



UNION UNIVERSITY

Undergraduate Catalogue

Announcements For the
One Hundred and Seventy-Ninth Year

2002-2003

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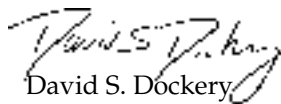
President's Message

The decision of choosing a college is one of the most important decisions in life. It is a decision that impacts one's future in a variety of ways. At Union University we are ready to help students enter the changing world of the 21st Century. The mission of Union University is to provide Christ-centered education that promotes excellence and character development in service to Church and society.

Union University is committed to academic excellence. No, we are not a giant research institution, but Union is a learner-centered institution where classroom teaching is prized. We enable students to be grounded in the world of literature, values, ideals, history, ethics, arts, music, communication, and creativity. The most important assets on the Union campus are our students and our well prepared, highly motivated faculty. We expect the faculty to model excellence for our students while challenging them to pursue excellence in all areas of their lives.

Education at Union is not only excellence driven, it is Christ centered. This means more than having a campus minister and regular chapel programs—as important as these are. It means a commitment to the serious integration of faith and learning. This involves a holistic approach to education with the goal of having students who are both Christianly informed and Christianly formed.

As you ponder the important decision of choosing a college, we invite you to consider Union—a person-centered, student-oriented community. We invite you to consider Union—a university that is Baptist by tradition and evangelical by conviction. We invite you to consider Union—a community committed to academic excellence under the Lordship of Christ. We invite you to consider Union—where the exciting process of higher education is alive and well to prepare you for a life of learning and service.



David S. Dockery

An Overview

Statement of Purpose

Identity and Mission

Our Identity:

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

Our Mission:

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

Core Values

- **Excellence-Driven:** We believe that excellence, not mere compliance, is the goal of our teaching, our research, and our service. We are not motivated to excellence out of pride but out of a desire to do all things for God's glory because He cares about our work and wants to be involved in everything we do. We will not be satisfied with mediocrity but will pursue excellence in all things. This means our truth claims carry with them the challenge of living out that truth in the minutes and hours of our daily life. Thus we will pursue excellence, without arrogance.
- **Christ-Centered:** A cohering core value of our guiding vision is a call to faith, a call to be Christ centered in all that we are and in all that we do. We will seek to build a Christian liberal arts based community where men and women can be introduced to an understanding and appreciation of God, His creation and grace, and to humanity's place of privilege and responsibility in this world. We will seek to establish all aspects of life and learning on the Word of God, leading to a firm commitment to Christ and His Kingdom. To be a Christ-centered institution calls for us to establish the priority of worship and service in the Christian life while seeking to develop a generation of students who can be agents of reconciliation to a factious church in a hurting and broken world. This commitment calls for all faculty and staff to integrate Christian faith in all learning and doing, based on the supposition that all truth is God's truth and that there is no contradiction between God's truth made known to us in Holy Scripture and that which is revealed to us through creation and natural revelation.
- **People-Focused:** A third pillar on which we will build our common commitments is the core value of being people focused. At the heart of our commitment to being people focused is the visible demonstration of valuing one another. We will give honor to one another through our words and actions, and by committing to each person's success. We therefore jointly commit ourselves to the success of Union University.
- **Future-Directed:** We will seek to maximize the windows of opportunity the Lord has presented to us to the greatest degree that resources allow. All of our resources and efforts must, by God's grace, be maximized to fulfill our common mission. A commitment to being future directed means we want to have a short-term focus and

a long term view. We want to involve ourselves in efforts that prepare us effectively to impact the world of the 21st Century.

EXTERNAL ASSOCIATIONS

Accredited By

Union University is accredited by the *Commission on Colleges of the Southern Association of Colleges and Schools* (1866 Southern Lane, Decatur, GA 30033-4097; Telephone 404-679-4501) to award baccalaureate, masters, and education specialist degrees. The University also has the following discipline-specific accreditation:

American Chemical Society

Commission on Collegiate Nursing Education

Council on Social Work Education

National Association of Schools of Art and Design

National Association of Schools of Music

National Council for Accreditation of Teacher Education

Teacher Education Program, Tennessee State Department of Education

Tennessee Health Related Boards

Member Of

American Association of Colleges of Nursing

American Association for Colleges of Teacher Education

American Association of Collegiate Registrars and Admissions Officers

Associations for Christians in Student Development

Association of Southern Baptist Colleges and Schools

Baptist Association for Student Affairs

Concurrent Admissions Program

Council for Christian Colleges and Universities

Council of Baccalaureate and Higher Degree Programs of the National League for Nursing

Council of Colleges of Arts and Sciences

Council on Undergraduate Research

Council for the Advancement and Support of Education

National Art Education Association

National Association of College Admissions Counselors

Service Members Opportunity Colleges

Southern Council of Collegiate Education for Nursing

Tennessee Association for Counseling and Development

Tennessee Association of Collegiate Registrars and Admission Officers

Tennessee College Association

THE CAMPUS

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

A second campus site is located in the Memphis suburb of Germantown, Tennessee. Programs in Nursing, Business and Education are available.

An abbreviated description of Jackson campus facilities follows. A more detailed description of each building as well as the services available in each, is presented in the *Campus Life Handbook*.

Penick Academic Complex

The Penick Academic Complex houses the G.M. Savage Memorial Chapel, Fred DeLay Gymnasium, E.T. “Rocky” Palmer Activities Center, Joseph H. Miller III Science Center, the W. D. Powell Theatre, Waldrop Administrative Center, Union Station, Computing Services, and Emma Waters Summar Library.

The Waldrop Administrative Center contains the offices of Career Services, the Registrar, Business Services, the Office of the Provost, the Office of the President, University Relations and Church Services.

The Emma Waters Summar Library, through its holdings and subscriptions and through its membership in regional and international networks, has access to journals and books from over 21,000 major libraries throughout the world. The Instructional Media Center houses a growing collection of media hardware and software available for student and faculty use.

Blasingame Academic Complex

The McAfee School of Business Administration and the School of Education and Human Studies are located in the Blasingame Academic Complex.

Hammons Hall

Hammons Hall contains the Lifeway Bookstore as well as the offices for Institutional Advancement, Testing, and Adult Studies. General classrooms, conference rooms, the Alumni Suite, and a community room are also housed in Hammons Hall.

Jennings Hall

Jennings contains the departments of Communication Arts, Music, and Christian Studies. It also houses the R. C. Ryan Center for Biblical Studies and the Hartley Recital Hall.

Residence Life Complex

Union University recognizes and is fully committed to the value of the educational experiences—spiritually, intellectually, and emotionally—which occur within the on-campus residential environment. Therefore, all students under 21 years of age by September 1 are required to live in the residence complexes, unless exception is granted by the Director of Residence Life. Exceptions include students living with parents/guardians, those who are married and students who have medical problems requiring off campus residency. All resident students are required to sign a residence life contract for the academic year. For information on Residence Life community values, philosophy, fees, family housing, reservation and procedures please refer to the *Campus Life Handbook* located on Union University’s website at www.uu.edu.

Single student housing, arranged in 3 complexes (Hurt, Watters and McAfee), features private bedrooms in apartment-like units. Each apartment is on one level in a 2-story construction. All lead to the 3 Commons Buildings which house the resident directors, provide facilities for lounge areas, laundry and recreation.

Family housing is located in the Warmath Apartments, north of single-student housing. The complex consists of 32 two-bedroom apartments.

Hyran E. Barefoot Student Union Building

The Barefoot Student Union Building houses the University’s cafeteria (Gilbert-Powers Student Commons), Coburn Dining Room, President’s Dining Room, Lexington Inn, Eldon Byrd Faculty Dining, Harvey Auditorium, Campus Printing and Mail Services, offices for Student Services (Dean of Students, Student Government Association, Student Activities Council, Counseling, The Learning Center, Student Leadership Development, Residence Life, Health Services, Coordinator of University Activities, and Cam-

pus Security), offices of Admissions, Financial Aid, Enrollment Services, Campus Ministries (Missionary-In-Residence), Prayer Chapel, and the Missionary Wall.

The University's History

Union University is an heir of three antebellum Tennessee schools: West Tennessee College and its predecessor, Jackson Male Academy, both located at Jackson, and of Union University, located at Murfreesboro. It is the inheritor of another college in 1927, Hall-Moody Junior College of Martin.

Jackson Male Academy, founded in 1823 shortly after the opening of West Tennessee for settlement, was chartered by the legislature in 1825, making it the earliest school whose roots are linked with what later became the Southern Baptist Convention.

West Tennessee College originated in the mid-1840s when supporters of the Academy secured a charter for a college and received an endowment from the state to come from the sale of public lands. Under its charter, the property rights and governance of the Jackson Male Academy were vested in the trustees of the College. The College offered three degrees—bachelor of arts, bachelor of philosophy, and master of arts—and had four departments: Moral Philosophy, Languages, Mathematics, and Natural Philosophy and Chemistry. West Tennessee College continued until 1874, when at a time of depressed economic conditions, the trustees offered the College's buildings, grounds, and endowment to Tennessee Baptists in the hopes of attracting a southwestern regional university planned by the state's Baptist leaders.

Meanwhile, after years of discussion and the raising of an endowment, the Baptist General Assembly of Tennessee in 1848 established Union University at Murfreesboro, near the geographical center of the state. The school came upon hard times when in 1859 its highly respected president, Joseph Eaton, died and when during the Civil War its campus was badly damaged. It reopened in 1868 only to close again in 1873, largely because of its financial condition and an epidemic of cholera.

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

In September 1874, the new institution opened at Jackson as an academy, and in 1875 it was chartered as Southwestern Baptist University. In 1907, T. T. Eaton, a trustee at Southwestern from its beginning, bequeathed his 6,000 volume library to the college. He was a former professor at Union University at Murfreesboro, where his father, Joseph Eaton, had been president. Shortly thereafter the name of Southwestern Baptist University was changed to Union University to honor the Eatons and others from Union at Murfreesboro who had had a major impact on Southwestern as faculty, administrators, trustees, and contributors. In a further move to unify its educational efforts, the Tennessee Baptist Convention in 1925 secured a new charter which vested all rights, authority, and property of Union University in the Convention, including the election of the University's trustees. Two years later, the Convention was able to consolidate Hall-Moody Junior College at Martin (1900-1927) with Union University. During the 1920s, Union discontinued its graduate program, its Law Department, and its high school and added a bachelor of music degree program.

After a major fire in 1912, several new buildings were constructed, including the centerpiece of the campus for the next 60 years, Barton Hall. In 1948 the Southern Association of Colleges and Schools granted Union University its original accreditation. In 1962, at the request of local physicians, Union developed a nursing program with the assistance of Jackson-Madison County General Hospital.

