dynamic combination of administrative theory, quality management, health care economics, organizational behavior, and information systems through mentoring and field experience. Emphasis will be placed on developing practice and decision-making skills that are excellence driven, Christ-centered, people-focused, and future-directed. Graded Pass/Fail.

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

COLLEGE OF PHARMACY

Financial Assistance

Financial aid information for graduate students is available on our website at *www.uu.edu/financialaid/graduate/*. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also approved by the Department for Veterans Affairs to offer educational benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Interprofessional Practice and Education (IPE)

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

Center for Population Health and Rural Medicine (PHaRM)

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

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program as approved by the College of Pharmacy: PHRM700; PHRM735; PHRM744; PHRM765; PHRM772; PHRM 759. Please see the Master of Business Administration section of the Graduate 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

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 te3 ( )4pies hniq.6 (opi.)]15.3 (1)16.6 (er)-421 (e)dTJETEMC

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

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 experience preparing some traditional solid dosage forms like tablets, capsules, powders, lozenges, and suppositories. It will also emphasize the preparation of some liquid dosage forms including solutions and suspensions. Semi-solids such as creams, pastes, ointments and emulsions will also be emphasized and prepared in the lab. Additionally the student will also utilize and apply their pharmaceutical calculation skills, which they began acquiring or developing from the previous year. For example in a compounding pharmacy, the pharmacists must know and frequently perform the necessary mathematical calculations to determine the amount of active pharmaceutical ingredients (API) and excipients needed to prepare and produce a particular dosage form and product strength. Furthermore the pharmacist must also understand and know how to perform the calculations necessary for evaluating and determining drug encapsulation efficiency, product weight uniformity, and drug release rate from the prepared product. Accuracy (and or proficiency) of interpretation of a prescription and subsequent processing of the product label will be covered as well.

765. Pharmacoeconomics and Health Systems Management (2)
Concepts and theories of pharmacoeconomics and human resource management in all pharmacy practice settings: planning, implementation, and analysis processes as related to personnel along with fiscal management at the systems, pharmacy and patient level.

766. Patient Assessment and Interviewing (2)
Hands-on opportunity for students to apply concepts of physical assessment and interviewing in a clinical laboratory environment. Students will be able to assess response to drug therapy by combining physical assessment with patient interviewing and will also develop their skills in communicating with patients.

767. Applied Therapeutics with IPE I (2)
768. Applied Therapeutics with IPE II (2)
These P-2 and P-3 courses are two of five designed to focus on the development of professional skills required for contemporary pharmacy practice. Students are placed in the clinical environment to introduce the concepts of pharmaceutical care prior to advanced pharmacy practice experiences. Students will have opportunities to have direct patient contact and participate in interprofessional patient care; with these interactions and patient review, students will then present patient cases and therapeutic plans during small group recitations. Simulated patient cases will also be utilized where students can evaluate patients and provide therapeutic recommendations in the simulation lab.

770. Pharmacokinetic Principles and Application (4)
This course introduces pharmacokinetic principles and therapeutic drug monitoring. Students will gain an understanding of the absorption, distribution, metabolism and elimination of drugs, focusing on quantitative aspects of these processes. Pharmacodynamic and clinical implications will be explored, including how to formulate appropriate dosing regimens based on patient specific physiological and environmental factor6 (l xnTt)-15.i

774. Clinical Foundations (2)
This course is designed provide an update and systematic review

Advanced Pharmacy Practice Experiences (APPE)

Each Advanced Pharmacy Practice Experience (APPE) is designed to offer the student increased experience in unique and progressive pharmacy practice settings. Students are exposed to the roles and responsibilities of the pharmacist in practice and the importance of the pharmacist in direct and indirect patient care. Students will be expected to hone practice skills, professional judgement, behaviors, attitudes and values, confidence, and a sense of personal and professional responsibility to practice both independently and collaboratively in an Interprofessional, team-based care environment. Courses are taught by full-time faculty members or by practicing pharmacists appointed by the University as Clinical Preceptors. APPEs take place at approved institutions and pharmacies. Most sites are located in West Tennessee; however the College has approved over 400 clinical precepoMC 1254EMCaciiETEMC /P <</Lang (en-US)/MCID 11721 >>BDC BT-0.012 Tc 0.028 Tw (en-US)/MCID 11721 > oTennessA(ely in

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

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.

Mark Catlin (2019) Director for MCS, Theology and Missions and Assistant Professor of Biblical Studies. Ph.D, Southeastern Baptist Theological Seminary; M.Div., Gordon-Conwell Theological Seminary; M.A., Gordon-Conwell Theological Seminary; B.A., Samford University.

Quinette Tukes (2019). Coordinator, MCS Germantown-Memphis. B.S., Olivet Nazarene University; M.S., Eastern Illinois University

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

Degrees Offered

- Master of Christian Studies

Mission Statement

The School of Theology and Missions exists to advance the Kingdom of God through theological education by integrating rigorous academics, skill in teaching, deep devotion to Christ and His Church, and a commitment to reaching the nations with the gospel.

MASTER OF CHRISTIAN STUDIES
SCHOOL OF THEOLOGY AND MISSIONS

Purpose Statement

The Master of Christian Studies exists to raise the level of ministry competence among bi-vocational pastors, missionaries, church planters, foreign nationals planting ethnic churches in the U.S., church staff members, and laypersons seeking a more thorough blending of faith and life in the workplace through both on-site courses in Memphis and online offerings.

Program Emphases

MCS courses are foundational, in terms of the student's ability to think biblically and theologically, and synergistic, fostering effective ministry. MCS students become biblically and theologically grounded, while developing ministry skills that integrate faith and learning.

Expected Student Learning Outcomes

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.

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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)

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)
An introduction to Christian ethics that focuses on ethical methodology and application of Christian ethical principles to key issues in church and society.

539. The Ministry of Biblical Counsel (3)
An introduction to the underlying principles and methods involved in offering biblical counseling in today's church and society.

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

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

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

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

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

598. Seminar (1-4)
Graduate studies seminar to be used at the discretion of the department.

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

Please note: The MCS curriculum was revised for students beginning with August 2017 enrollment. Students enrolled before August 2017 should consult their catalogue of record (the catalogue from the year they were enrolled) to find the curriculum requirements applicable to their MCS degree.

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