Because of the deterioration of its aging campus, Union in 1975 moved from near downtown to a new campus located along Highway 45-Bypass in north Jackson. Since then, enrollment has increased from about 1,000 students to nearly 2,500; the multi-purpose Penick Academic Complex has been enlarged several times; many additional housing units have been erected; and several buildings have been constructed, including Blasingame Academic Complex, Hyran E. Barefoot Student Union Building, Hammons Hall and Jennings Hall. Part of the reason for growth derived from new academic programs and graduate studies in education and business administration.

Union's presence in Memphis area began with a medical school from 1878 to 1911 with 2,625 M.D. degrees awarded. From the early 1950's to the early 1970's, Union opened an Extension Center at Prescott Memorial Baptist Church near Memphis State University. From 1987-96, Union offered the degree completion program leading to the Bachelor of Science in Nursing (RN to BSN track) in Memphis. There were over 300 graduates of this program. The institution suspended its operations in Memphis for one year as it planned the establishment of a stand alone satellite campus specifically for adult students. Under the leadership of President David S. Dockery, who was elected Union's fifteenth president in 1995, Union established this satellite campus in the Memphis suburb of Germantown with programs in nursing, business administration, and education.

To broaden its connection with the wider Christian higher education movement, Union in the mid-1990s joined the Council for Christian Colleges and Universities. The University also adopted a new campus master plan to accommodate the University's growth well into the twenty-first century.

In the 1990s Union has had its greatest intercollegiate athletic success as Union's Lady Bulldogs basketball team of 1998 finished first in the NAIA National Basketball Tournament.

Also during the 1990s the university reinitiated its graduate programs with the MAEd, the MBA and the MEd. An undergraduate degree completion program in business was added in 1997 which significantly impacted the area business community. Since 2000, the MSN, MAIS, EdS in Educational Leadership and the EdD have been developed and implemented.

2002–2003 Undergraduate Calendar

Fall Semester, 2002

August

24, Saturday Residence Complexes Open for Freshmen Only
26, Monday Freshman Orientation
26, Monday Evening Registration
27, Tuesday Residence Complexes Open for Returning Students
28, Wednesday Day Registration—Day Classes and 16-Week Evening Classes Begin
28-3, Wednesday–Tuesday *Late Registration
30, Friday Convocation

September

2, Monday Labor Day Holiday
3, Tuesday *Last Day to Add a Class

October

1, Tuesday *Last Day to Drop a Class
14, Monday *Academic Progress Reports Due
21-22, Monday-Tuesday Fall Holiday

November

4, Monday *Priority Registration Begins for Winter and Spring 2003
26, Tuesday **Residence Complexes Close
27-29, Wednesday- Friday Thanksgiving Holidays

December

1, Sunday Residence Complexes Open
9-12, Monday–Thursday *Final Examinations
12, Thursday **Residence Complexes Close
14, Saturday Graduation

Winter Term, 2003

January

5, Sunday Residence Complexes Open
6, Monday Day and Evening Registration—Classes Begin
7, Tuesday Late Registration
7, Tuesday Last Day to Add a Class
13, Monday Last Day to Drop a Class
31, Friday Final Examinations
31, Friday **Residence Complexes Close

Spring Semester, 2003

February

3, Monday Residence Complexes Open for Evening Students Only
3, Monday Evening Registration
4, Tuesday Residence Complexes Open for New/Returning Students
5, Wednesday Day Registration—Day Classes and 16-Week Evening Classes Begin
5-11, Wednesday-Tuesday *Late Registration
11, Tuesday *Last Day to Add a Class

March

11, Tuesday *Last Day to Drop a Class
21, Friday *Residence Complexes Close
24-28, Monday-Friday Spring Holidays
23, Sunday *Residence Complexes Open

31, Monday *Academic Progress Reports Due

April

18, Friday Good Friday Holiday
23, Wednesday *Priority Registration Begins for Summer and Fall 2003

May

19-22, Monday–Thursday *Final Examinations
22, Thursday **Residence Complexes Close
24, Saturday Graduation

CALENDAR Summer Terms, 2003

First Term/June

June

1, Sunday Residence Complexes Open
2, Monday Registration—Day and Evening Classes Begin
3, Tuesday Late Registration; Last Day to Add a Class
11, Wednesday Last Day to Drop a Class
13, Friday Pre-registration for Freshmen
13, Friday Holiday for Currently Enrolled Students
27, Friday Final Examinations
27, Friday **Residence Complexes Close

Second Term/July

June

29, Sunday Residence Complexes Open
30, Monday Registration—Day and Evening Classes Begin

July

1, Tuesday Late Registration; Last Day to Add a Class
4, Friday Independence Day Holiday
10, Thursday Last Day to Drop a Class
25, Friday Final Examinations
25, Friday **Residence Complexes Close

Third Term/August

July

28, Monday Registration—Day and Evening Classes Begin
28, Monday Last Day to Add a Class

August

2, Saturday August Graduation
6, Wednesday Last Day to Drop a Class
15, Friday Final Examinations

* Refers to both evening and day classes which meet the full Fall and Spring Semester.

** Residents will not be housed between terms and during holidays without permission of the Director of Resident Life.

Final Examinations Fall & Spring Semesters

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

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

Evening Accelerated Undergraduate Calendar

Full Semester Courses will follow the same academic calendar as regular day courses.

Fall Semester 2002 Accelerated Courses

August 8-Week Session

- 26, Monday Evening Registration—Monday Evening Classes Begin
Last Day to Register for a Monday Accelerated Class
- 27, Tuesday Last Day to Register for a Tuesday Accelerated Class
- 29, Thursday Last Day to Register for a Thursday Accelerated Class

September

- 2, Monday Labor Day Holiday for all Classes
- 4, Wednesday Additional Class for Monday Evening August Accelerated Session
- 20, Friday Last Day to Drop August Accelerated Class

October

- 14-17, Monday–Thursday Final Exams for August Accelerated Session
- 21-22, Monday-Tuesday Fall Holiday

October 8-Week Session

- 24, Thursday Evening Registration—Thursday Evening Classes Begin
Last Day to Register for a Thursday Accelerated Class
- 28, Monday Monday Evening Classes Begin
Last Day to Register for a Monday Accelerated Class
- 29, Tuesday Tuesday Evening Classes Begin
Last Day to Register for a Tuesday Accelerated Class

November

- 4, Monday Priority Registration Begins for Winter and Spring 2002
- 6, Wednesday Additional Class for Monday Evening October Accelerated Session
- 13, Wednesday Additional Class for Tuesday Evening October Accelerated Session
- 15, Friday Last Day to Drop October Accelerated Class
- 20, Wednesday Additional Class for Thursday Evening October Accelerated Session
- 27-29, Wednesday–Friday Thanksgiving Holidays

December

- 9-12, Monday–Thursday October Accelerated Final Exams
- 14, Saturday Graduation

Winter Term, 2003

January 4-Week Session

- 6, Monday Evening Registration—Classes Begin
Last Day to Register for a Monday-Thursday Evening Class
- 7, Tuesday Last Day to Register for a Tuesday-Thursday Evening Class
- 17, Friday Last Day to Drop an Evening Class
- 30, Thursday Final Exams for Evening Classes

Spring Semester 2003 Accelerated Courses

February 8-Week Session

February

- 3, Monday Monday Evening Classes Begin
Last Day to Register for a Monday Accelerated Class
- 4, Tuesday Tuesday Evening Classes Begin
Last Day to Register for a Tuesday Accelerated Class
- 5, Wednesday Additional Class for Monday Evening February Accelerated Session
- 6, Thursday Evening Registration—Thursday Evening Classes Begin
Last Day to Register for a Thursday Accelerated Class
- 12, Wednesday Additional Class for Tuesday Evening February Accelerated Session
- 19, Wednesday Additional Class for Thursday Evening February Accelerated Session
- 21, Friday Last Day to Drop a Thursday Evening February Accelerated Class

March

- 17-20, Monday–Thursday Final Exams for February Accelerated Session
- 24-28, Monday-Friday Spring Holidays

April 8-Week Session

March

- 31, Monday April Accelerated Registration—Monday Evening Classes Begin
Last Day to Register for a Monday Evening Class

April

- 1, Tuesday Tuesday Evening Classes Begin
Last Day to Register for a Tuesday Evening Class
- 3, Thursday Thursday Evening Classes Begin
Last Day to Register for a Thursday Evening Class
- 9, Wednesday Additional Class for Thursday Evening April Accelerated Session
- 18, Friday Good Friday Holiday
- 23, Wednesday Last Day to Drop an April Accelerated Class
- 23, Wednesday Priority Registration Begins for Summer and Fall, 2003

May

- 15-20, Thursday–Tuesday Final Exams
- 24, Saturday Graduation

Summer Terms, 2003

June 4-Week Session

- 2, Monday Registration—Evening Classes Begin
Last Day to Register for a Monday/Thursday Evening Class
- 3, Tuesday Tuesday/Thursday Evening Classes Begin
Last Day to Register for a Tuesday/Thursday Evening Class
- 13, Friday Last Day to Drop an Evening Class
- 26, Thursday Final Exams

July 4-Week Session

June

- 30, Monday Registration—Evening Classes Begin
Last Day to Register for a Monday/Thursday Evening Class

July

- 1, Tuesday Registration—Evening Classes Begin
Last Day to Register for Tues/Thurs Evening Class
- 4, Friday Independence Day Holiday
- 11, Friday Last Day to Drop an Evening Class
- 24, Thursday Final Exams

Student Life

The following is a brief description of campus life at Union University and the various organizations that contribute to its unique community. A description of academic clubs and professional organizations is given within each academic department listing in the *Catalogue*. A more complete list of campus organizations and fuller explanation of their purpose and function is presented in the *Campus Life Handbook*.

Student Government Association (SGA)

The SGA, composed of all students enrolled in Union University, functions through its executive, legislative and judicial branches. Its elected officers and representatives serve as the official voice of the students in institutional affairs. The SGA seeks to foster University unity, promote student welfare and provide student programs, activities and services designed to meet the needs and interest of students.

University Clubs

Alpha Chi is a member of the Association of College Honor Societies. Membership is open to approximately the top ranking ten percent of the junior and senior classes.

Alpha Sigma Lambda honor society, was established to honor scholarship and leadership in adult students. The top 10% of all adult students enrolled and who have completed at least 24 hours at Union are eligible for membership.

Academic departments sponsor campus organizations and honor societies relating to and for the promotion of their disciplines of study. These are described within the respective academic departments.

In addition, the University sponsors more than 30 special interest organizations relating to varied activities, service, political and social activism, and growth. These are detailed in full in the *Campus Life Handbook*.

Social Fraternities And Sororities

Union has six national social fraternities and sororities — Alpha Tau Omega, Sigma Alpha Epsilon, Lambda Chi Alpha, Chi Omega, Zeta Tau Alpha, and Kappa Delta. Under the supervision of the University administration, these organizations have their own special activities and functions.

University Awards

The Elizabeth Tigrett Medal, established by the late Mr. I. B. Tigrett in memory of his mother, is presented to the outstanding senior in the graduating class. The award is based on citizenship, character, leadership, scholarship, and school service. To be eligible, a student must have attended Union his/her entire college career.

The University Academic Achievement Award is presented to the student with the highest academic achievement in the graduation class with not less than a 3.75 provided a minimum of 56 semester hours at Union University are completed.

The Class of 1962 Award recognizes the senior who has attended Union University for four years with the highest grade point average.

Fraternities and Sororities Awards

The Chi Omega Award is presented to the outstanding woman in the social sciences.

The Zeta Tau Alpha Award is given to the senior of the May class graduating *summa cum laude*, with highest rank.

Student Publications

The Cardinal and Cream

The *Cardinal and Cream*, official student newspaper of Union University, is published bimonthly and is distributed to students, faculty, staff, and administration without

charge. The *Cardinal and Cream* is written and edited by students of Union University, under the guidance of a faculty advisor.

The Torch

The *Torch* is a literary and art annual published under the direction of student editors and an English Department faculty advisor. Its contents are made up of student writings and art works selected by a group of student editors from presentations in the normal course of classwork and from those submitted directly to the editors.

Christian Life and Activities

Union University is committed to the spiritual growth and development of each person on campus. Understanding that faith development and academic achievement go hand in hand, Union provides an excellent atmosphere as well as ongoing activities that stimulate a Christ-centered world view and life-style.

Christian activities are coordinated through the Office of the Minister to the University. Each student is encouraged to grow in personal relationship with Jesus Christ and in service for Him. Ministry to students is an utmost priority. Activities include chapel services; LIFE Groups (a small group ministry for new students involving Bible study, discussion, and accountability); Klemata women's Bible study, Rounders (Bible study groups), weekend revival and DiscipleNow teams; off-campus ministries working with children, youth, adults, and senior adults; short-term mission projects (GO "Global Outreach" trips); and auditioned creative communication ministry teams.

The Missionary-In-Residence Program brings a missionary family on furlough from the international mission field to occupy the residence. To expose students to world missions, the missionaries speak in chapel, counsel students interested in missions, and promote the Lottie Moon Christmas offering in West Tennessee Southern Baptist churches.

Christian organizations providing fellowship and activities for students are available. The Ministerial Association is composed of students preparing for full-time Christian vocational and provides opportunities for fellowship and ministry in area churches. Mu Kappa is an organization for students whose parents are international missionaries. Through these organizations, a strong emphasis is given to local ministries and missions as well as national and international missions.

Chapel and Lecture Series

The University holds chapel services twice weekly. Through these times, students, faculty and staff worship collectively and receive spiritual encouragement, moral guidance, and intellectual challenge. The worship of God and the integration of faith and learning and living are encouraged through events such as Fall Renewal Week, Jones Lectures, Carls-Schwerdfeger Lectures, Founders' Day, Last Faculty Lectures, Global Opportunities Week, Mars Hill Series, Programs of the Carl F. H. Henry Center for Christian Leadership, and concerts.

Supervised Ministry—Church and Convention Ministry (CCMS)

Union University accepts seriously the challenge of providing practical guidance and training to students preparing for church-related vocations. Supervised Ministry attempts to integrate classroom teaching with the practice of ministry and to assist students to test personal and professional identity in their growth in ministry. The program is administered through the Office of Church Services by the Director of Supervised Ministry. Each CCMS student is offered personal and vocational counseling, instruction, opportunities for Christian service through various supervised ministries off campus, and financial aid.

All students preparing for church-related vocation within the Southern Baptist Convention and receiving the CCMS scholarship must adhere to program requirements. Details of the program are fully explained at a special orientation session at the beginning of the Fall Semester.

Intramural Athletics

At Union University, intramural athletics constitute an essential part of the total college program. During the fall and spring semesters, a program of competitive intramural sports is sponsored that opens the way for wide participation for both men and women. Awards are given each year based on a point system.

Intercollegiate Athletics

Intercollegiate athletic programs are an integral part of American college life. Union participates in the TranSouth conference and is a member of the National Association of Intercollegiate Athletics. Union University offers varsity competition for men in basketball, tennis, baseball, golf and soccer and for women in basketball, tennis, softball, volleyball and cross country. Union's athletic programs adhere strictly to all university, conference, and national regulations involving sports and academics for student athletes.

Regulations

Union University students are expected at all times to represent the University and the Christian community appropriately. Regulations regarding these expectations, student life as a whole and more particularly resident student life are found in detail in the *Campus Life Handbook*.

The President, the Dean of Students and the judicial system of the University are charged with the administration of discipline. They are empowered to rule in any irregularity pertaining to student life and impose consequences for values violations as expressed in the *Campus Life Handbook*. The judicial system and the grievance and appeal system are described in detail in that same publication.

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 adult students 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 Services Office
- Financial records—maintained by the Business Office
- Medical records—maintained by the Health Services Office
- Admissions records—maintained by the Admissions Office
- Financial aid records—maintained by the Financial Aid Office
- Teacher Education Placement records—maintained by the Career Services 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 insti-

tution attended) may be made public by the University unless a student requests to the Academic Center in writing that it be released only upon his/her consent.

Records Not Available for Student Inspection

- Records of instructional, supervisory and administrative personnel which are in the sole possession of the maker thereof, and which are not accessible to others
- Records created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional which are used only in connection with the provisions of treatment of a student and are not available to persons other than those providing such treatment
- Financial records of students' parents
- Evaluations for which a student has waived his/her right of inspection

Health Services

It is the mission of Health Services to help the students maintain the highest possible standards of health. Health Services is staffed by a full time registered nurse, part time nurse practitioners, and a part time physician. All visits to Health Services are covered by student fees. There is a nominal charge for lab tests and immunizations. Any charges incurred for treatment at off-campus facilities are the responsibility of the student.

Whereas International students are required to have insurance, all students are strongly encouraged to do so. Information on student insurance plans can be obtained through Health Services.

Career Services

The Career Services staff assists students needing guidance in defining their academic major and encourages all students to begin career planning in the freshman year. The Career Services Resource Center includes a software system to assist students in relating academic pursuits, personal interests, skills and values to their career goals. In addition, the Center houses information regarding graduate schools. The Center maintains a website for full-time and part-time off campus employment as well as events sponsored by Career Services. For more information, visit the Career Services website, www.uu.edu/student-services/career-services.

Counseling

The services of a full-time licensed psychologist are available at no charge to students with personal or emotional concerns. Walk-ins are accepted based on the availability of the counselor, or students may make an appointment. Upon referral by the Director of Counseling Services or the Dean of Students, students may also receive limited services from the psychological services provider under contract in the community. Consultation is provided in making referrals to special agencies upon request.

Testing

Union University serves as a National Testing Center for the American College Test (ACT), PRAXIS (NTE and PPST), College Board (SAT I and SAT II), Miller Analogies Test (MAT), the College Level Examination Program (CLEP) and DANTES SST. Schedules are available at www.uu.edu/academics/testing.

Wellness Center

The Wellness Center offers programs that promote healthy life-styles such as health assessments, exercise prescription and health education. The Wellness Programs also offer a variety of group fitness classes. Currently enrolled students and spouses as well as employed faculty, staff and spouses are eligible to use the Wellness Center and participate in classes. A Health History Questionnaire, a Liability Waiver and an Orientation that covers the policy and procedures of the Wellness Center are necessary for clearance to use the Center.

Academic Program

Definition of Academic Terms

Credit Hour

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

Full-Time Student

To be classified as a full-time student during a semester, a student must carry a credit hour load of 12 semester hours; for full-time status in the Winter Term or each of the Summer Terms, a student must carry a minimum of three hours.

Grades and Quality Credits

- A is reserved for performance that is definitely superior in quality.
- B is for consistently good work that is above average.
- C is for satisfactory performance.
- D is for minimal passing.
- F indicates failure.

Both Progress Reports and Final Grades are reported by letter which may be interpreted in percentage figures using the following example: A 95-100, B 85-94, C 75-84, D 65-74, F below 65. A, B, C, and D are passing grades; F is failure; N is audit. A failure can only be removed by repeating the course. The grade of I, indicating incomplete work, must be made up within the first five weeks of the Fall or Spring semester following issuance; otherwise, the incomplete grade becomes a failure. The grade of IP (In Progress) will be issued for courses which by design extend into the following term or semester. The grade of P will indicate pass for pass-fail courses, and FF will indicate failure for pass-fail courses.

W is reserved for withdrawal from a course beyond the period allowed for officially dropping a course. Withdrawal may be granted by the Registrar after this period if the student meets conditions as stated under regulations concerning dropping of classes.

The following are the grades with their corresponding quality credits:

- A—4 quality credits per hour of credit
- B—3 quality credits per hour of credit
- C—2 quality credits per hour of credit
- D—1 quality credit per hour of credit
- I—0 quality credits per hour of credit
- I, P, IP, F, FF, N—0 quality credits per hour

To determine the Grade Point Average (GPA), the quality credits earned are divided by the semester hours attempted. The grade of P will not be included in the GPA, but the credit will be included in the hours for graduation.

Good Academic Standing is defined as the minimum acceptable cumulative GPA for graduation, 2.00. Policy regarding students who fail to meet this standard is detailed under "Scholastic Regulations."

Students are allowed to repeat courses to improve the grade and cumulative GPA. Repeat of D and F grades is strongly encouraged for the student not in Good Academic Standing. The most recent grade earned is the grade calculated in the cumulative GPA and in consideration for graduation.

Faculty Advisor

Advisors are assigned within the department of the student's major. The student undecided about his/her major will be advised by the Center for New Students. Advisors will assist students in planning schedules and defining educational and career goals. The student and advisor should meet at least once a semester.

Union University's academic advisement program is based upon the supposition that any degree-seeking student accepted for enrollment is a responsible adult seeking a liberal arts education. Advisors will inform advisees of the academic requirements and attempt to guide them through the program of study toward their chosen major; however, they may not assume the responsibility for the student.

Student Classification

FRESHMAN	A student who has met entrance requirements and who is carrying at least 12 semester hours.
SOPHOMORE	A student who has at least 24 hours of college credit.
JUNIOR	A student who has at least 56 hours of college credit.
SENIOR	A student who has at least 86 hours of college credit.

Numbering of Courses

Undergraduate courses are numbered from 100 to 499. Courses from 100 to 199 are freshman courses; freshmen are restricted to 100 and 200 level courses. Courses from 200 to 299 are sophomore courses; sophomores are restricted to 100-300 level courses. Courses from 300 to 399 are junior courses. Courses from 400 to 499 are senior courses. Courses above 499 are graduate courses.

Size of Classes

Union University is committed to providing class sizes that facilitate an excellent professor to student ratio. Yet the University reserves the right to cancel a scheduled class if there is not sufficient support from student enrollment.

Course Descriptions and Requirements

- 18 A brief course description for each catalogue course is found within the respective academic section of the *Catalogue*. Within a course description, a prerequisite to that course may be cited as another course or condition that must be met satisfactorily before the student may register for the course being described. A corequisite cited refers to a requirement that must be completed prior to or at the same time as the course being described. Co- and Prerequisites are enforced at the discretion of the instructor.

A course syllabus giving greater detail of topics covered and course requirements is distributed at the first class meeting. Copies are maintained on file in the appropriate school/college dean's office.

Honor Students

Students making an average of 3.5 or above earned in courses taken at Union University graduate with **Latin Honors** as follows: 3.50-3.66, *cum laude*; 3.67-3.83, *magna cum laude*; 3.84 and above, *summa cum laude*. To qualify for these honors, a student must complete at least 56 hours at Union University.

Students who are enrolled for 12 or more hours and make an average of 3.5 or above are placed on the semester honor roll, which is entitled the **Dean's List** and those with a 4.0 are placed on the **President's List**.

Academic Programs

Department	Majors	Degrees	Emphases	Concentrations	Minors
Art	Art* Digital Media Studies	BA BA or BS	Art	Drawing, Painting, Ceramics, Sculpture, Graphic Design	Art
Biology	Biology*	BS		Pre-professional	Biology
Business Administration	Accounting Economics and Finance International Business Management Marketing Politics, Philosophy, and Economics Organizational Leadership	BSBA BSBA BSBA BSBA BA or BS BSOL® MBA®®		Accounting*® Basic Business* Data Processing*	Accounting Business Administration Economics Finance Management Marketing Management of Information Systems
Chemistry and Physics	Chemistry* Physical Science Medical Technology Chemical Physics Physics*	BS BS BSMT BS BS		Pre-professional	Chemistry Physics
Christian Studies	Christian Studies Philosophy (Christian Studies) Philosophy (General Studies) Church History Biblical Studies Biblical Studies Languages Christian Ethics Theology Youth Ministry Politics, Philosophy and Economics Sport Management	BA BA BA BA BA BA BA BA BA BA BA or BS Diploma® AD® BS	Ministry Sport Ministry		Christian Studies Philosophy Biblical Languages Christian Ethics Theology Youth Ministry
Communication Arts	Journalism Broadcasting Theatre-Speech* Public Relations/ Advertising Digital Media Studies	BA or BS BA or BS BA or BS BA or BS BA or BS	Communication Arts		Journalism Broadcasting Theatre-Speech Public Relations /Advertising
Education	Liberal Studies Learning Foundations Special Education	BS BS BS MAEd®® MED®® Ed. Spec.®®	Grades 5-8 Grades preK-3 Grades K-8 Modified Comprehensive Early Childhood	Teacher Licensure	Professional* Education: PreK-4 K-8 5-8 7-12 K-12 SE
Engineering	Engineering	BSE	Electrical Mechanical		
English	English*	BA		Literature Writing	English
History and Political Science	History* Political Science* Politics, Philosophy, and Economics	BA or BS BA or BS BA or BS			History Political Science
Language	French* Spanish* Teaching English as a Second Language*	BA BA BA	Literature & Culture Language & Culture		French Spanish Greek Teaching English as a Second Language

Academic Programs

ACADEMIC PROGRAM

Department	Majors	Degrees	Emphases	Concentrations	Minors
Mathematics and Computer Science	Mathematics* Computer Science Digital Media Studies	BA or BS BA or BS BA or BS	Computer Science		Mathematics Computer Science Computer Information Systems
Music	Music Education Music Church Music Performance Music Theory Music	BM BM BM BM BM BA	General/Choral* Instrumental/Band* Christian Studies Communication Arts Management Marketing Voice Organ Piano Piano Organ Voice Voice Organ Piano Instrumental Music	Available in each: Instrumental Organ Piano Voice	Music
Nursing	Nursing	BSN MSN@@		Basic 4 year RN to BSN® LPN to BSN	
Physical Education, Wellness and Sport	Physical Education* Sport Management Sports Medicine Athletic Training	BS BS BS BS	Sport Communication Sport Marketing Sport Ministry Exercise Science and Wellness		Physical Education Health Education* Athletic Coaching
Psychology	Psychology	BA or BS			Psychology
Sociology and Social Work	Sociology Social Work* Family Studies	BA or BS BSW BA or BS			Sociology Human Studies Family Studies
Special Programs	Intercultural Studies	BA	Global Regional		Intercultural Studies Interdisciplinary Honors Interdisciplinary Studies

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- * Teacher Licensure available
- @ Adult Studies Program
- @@ See Graduate *Catalogue*

General Academic Regulations

Change of Classes

A student making a change in his/her class schedule after completing registration will:

1. Obtain proper forms from Union Station.
2. Secure the signature of his/her advisor.
3. Process forms at Union Station.

A fee of \$10.00 will be charged for any schedule change after the start of classes. Exceptions will be made by the Registrar in instances beyond a student's control. See the University Calendar for the last date for changes in schedules.

Dropping of Classes

Courses may be dropped without academic penalty after the period allowed under circumstances of extreme illness, in which case a physician's certificate must be submit-

ted and approved by the Registrar. Other circumstances beyond the student's control may be approved by the Registrar.

Students discontinuing class attendance without the Registrar's permission to drop will receive an "F" in those courses.

Withdrawal From School

A student withdrawing from school, dropping all courses from a current semester or term, begins the process with the Academic Center by completing drop forms and a Withdrawal Card. Students will be allowed to withdraw through 11 weeks, or its term equivalent and will receive the notation on their permanent records "Withdrew from all Classes" as of the date the withdrawal was processed.

Voluntary withdrawal does not guarantee permission to readmit to the university nor does it automatically exclude the student from enrollment at a future date. Students who have withdrawn must check with the Admissions Office or the Academic Center regarding reenrollment.

Scholastic Regulations

The only acceptable level of work for graduation at Union University is 2.0 or above. Any student who fails to achieve that level will be given a status of academic deficiency. This places the student on notice that satisfactory progress toward graduation is not being made and that the quality of work must improve.

While the student is on academic deficiency:

1. An official notice will be sent to the student and to his/her parents or guardian.
2. The Assistant Registrar will counsel as needed with students individually to suggest possible directions.

If the student achieves a cumulative GPA of at least 2.0, academic deficiency status will be immediately removed. If the student fails to achieve the 2.0 GPA, the status of academic deficiency lasts for one full semester and the short term(s) that immediately follow. At that point, the student will be placed on academic probation.

While the student is on academic probation:

1. An official notice will be sent to the student and his/her parents or guardian.
2. The academic advisor will monitor a program of studies containing some repetition of courses in which D's and F's have been earned and will urge reduction of extracurricular activities and work.
3. The academic load will be limited to not more than fourteen hours.
4. Faculty and administrators will be encouraged to exercise restraint in the use of students on academic probation in activities which take a significant time from their academic work.

The student on academic probation will be allowed two full semesters and the short term(s) that follow to achieve a cumulative GPA of 2.0. If by the end of the two probationary semesters a cumulative GPA of 2.0 has not been attained, the student will be suspended from the University for one full semester. There is no appeal permitted for this suspension. The semester of the suspension will be a full semester; no combination of short terms will substitute. Colleges typically will not admit a student suspended from another college; however, if credit is earned at another institution while the student is suspended from Union, that credit is not applicable toward a degree at Union.

After serving the period of suspension, the student is eligible to return upon application for readmission. The student re-enters on academic probation and is again given two semesters with the short term(s) that follow to achieve the required cumulative 2.0 GPA. If the satisfactory standing is not achieved, the student will again be suspended from the University. After a full semester suspension, the student desiring to return will be required to reapply to the Admissions Committee of the University.

A student receiving Veterans Benefits cannot be certified after two terms with less than a 2.0 cumulative GPA. The student will be allowed to continue enrollment in Union in accordance with Scholastic Regulations; however, VA Benefits cannot be received.

Policy on Student Cheating Including Plagiarism

Union University upholds the highest standards of honesty. Students are to refrain from the use of unauthorized aids during testing, to refuse to give or receive information on examinations, and to turn in only those assignments which are the result of their own efforts and research. Faculty are to accept the responsibility for discouraging cheating by making every effort to provide physical conditions which will deter cheating. They are to be aware at all times of activity in the testing area.

Any student found guilty of cheating by the professor will be subject to disciplinary action by the professor. The professor will file a report of the incident and the intended disciplinary action with the Office of the Provost. If the student deems this action unfair, he/she may request a hearing before his School/College Dean and the professor. A written report of this hearing and decision will be retained by the Dean. Appeal of the Dean's decision may be made to the Faculty Affairs Committee.

If either the student or the professor involved deems the decision of the Faculty Affairs Committee unsatisfactory, he/she may request a hearing with the Provost. The decision of the Provost is final upon approval by the President.

Class Attendance

Regular and successive attendance is expected of all students enrolled in all lecture, laboratory, and seminar courses. Each faculty member is to determine the specific details for administering the class attendance policy for his/her courses. Each faculty member is to clarify in the course syllabus the class attendance requirements. This statement is to be approved by the department chair and kept on file in the Office of the College/School Dean. Each faculty member is to counsel with any student whenever absences are affecting the student's grade.

No faculty member is allowed to operate a system which penalizes a student for absences due solely to his/her participation in an official college-sponsored activity which requires limited or occasional absences. However, such a student must satisfy all testing, reporting, and required functions defined for the course.

Each faculty and staff member sponsoring any event that will necessitate students missing classes will submit to the Office of the Provost one week in advance of the event a list of students expected to participate. Any conflict is to be resolved by the instructor, the chair of the department involved, and the Provost.

Registration for Courses as an Audit

Students will be allowed to audit courses for personal enrichment on a space available basis. Registration must occur during the published registration period. The student will pay the auditing fee and applicable materials fees. Audited courses do not apply toward any degree but will appear on the transcript without the assignment of an academic grade. The auditor may participate in the course requirements as minimally or as fully as he/she chooses. The instructor may elect not to grade examinations and other work of the auditing student.

A student auditing a course may process drop/add forms to earn credit in the class no later than the "Last Day to Add a Class" for the semester/term of enrollment. A student enrolled in a course for credit may change to audit during the period allowed in the semester/term to drop a class. The "Last Day to Add a Class" and "Last Day to Drop a Class" are noted in the academic calendars for each semester/term as published in the *Catalogue*.

Regulations Concerning Quantity of Work

The maximum number of hours recommended for any student is 18 for a Fall or Spring Semester, 9 for accelerated 8-week sessions, and 7 for any of the three 4-week terms. However, a student who is highly motivated and has a 3.0 GPA on the 4.0 system may petition the Registrar with the consent of his/her advisor for permission to enroll for more than the suggested maximum.

Concurrent Enrollment

Any concurrent enrollment with another college or university must be approved in advance by the Registrar.

Graduation Requirements

Students may graduate under the course requirements specified in the *Catalogue* of the year of their admission or those in force at the time of their application for graduation. If five years have elapsed since a student's latest enrollment in Union University, he/she may graduate either under the course requirements of the *Catalogue* of his/her re-admission or those in force at the time of his/her application for graduation. Teacher Licensure requirements may alter graduation requirements as stated in the *Catalogue* for students seeking licensure.

The minimum semester hours required for the Bachelor's Degree is 128 with a minimum grade point average of 2.0. Of this total, 39 hours must be junior and senior level.

Summary of Minimum Requirements for Graduation

These are overall minimums; individual programs may require a higher level of performance. Such programs are noted in their appropriate departmental section. This summary does not intend to be all inclusive. Greater detail is provided on each topic on the following pages.

Semester hours required for bachelor's degree	128
of which, must be earned at a 4-year school	56
of which, must be earned at Union University	25%*
of which, must be earned on the junior/senior level	39
**one major, to include junior/senior hours	15
**one minor, to include junior/senior hours	6

Grade Point Average: cumulative	2.000
Cumulative each major	2.000
Cumulative each minor	2.000

*Total credit hours to be earned at Union University to meet residency requirements.

**A second major may be earned in lieu of a minor. All major requirements are in effect for each major sought; all minor requirements are in effect for each minor sought.

Summary of Maximum Requirements for Graduation

Total semester hours applicable to graduation as earned by:

CLEP, CEEB, Seminary Extension, and Correspondence	32
of which, correspondence may not exceed	8
From junior/community colleges	72
By Independent Study	9
By Special Study	9
By Internship	9
By Cooperative Education	9
By Study Abroad	21

Components of Graduation Requirements

Each bachelors degree awarded by Union University must contain the following components unless specifically exempted by the student's choice of academic program:

General Core Curriculum	46 hours
Specific Core Curriculum	18-21
Major Academic Program, minimum	30
Minor Academic Program, minimum	18

The completion of 128 hours usually requires four years of 32 hours per year. Of these, the freshman and sophomore years are spent in core curriculum. During the remaining two years, the student may focus upon comparatively narrow limits. In the event 128 hours have not been met by the completion of the above components, elective courses or additional majors/minors must be earned to satisfy the balance.

Specific Core Requirements are required by all programs except the B.S.N., B.S.M.T. and B.M. degrees. Some restrictions apply toward the pairing of majors and degrees; the table of "Academic Programs" indicates those restrictions where applicable.

IN ADDITION TO THE ABOVE, THE CANDIDATE FOR GRADUATION MUST:

- Pass the English Proficiency Examination
- Schedule and keep at least one Graduation Audit appointment
- File an application for graduation
- Clear all accounts and conditions with school offices (incompletes, chapel, financial obligations, etc.)

Minimum Attendance

For each undergraduate degree granted by Union University, at least 25 percent of the semester hours required for the degree must be earned through instruction by Union University. The last 56 semester hours of credit for a bachelor's degree must be earned at an accredited senior college. The last 12 hours of these 56 hours must be earned at Union University except in the following programs: Pre-medical, Pre-medical Technology, Pre-veterinary Medicine, Pre-dental, and Pre-pharmaceutical. Any deviation from this policy must be authorized in writing by the Registrar.

Degrees Offered

Union University offers eight traditional undergraduate degrees—Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Medical Technology, Bachelor of Science in Engineering, Bachelor of Science in Nursing, Bachelor of Science in Business Administration, and the Bachelor of Social Work—and seven graduate degrees—the Master of Education, the Master of Arts in Education, the Master of Business Administration, the Master of Science in Nursing, Master of Arts in Intercultural Studies, the Educational Specialist and the Doctor of Education (described in the graduate catalogue). Adult Studies programs are described elsewhere in the *Catalogue*.

Each undergraduate degree must contain one major and one minor unless otherwise specified in the *Catalogue*. See section "Courses Beyond the Required General Education Core."

A student may have two baccalaureate degrees conferred when the requirements of both have been met, provided the student has a minimum of 30 resident hours to offer, over and above that required for the first degree. A new major including a minimum of 15 upper-level hours in the major taken at Union and any prerequisites to the major must be completed for the second degree.

Upon completion of degree requirements, the student is awarded the appropriate diploma for his/her degree.

General Core Requirements for All Bachelor Degrees

Christian Studies, 6 hours

- CHR 111. Old Testament Survey (3)
CHR 112. New Testament Survey (3)

Composition, 6 hours

- ENG 111. Written Composition I (3)
ENG 112. Written Composition II (3)

Fine Arts, 3 hours

- ART 210. The Arts In Western Civilization (3)

History*, 6 hours

- HIS 101. World Civilization to the 18th Century (3)
HIS 102. World Civilization from the 18th Century (3)

*Students seeking elementary teacher licensure must substitute HIS 211 and HIS 212.

Laboratory Science, 8 hours, One course from each group below:

- Group A: CHE 105. Fundamentals of Chemistry I (4)
CHE 111. General Chemistry (4)
PHY 111. Principles of the Physical Sciences (4)
PHY 213. Introduction to Physics (4)
PHY 231. General Physics with Calculus (5)
- Group B: BIO 100. Survey of Biological Concepts (4)
BIO 112. Principles of Biology (4)
BIO 121. Human Biology (4)
BIO 221. Human Anatomy and Physiology (4)

Literature, 6 hours, One of the sequences below:

- Sequence A: ENG 201-02. Survey of World Literature (6)
Sequence B: FRE 311-12. Survey of French Literature (6)
Sequence C: SPA 311-12. Survey of Spanish Literature (6)

Mathematics, 3 hours

Any mathematics course other than MAT 100. (See your advisor for mathematics requirements or options for your major. BSBA students must select MAT 111 or above.)

Oral Communication**, 3 hours, One of the following courses:

- COM 112. Public Communication (3)
COM 235. Interpersonal Communication (3)

**School of Nursing and Bachelor of Social Work students meet this requirement by successfully completing their prescribed major courses.

Physical Education 2 hours

- PEWS 100. Fitness for Health (1)

And one physical activity elective course (such as Tennis or Volleyball). PEWS 103 is required for the nonswimmer as determined by standards administered in PEWS 100.

Social Science and Humanities Options, 3 hours, One of the following:

ECF 211.	Principles of Macroeconomics (3)
ECF 212.	Principles of Microeconomics (3)
HON 211.	Studies in Contemporary Books (3)
PHL 240.	Introduction to Philosophy (3)
PSC 211.	Politics and Government of the U.S. (3)
PSY 213.	Introduction to Psychology (3)
SOC 211.	Principles of Sociology (3)

TOTAL GENERAL CORE HOURS, 46 hours

Confer with your faculty advisor for limitations of options present in some programs of study.

Specific Core Requirements For A Bachelor Of Arts Degree

(In Addition to the General Core Requirements)

OPTION ONE (18 HOURS)*

Foreign Language (one language for 2 years or two languages for 1 year each; 111 or higher)	12 hours
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Art, Music, or Communication Arts (Theatre only), One Option of 3 hours from either A, B, or C below:	3 hours
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Option A: ART 116, 117, 216, 231, 311, 313, 314, 315, or 323

Option B: MUS 110 (2 hours +1 hour of 129), 111, 112, 216, 220, 316, 323, 395 or any 3-semester sequence in 129-429 or 150-450

Option C: COM 113, 240, 311, 341, 342, or 350

26 Computer Science, Philosophy, Communication Arts (Speech only) or Economics,	3 hours
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OPTION TWO (21 HOURS)*

Foreign Language (one language for 1 year; 111 or higher)	6 hours
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Art, Music, or Communication Arts (Theatre only)	3 hours
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One option of 3 hours from either A, B, or C below:

Option A: ART 116, 117, 216, 231, 311, 313, 314, 315, or 323

Option B: MUS 110 (2 hours +1 hour of 129), 111, 112, 216, 220, 316, 323, 395 or any 3-semester sequence in 129-429 or 150-450

Option C: COM 113, 240, 311, 341, 342, or 350

Computer Science, Philosophy, Communication Art (Speech only), or Economics	3 hours
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Additional Art, Music, and Communication Arts (Theatre only) from the above options in those areas, and Humanities.**	9 hours
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* Not all courses are appropriate for the beginning student in the field. See the department for guidance.

** No more than 6 hours may be included from any single department, and no more than 3 hours may be included from each of the following: English, History, and courses with the CHR prefix from the Christian Studies Department.

Specific Core Requirements for a Bachelor of Science Degree

(In Addition to the General Core Requirements)

OPTION ONE (19 hours)

Social Science Electives	6 hours
Including any courses in GEO, PSC, PSY, SOC, or Economics and no more than 3 hours HIS	

Mathematics Electives	6 hours
Including any courses in Mathematics numbered 111 or above (One three-hour CSC course may be counted toward the 6 hours)	

Natural Science Electives (BIO, CHE, or PHY)	7 hours
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OPTION TWO (21 hours)

A minimum of 21 hours in two of the following three areas, with a minimum of 8 hours in each area.

- A. Mathematics numbered 111 or above; and/or Computer Science. Due to common content CSC 105 or 115 may apply but not both.
 - B. Natural Science (BIO, CHE, or PHY)
 - C. Social Science, including any courses in GEO, PSC, PSY, SOC, or Economics and no more than 3 hours HIS.
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Specific Core Requirements for a Bachelor of Science in Business Administration Degree

(In Addition to the General Core Requirements)

Required Courses (36 hours)*

ACC 211-12. Principles of Accounting I-II	6 hours
CSC 105. Survey of Microcomputing Applications	3 hours
ECF 211-12. Principles of Macroeconomics, Microeconomics	6 hours
MAT 114. Introduction to Statistics and Probability	3 hours
MGT 250. Managerial Communication	3 hours
MGT 318. Principles of Management	3 hours
MKT 328. Principles of Marketing	3 hours
MGT 445. Business Policy	3 hours
MGT 321. Legal Environment of Business	3 hours
MGT 435. Business Ethics	3 hours

* Upper-level courses must be earned with a grade of C or higher

Specific Core Requirements for a Bachelor of Social Work

(In Addition to the General Core Requirements)

Required Courses (21 hours)

CSC 105, Survey of Microcomputing	3 hours
SOC 211, Principles of Sociology	3 hours
PSC 211, Politics and Government of the United States	3 hours
PSY 317, Abnormal Psychology	3 hours
SW 421 or SOC 422, Research Methods	3 hours
Modern Foreign Language	6 hours

UnionUOnline

Union University offers a few select courses utilizing interactive web-based instruction. UnionUOnline faculty are fully qualified members of the Greater Faculty of Union University. Additional information including calendar, course offerings, tuition, and technical systems requirements can be found at www.unionuonline.org or by selection of UnionUOnline from the Main Page menu of Union's web page found at www.uu.edu.

Correspondence and Seminary Extension Work From Other Institutions

A maximum of 32 semester hours toward graduation by ACE-approved Seminary Extension, correspondence (8 hours maximum) or credit by examination may be accepted. Students may not enroll for extension or correspondence credit without the consent of the Registrar and the department chair and/or dean. Exceptions to the total number of hours may be made by consent of the Registrar.

Prolonged Delay of Completion of Graduation Requirements

A student re-entering the University or transferring to the University whose transcript indicates a lapse of ten years since the last academic credit was earned must have a conference prior to enrollment with the Registrar and the major professor. A program of study will be formulated for the applicant to complete the degree.

Application for Graduation

Application for graduation should be filed in writing with the Academic Center during the Fall semester prior to Spring/Summer graduation, or Spring semester prior to Fall/Winter graduation. Graduation applicants not completing all requirements by the last day of final exams of the graduation semester or term will be moved to the next graduation date.

Any student who has filed an application for graduation must have had an appointment with the Assistant Registrar or the Director of Teacher Education for a Graduation Audit. The process of Graduation Audit should begin during the junior year and be updated each semester. In the event a student has not filed a Graduation Audit by the time he/she has filed an application for graduation, he/she will be given until December 1 for Spring/Summer graduation and until May 1 for Fall/Winter graduation. If the student has not filed a Graduation Audit by that date, his/her name will be dropped from the graduation list, and he/she will be so notified.

Faculty Approval

All candidates for graduation must be approved by the faculty. All conditions—transfer credit, incomplete grades, and chapel attendance deficiencies—should be removed by the opening of the last semester.

Assessment of English Proficiency

To graduate with a baccalaureate degree, students must demonstrate proficiency in the use of the English language.

Before accumulating 45 hours, all students seeking a baccalaureate degree must take an English Proficiency Examination administered by the Director of Testing. Students transferring 45 or more hours to Union must take the examination during their first semester.

To demonstrate English proficiency, students will first be given the CLEP General Examination in English composition. Those who do not make an acceptable score on this examination must take the CLEP Subject Examination, College Composition.

Students who do not pass either of these examinations will write an essay examination on a topic chosen from an approved list of broadly based subjects. Each essay will be graded holistically (considering such factors as organization, development, style,

and correctness) by two English Department faculty. The faculty readers will assign either a Pass or Fail. Differing opinions will be resolved by a third reader.

Students who do not write a satisfactory essay will be assigned a tutor. In no less than 30 days, the student will repeat the essay examination until the proficiency requirement has been satisfied. Essay examination is not available December, May or August.

Final Examinations

Comprehensive final examinations are required of all students in all courses where content is appropriate. The final examination time is listed with the University calendar. A student with three or more finals on one day may request one of his/her professors to reschedule one examination, to another time during finals week, provided the request precedes the last week of class. If the student and the professor cannot resolve the scheduling problem, the student should take his/her request to the Registrar.

Health Professions: Pre-Professional and Professional Curricula/Liberal Arts-Professional Degrees

Pre-professional programs providing the background to apply for entrance into the health professions programs listed below are available through Union University.

<i>Chiropractry</i>	<i>Occupational Therapy</i>
<i>Cytotechnology</i>	<i>Optometry</i>
<i>Dental Hygiene</i>	<i>Pharmacy</i>
<i>Dentistry</i>	<i>Physical Therapy</i>
<i>Health Information Management</i>	<i>Physician Assistant</i>
<i>Medicine</i>	<i>Podiatry</i>
	<i>Veterinary Medicine</i>

Information regarding the specific requirements for each may be obtained from the Health Professions Advisory Committee (HPAC) upon request. Requirements for The University of Tennessee professional programs are available as well as those for other professional schools, including those applicable to the articulation agreement with Southwest Baptist University in regard to Physical Therapy.

Students who have completed coursework required for entrance into a professional health program are evaluated by the HPAC. The evaluation summarizes input from Union personnel concerning the student's class performance and accomplishments, motivation, responsibility, capabilities, and character before making its recommendation to the professional school.

Students who complete the pre-professional requirements, core curriculum and degree requirements, including major and minor requirements, and 3 years residence acceptable to Union before entering the professional school may receive the B.S. degree from Union University upon completing one year in an approved professional school. The competitive nature of these programs is such that students are urged to complete the B.S. degree before entering the professional school.

Union University offers a 4-year program leading to a B.S. in Medical Technology degree. Three years of work are taken at Union and a 4th year is done in residence in an approved hospital school of medical technology.

Courses Beyond the Required General Education Core

Majors and Minors

By the beginning of the junior year, each student is required to select one subject as his/her major and one subject as his/her minor, with the exceptions of B.M., B.S.N, B.S.E., Professional Public Accounting, Sports Medicine, Sport Management, Athletic

Training, and Digital Media Studies. All juniors are required to file a Graduation Audit form with the Assistant Registrar or the Director of Teacher Education.

A major consists of a minimum of 30 semester hours; a minor consists of a minimum of 18 semester hours. Requirements are detailed within the department sections of the *Catalogue*.

Courses applying toward a major(s) or minor(s) cannot apply toward another major(s) or minor(s). Of the requirements in the major, 15 hours must be from upper-level courses (courses numbered above 299) earned at Union University. Of the requirements in the minor, 6 hours must be from upper-level courses earned at Union. All majors and minors must be approved by the major professors and the Registrar.

To satisfy the requirements for the major/minor, only grades of "C" or above in upper-level courses may be included. An overall "C" average (2.00 GPA) must be maintained in both the major/minor.

Electives

Electives may be taken from the regular college courses offered in each department. The wise student will always complete his/her required work first. Failure to do this may force the student to take more than 128 hours to graduate.

Independent Studies

Independent Studies are available for highly motivated students who are interested in areas not covered by the regular courses and who possess both aptitude and discipline to do independent research. The program places major responsibility upon the student to identify an area of interest and then seek the help of a professor qualified in that area to help structure and formally define the course of study and assess the quality of work done.

Any junior or senior who has a GPA of 2.75 or better is eligible to apply for independent study. Exceptional cases may be reviewed by the student's college/school dean.

No student will be permitted to enroll for more than one independent study per semester or term. The maximum hours which any student may apply toward graduation by independent study is nine.

No *Catalogue* course may be offered by independent study. No course taken by independent study may substitute for any course required by the core curriculum or by a program for teacher licensure, nor for any specific course required by a major or minor program.

Students should check with the Academic Center for the forms required for approval and the particulars of registration.

Departmental Special Studies

Departmental Special Studies are group studies designed to go beyond or between courses listed in the *Catalogue*. Such courses may not parallel or substitute for regular catalogue courses. A student may apply up to nine hours in Special Studies toward graduation. Restrictions within departments may apply; check departmental listings.

Study Abroad Program Studies

Study Abroad Program Studies are individual studies designed to go beyond or between courses listed in the *Catalogue* and in documentation of study outside the United States. Courses may apply toward graduation requirements. All courses and their application must be approved prior to travel. A maximum of 21 semester hours in Study Abroad courses may apply toward graduation. Check with the Director of International and Intercultural Studies for additional information.

Continuing Education

Union University has a Continuing Education Program for those who wish to enhance their personal or professional knowledge but do not necessarily desire to work toward a degree. Courses offered will be determined by the groups desiring the courses and the instructors. These courses are offered only when there is a sufficient demand. Participants are awarded one Continuing Education Unit for each 10 hours of class study.

Student Academic Services

Believing that the success of each student is of vital interest, not only to the student and his/her family, but to the University as well, Union University offers a variety of academic services to students. Each freshman is required to take two credit hours geared toward achieving academic success, CLU 111 and 112. A Transfer Orientation Program is available for incoming transfer students.

Other student academic services include tutorial assistance, retention counseling, academic advisement and probation-suspension intervention.

In addition to the Center for New Students, these services are available through the Academic Center, the Dean of Students, Career Services and the Learning Center. Services are provided through a team approach to help clarify the student's needs and goals relative to academic fulfillment.

Evening Program

Union offers a select number of evening programs for adult students. For further information, see the *Catalogue* section, Adult Studies.

Affiliations With Other Agencies and Institutions

Council for Christian Colleges And Universities (CCCU)

Union University's membership in the Council for Christian Colleges and Universities, a national association of 100 Christian institutions, enables us to offer students the following off-campus learning opportunities sponsored by or affiliated with the Council:

American Studies Program

Students earn academic credit serving as interns and participating in a contemporary issue-oriented seminar program in Washington, D.C. for one semester. Internships are available in a variety of organizations such as congressional offices, think tanks, cultural institutions and government agencies. The program is designed for juniors and seniors with a wide range of academic majors and vocational interests.

China Studies Program

Students participate in a semester-long program offering courses in standard Chinese language, geography and history, religion and culture, and China's modern development. This interdisciplinary academic program is designed to help students learn about China through travel and interaction with the people as well as develop a Christ-centered world view of China.

Contemporary Music Program

The Contemporary Music Program provides students the opportunity to learn in community while seeking to understand how God will have them integrate music, faith and business. The Artist Track is tailored to students considering careers as musicians, songwriters, recording artists, producers and recording engineers. The Executive Track is designed for arts, business, arts management, marketing, and communications. Both tracks include course work, labs, directed study and a practicum.

Latin American Studies Program

Located in Costa Rica, this semester long program offers students the opportunity to study Spanish, history, economics and other courses related to the region. Three specialized academic tracks, International Business and Management, Tropical Sciences and Advanced Language and Literature are open to qualified students. Students live with Costa Rican families and have both travel and service opportunities.

Los Angeles Film Studies Center

Through this program students serve in various aspects of the film industry. The semester-long program combines seminar courses with internships, providing the opportunity to explore the industry within a Christian context and from a liberal arts perspective.

Middle East Studies Program

In Cairo, Egypt, students have the opportunity to study Middle Eastern cultures, religions and conflicts from within this diverse and strategic region. Juniors and seniors participate in interdisciplinary seminar classes, study Arabic and serve as interns with various organizations in Cairo.

Oxford Honors Program

Honors students have the opportunity to engage in a semester of interdisciplinary tutorial studies in a wide variety of disciplines at Oxford University. Students participate in two tutorials, a seminar and an integrative course culminating in a scholarship project or term paper. Field trips provide opportunities for experiential learning.

Oxford Summer School Program

Students at member colleges may apply to participate in multi-disciplinary study of the history and development of the Renaissance and Reformation at the Centre for Medieval and Renaissance Studies, affiliated with Oxford's Keble College.

Russian Studies Program

Juniors and seniors may spend a semester in Russia studying language, culture, literature, history and other courses related to the region. Participants have the opportunity to travel to Moscow, St. Petersburg, Nizhnii Novgorod, and to live with a Russian family for a portion of the semester.

Summer Institute of Journalism

Council campuses may choose two student journalists to apply for an all expenses paid experience in Washington, D.C. Fifteen students are selected to participate in a month-long program of seminars, field trips, and workshops led by leading journalists and communications professors.

For more information about CCCU programs contact:
 American Studies Program—Department of History & Political Science
 Los Angeles Film Studies Center—Department of Communication Arts
 Summer Institute of Journalism—Department of Communication Arts
 International Programs—Institute for International and Intercultural Studies

Department Sponsored International and Domestic Programs

Jerusalem University College—Christian Studies Department
 University of Georgia in Cortona, Italy—Art Department
 Winter Term Study Tour—English Department

University of Morocco at Oujda—School of Nursing, Language Department
Honduras Service Learning Program—School of Nursing
Focus on the Family Institute—Sociology and Social Work Department
Student interested in these programs should contact the appropriate department for details.

Consortium for Global Education (CGE)

The Consortium for Global Education is an association of nearly 50 private U.S. colleges and universities committed to the development of international education. Member institutions have established more than 300 partnerships with some of the world's most prestigious universities. The wide range of programs includes student and faculty exchanges, summer study programs, conferences, seminars, and special projects. Direct questions to the Institute for International and Intercultural Studies. Union is directly involved with programs in the following countries: Austria, Morocco, China (Beijing and Hong Kong), Spain, France, Tunisia, and Honduras.

Mid-Continent Consortium

The Mid-Continent Consortium is an association of nine West Tennessee institutions that collaborate to develop international study programs. The consortium currently works with programs in: Canada, France, and Spain.

Clinical Agencies Agreements for Nursing Students

The School of Nursing maintains a contractual relationship with a number of clinical and health care agencies throughout the West Tennessee area. These agencies consist of hospitals, including Jackson-Madison County General Hospital and Methodist-LeBonheur Hospital of Jackson, long-term care facilities, public and regional health departments, child-care and developmental facilities, mental health agencies and hospitals, including Western Mental Health Institute, and home health care agencies. These contracts detail responsibility for each party to the contract regarding placement, supervision, and evaluation of students while in the clinical agency.

College Articulation Agreements

Union University has articulation agreements (transfer guidelines) with several colleges including Jackson State Community College and Dyersburg State Community College. The agreements determine which credit courses will transfer as equivalent courses at Union University and which will receive elective credits.

Cross-Campus Agreement

The consortium agreement of Freed-Hardeman University, Lambuth University, and Union University allows a student enrolled at one of these universities to take an undergraduate course at any of them. The student obtains permission to do so through his own college. The student pays tuition and receives credit at the "home college" in which he is considered a degree-seeking registrant; the term "host college" is used for the institution attended for limited purposes in order to further his program in his home college.

Students may seek enrollment in a host school for the following reasons:

- (1) Course scheduling difficulties, or
- (2) Special programs are available at only one institution.

Additional information is available in the Academic Center.

Emma Waters Summer Library Agreements

The Library has entered into several formal agreements with other libraries and library organizations to extend its service base. These local, state, and regional cooperative library programs greatly enhance student access to materials and facilitate the sharing

of resources. These agreements include but are not limited to the West Tennessee Academic Library Consortium, TENN-SHARE, and the Southeastern Library Network (Solinet). These agreements afford cooperative ventures of the universities, allow inter-library loan and a full range of support services.

Gulf Coast Research Laboratory Agreement

The Gulf Coast Research Laboratory in Ocean Springs, MS, offers courses in marine biology to qualified Union students during the summer. A qualified student is one meeting the admission requirements of the GCRL and having the approval of the appropriate department chair of Union. Requirements are junior standing and completion of 16 hours in BIO, including general zoology, general botany, and 8 hours in more advanced courses. Courses offered at the GCRL include: Oceanography, Marine Biology, Marine Invertebrate Zoology, Marine Ecology, Comparative Histology of Marine Organisms, Marine Psychology, Marine Microbiology, Marine Ichthyology, Salt Marsh Plant Ecology, Coastal Marine Geology, and Early Life History of Marine Fishes.

Medical Technology/Clinical Laboratory Science Agreements

Programs under these agreements are accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association upon recommendation of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Each is at least 12 months in duration with Union granting 59 semester hours toward the Union baccalaureate degree for which the student is a candidate. Union offers prerequisite courses for a major in Medical Technology/Clinical Laboratory Science at Union sufficient to fulfill the minimum requisites for admission to the Medical Technology/Clinical Laboratory Science Program. Qualified students may sit for the certifying examination of the American Society of Clinical Pathologists, Board of Registry.

34 Social Work Agency Agreements

All social work students at Union University are required to obtain professional social work field experience in a local community agency. There are numerous local social service agencies that provide the setting for this practicum experience. The *Social Work Field Placement Manual*, which further clarifies expectations regarding this experience and identifies the cooperating agencies, may be obtained from the Social Work faculty.

Southern Baptist Seminaries Advanced Standing Agreements

Union University participates with four Southern Baptist seminaries in a program designed to allow qualified Christian Studies majors to enter a Master of Divinity degree track with advanced status. Although each seminary features slightly different formats and requirements, the common characteristic is a substantial academic background in Christian Studies permitting students not only to accelerate their graduate studies but also to focus on advanced courses. Midwestern, New Orleans, Southern, and Southwestern Baptist seminaries all take part in this unique program.

Additional information is available from the chairman of the Christian Studies Department of Union University.

Admissions

Admission Policy

Union University seeks to educate students to be servant leaders, ready to carry out the vocation to which God has called them, and equipped with the abilities necessary to think Christianly and perform skillfully in the world. To this end, Union University seeks to recruit and admit quality undergraduate students of qualified preparation and good character. Union University is primarily an undergraduate institution and seeks to enroll students who desire the educational and Christian life experiences that are offered here and explained in the Mission Statement and Core Values of the University found in the beginning pages of the *Catalogue*.

How to Apply

The Union University Offices of Admissions and Enrollment Services receive and process applications for all semesters and terms of the University. All applications should be mailed to the Office of Enrollment Services, 1050 Union University Drive, Jackson, TN 38305. For more information, or for an application call (731) 661-5000 or 1-800-33UNION or visit our website, www.uu.edu.

1. Complete and return the Union University application for undergraduate admission. Write legibly or type.
2. Enclose an application fee, personal check or money order, for \$25 payable to Union University.
3. Request all official transcripts be mailed directly to the Office of Enrollment Services. If any high school or college work is in progress at the time of application, final transcript must be sent when work is completed.
4. Request that the results of either the American College Test (ACT Code 4020) or the Scholastic Aptitude Test (SAT Code 1826) be sent to the Office of Enrollment Services. Transfer applicants who have completed more than 23 units of transferable, semester college credit are not required to submit test scores.

Union University accepts students by both Early Action (Deadline, December 1) and Regular Decision (Deadline, February 1). Since a limited number of spaces may be available for a class, early application is strongly recommended.

General Requirements

AGE: An applicant must be at least 16 years of age unless written approval is granted by the Admissions Committee.

CHARACTER: An applicant is expected to be of good character. If the applicant has been charged, arrested, or convicted of any type of crime in the past, the applicant is required to have a personal interview with the Director of Admissions prior to a decision being made regarding admission of the student to the University.

MEDICAL HISTORY FORM: An applicant must submit a completed Union University Medical Form to the Admissions Office. If deemed necessary by the Director of Admissions or the Admissions Committee, a complete physical and/or psychological/psychiatric examination of the applicant by a physician, psychologist, or psychiatrist of the University's choosing may be required. The cost of such examination, if required, is to be paid by the applicant.

After the applicant has met the entrance requirements, the Director of Admissions will issue a registration permit, which the applicant must present to the Academic Center at the time of registration. Initial admittance to Union University does not imply automatic admission in future semesters. Any student admitted by giving false information or by withholding needed information may be dismissed or retained on proba-

tion. This decision will be made after consultation by the Director of Admissions with the appropriate committees and administrators.

Upon receipt and review by the University of all information required of the applicant for consideration of admission or readmission, the University reserves the right to refuse admission or readmission to any student or applicant based upon a determination by the Director of Admissions and/or the Admissions Committee that admission or readmission of the applicant would not be consistent with the purpose of the University. All documents submitted in the application process become the property of Union University.

A complete *Admissions Policy Manual* is available in the Office of Admissions for students, parents, and counselors to view.

Check program-specific admission requirements for Adult Studies programs in the *Catalogue*.

Admission of Freshmen

Academic Requirements and Stipulations

An applicant for the freshman class must be a graduate of an accredited high school with at least 20 units in Core Subjects. Core Subjects must include these minimum units: English, 4; Mathematics, 3; Social Sciences, 3; Natural Sciences, 3; Foreign Languages/ Fine Arts, 2; with the balance being completed in approved electives. A state high school equivalency diploma will be accepted in lieu of a high school diploma. Additionally, students must meet two of these three qualifiers:

1. 2.50 Core GPA*
2. 22 ACT Composite/1030 SAT Combined Score**
3. Top 50% of high school rank in class

*when using this qualifier, no less than a 2.0 will be considered

**when using this qualifier, no less than an 18 ACT will be considered

Occasionally students who do not meet minimum criteria may be accepted with conditions. Admittance with Condition, as a degree-seeking student, may be based on a further review of high school course work and grades, standardized test scores, GPA, rank in class, and recommendation from appropriate personnel in their school, church and community. Conditions will be detailed in writing from the Director of Admissions in behalf of the Admissions Committee.

Before Acceptance to the Freshman Class may be granted, the applicant must also file the following information in the Office of Admissions:

1. An admissions application
2. Application fee (non-refundable)
3. A copy of ACT or SAT(R) scores
4. A partial official high school transcript through seven semesters

Before Admitted Fully to the Freshman Class and eligible to register for classes, the applicant must also file the following information in the Office of Admissions:

1. A complete official high school transcript verifying graduation
2. A completed Union University Medical History Form
3. A tuition deposit of \$200 to reserve a place in class. This deposit applies totally to the tuition charges for the entering semester.
4. A housing deposit of \$100 is required of residential students to reserve an apartment on campus.

The refund schedule and policies regarding deposits are detailed in the Financial Information section entitled "Refunds."

Freshman Applicants

Two application deadlines assist freshmen applicants with the processing of their admissions and scholarship applications and the university with management of enrollment and budgetary goals.

Early Action

All requirements for acceptance by Early Action must be completed by December 1. Students with appropriate college preparatory courses and life experiences who deserve the rigorous academic challenge of Union University are strongly encouraged to apply for Early Action. If accepted by Early Action, students will receive priority in residence life assignments, scholarships, and early registration.

The successful applicant will be notified of acceptance before Christmas. If not eligible for Early Action, application files may be deferred until Regular Decision.

Regular Decision

Students who were not as sure as necessary of their college choice or who were not able to present a completed application at a competitive level are encouraged to apply for the Regular Decision plan. The application deadline is February 1.

Early Admission

Part-time Enrollment for Students Dually Enrolled in High School and Union, applicants must have:

1. A minimum high school GPA of 3.5 considering all coursework
2. A minimum ACT composite score of 20.

Full-time Enrollment for Outstanding Seniors Prior to High School Graduation, applicants must have:

1. A minimum high school GPA of 3.5 considering all coursework
2. A minimum ACT composite score of 25.
3. A written endorsement from the principal detailing the course(s) the principal will accept for completion of the high school diploma. A maximum of two courses may be lacking and must be completed by this means and during the first year of enrollment at Union.
4. Written endorsements from the high school counseling staff and the student's parents.
5. An application on file with Enrollment Services by April 1.
6. All other freshman requirements for admission.
7. An interview with the Admissions committee may be required.
8. It is the student's responsibility to submit a Union transcript to the high school toward the awarding of the high school diploma.

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Home School Admission and Enrollment Philosophy

Union University actively seeks to admit and enroll students with a home school background. Graduating students utilizing home school curricula may be admitted to Union University as freshmen if they meet the following requirements:

1. A 20 enhanced ACT composite score or 930 combined SAT(R) score,
2. A 2.5 GPA on a 4.0 scale on a home school transcript,
3. A minimum of 20 units, with at least 15 units from the fields of English, mathematics, social and natural sciences, and foreign languages,
4. Submission of all other admission data as required for all entering freshmen as listed in the *Catalogue* for the year of entry,
5. Approval of the Admissions Committee.

Admission of Students Transferring From Another College

A transfer student must have completed more than 23 semester hours of transferable credit at an accredited college in order to enter Union under this category; otherwise, the applicant must meet freshman admission requirements. The academic status of a transfer student will be based on his/her cumulative GPA of all accredited post-secondary work attempted. The admission file of a student having less than a 2.3 cumulative GPA will be presented to the Undergraduate Admissions/Readmissions Committee. The student may be denied admission, admitted on probationary status (as stated in *Catalogue*), or admitted in good standing. The determination for the above decision shall be the full academic record, recommendations, and the explanation of any extenuating circumstances.

Before acceptance into Union University may be granted, a transfer student must file the following information in the Office of Admissions:

1. An admissions application,
2. Application fee (non-refundable),
3. A partial official transcript of credits from the last institution attended,
4. A completed student transfer form from the last institution attended, with exception of students who have earned a baccalaureate or have been out of school for at least five years.

Before a student may be fully admitted and eligible to register for classes, the applicant must also file the following information in the Office of Admissions:

1. A complete official transcript from all institutions of higher learning attended,
2. A completed Union University Medical History Form,
3. A tuition deposit of \$200, applicable to the entering semester, is required after a student has been accepted for admission to reserve a place in class,
4. A housing deposit of \$100 is required of residential students to reserve an apartment on campus.

The refund schedule and policies regarding deposits are detailed in the Financial Information section entitled "Refunds."

Credits will be accepted from other regionally accredited colleges if it parallels courses offered by Union. The minimum grade for acceptance is "C."

No more than 72 semester hours will be accepted from junior or community colleges toward a bachelor's degree at Union University. Grades from other institutions do not transfer and therefore will not be recorded.

Excess quality points earned on work taken elsewhere will not be allowed to make up for a deficiency in quality points on work taken at Union University.

Admission of Students Who Already Have A Bachelor's Degree

Any student having graduated from an accredited undergraduate institution may be admitted to Union University by the following process:

1. Complete an application for admission to Union.
2. Pay the application fee (nonrefundable).
3. Submit an official transcript as proof of the degree earned.
4. Complete a Union University Medical History Form.

Students having received a baccalaureate degree are not required to submit a student transfer form unless special circumstances arise to show a necessity for the above. A room deposit is required if the student desires campus housing. Additional transcripts may be required if necessary for academic advising.

A permit to register will be issued immediately to students meeting the above regulations.

Admission of Former Union University Students

Any student—once having been admitted to Union University and then missing one or more semesters (Fall or Spring)—must be readmitted by the following process:

1. Complete a new application (fee is not required).
2. Clear all previous academic, social, and financial obligations.
3. Submit official transcripts from any undergraduate institutions attended since leaving Union.
4. Submit a student transfer form from the last institution attended if it was a college other than Union.

Voluntary withdrawal does not guarantee permission to readmit to the university nor does it automatically exclude the student from enrollment at a future date. Students who have withdrawn must check with the Admissions Office or the Academic Center regarding reenrollment.

Academic Forgiveness Program

Union's Academic Forgiveness Program is designed for students who at an earlier period in their life earned a poor college academic record. The second chance is available to students who can demonstrate they are now prepared to be academically successful. Information is available from the Director of Admissions.

Admission Of International Students

All international students will meet the same freshman and transfer requirements for regular admission to the University. All International Students will be required to complete the International Student Application for Admission including its \$50 application fee. All documents must be in English, and the official transcripts must be certified English translations. Entry is allowed for Fall Semester only unless a special appeal is granted by the Admissions Committee or the Director of Admissions. The following additional requirements must be met:

1. A physical examination.
2. Student insurance purchased from a company approved by Union University.
3. Each international student shall prepay or show responsible evidence (such as a government scholarship) of having adequate money for one academic year's tuition (for Fall, Winter, Spring Semesters), room, board, insurance, books, and miscellaneous expenses. This amount will be determined by the Director of Admissions for each individual student during the admission process.
4. Students whose native language is not English will submit TOEFL score reports of not less than 500.
5. The Enhanced ACT/SAT(R) score requirement will normally be waived if the TOEFL score is 500 or above.

From a country where the native language is English, students will be admitted on academic credentials without regard to language requirements. Academic requirements will be the same as for regular admission.

From another accredited institution of higher learning in the United States, students will be required to meet the same requirements for admission as all other transfer students as well as meeting the required TOEFL score.

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

As a condition of their admission, each international student will be required to enroll as a full-time student in course work tailored for their unique orientation needs. The course work will include; but not be limited to; CLU 111, CLU 112, ENG 111, ENG 112, COM 235 and cultural orientation requirements. International students will be advised by an international student advisor, as well as by an assigned faculty advisor in

their major department, during their first year. Both the international student advisor and the departmental advisor must be consulted in registration decisions.

Admission to Special Summer Programs

Designed for selected students who have completed their freshman or sophomore year of high school, First Step students will be allowed to take up to four credit hours in the specialized courses for the cost of one credit hour, plus materials fees or laboratory fees, if applicable. The course instructor must grant permission. Final acceptance into FIRST STEP is made only after a personal interview with the instructor during which the student is asked to demonstrate his or her interest with supporting materials such as printed matter, tapes, or portfolio presentations.

For admission into the FIRST STEP PROGRAM, the student must submit an application for admission to Union University, an application fee, a high school transcript indicating the ability to do progressive introductory work in a college environment, a completed medical history form and applicable fees. Private bedrooms and several meal plans are offered at regular college rates if students desire to live on campus.

Rising High School Senior Program

Exceptional high school students, after completing the junior year of high school, may earn college credit for advanced placement by attending one or both summer terms at Union University. The Rising Senior Program is designed for selected high school students who:

- A. Have completed the junior year with a B average and/or a 20 ACT composite or a 930 on the SAT combined.
- B. Have demonstrated to their principal or guidance counselor sufficient maturity to profit from college work.

Before being admitted to the program, an applicant must meet the following standards and have the following information on file in the Office of Admissions:

1. An admissions application and application fee
2. A high school transcript of five semesters
3. A completed Union University Medical History Form
4. A recommendation from the student's principal or counselor

A maximum of seven semester hours may be earned in each of the two summer terms. Students in the RHSS Program may enroll in courses which will not conflict with course(s) to be studied in the senior year of high school.

A fee of \$100.00 per hour is charged for the first 3 RHSS hours. Up to four additional hours may be taken for a flat fee of \$150, such that the maximum cost does not exceed \$450 per term. Room and board is available at the regular rates.

No student may participate in the RHSS Program who does not plan to return to high school for completion of the senior year.

Special Categories Of Admission

Provisional Students

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

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

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

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

Non-Degree Seeking Students

Some students may be admitted in this category if they desire to take courses primarily for special interest or on a “visiting student” basis for a maximum enrollment of 12 semester hours. Often these students are enrolled in other institutions and are enrolled for only one or two terms at Union. Classes may be taken for credit or audit on a space available basis. Students must meet all requirements for admission to change from Non-Degree Seeking status to Degree Seeking status. A personal conference with the Director of Admissions is required before the student is accepted for admission on this basis. Students admitted as non-degree must reapply each semester/term.

Advanced Placement and Credit by Examination

Placement tests developed by Union University may be administered in all departments represented in the core curriculum. No course credit will be awarded on the basis of Union University-developed tests. The total number of hours required in the core will be satisfied at a higher level.

Nationally recognized credit by examination programs may be accepted at Union University. A maximum of 32 semester hours toward graduation will be accepted from the Advanced Placement Program of the College Entrance Examination Board (CEEB), the College Level Examination Program (CLEP), Correspondence and Extension credit, International Baccalaureate (IB) and DAN TES SST. Credit will be awarded for training received in the military service in accordance with recommendations of the American Council on Education (ACE). Other ACE-evaluated programs may be accepted upon review.

Credit awarded by successful completion of CEEB, CLEP, DAN TES and IB exams and for ACE-approved training through non-collegiate sponsored education, including but not limited to the military, is assigned semester hours without quality points.

Advanced Placement Program of the College Entrance Examination Board (CEEB)

Union University will accept credit from the Advanced Placement Program of the College Entrance Examination Board with grades of 3 or above.

CEEB Test	Union Parallel or Substitute	Credit
Art History	ART 210	(3)
*Studio Art	*ART Elective	(3)
Biology	BIO 100	(4)
Chemistry	CHE 105 or 111	(4)
Computer Science A	CSC Elective	(3)
Computer Science B	CSC Elective	(3)
Economics	ECF 211-2	(6)
English Language and Composition	ENG 111	(3)
English Literature and Composition	ENG 111-2	(6)
French Language and Composition	FRE 111-2	(6)
German Language	GER 111-2	(6)
Government and Politics, United States	PSC 211	(3)
Comparative Government	PSC 318,	(3)

History, European	HIS 101-2	(6)
History, United States	HIS 211-2	(6)
Human Geography	GEO Elective	(3)
Latin	LAT 111-2,	(6)
Mathematics, Calculus AB	MAT 211	(4)
Mathematics, Calculus BC	MAT 211-2	(8)
Physics B	PHY 213-4	(8)
Physics C–Mechanical	PHY 231	(5)
Physics C–E & H	PHY 232	(5)
Psychology	PSY 213	(3)
Spanish Language and Literature	SPA 111-2	(6)
Statistics	MAT 114	(3)

*Pending evaluation of student’s art portfolio by Union’s Art Department

College-Level Examination Program (CLEP), Subject Exams

Credit will be awarded to students earning a minimum score equivalent to a grade of C in accordance with the standards of ACE. Students planning to enter medical or allied health fields should be aware that these schools may not accept CLEP. Check with the Union program advisor.

CLEP	Union Parallel or Substitute	Credit
American Government	PSC 211	(3)
American History I: Early Colonization to 1877	HIS 211	(3)
American History II: 1865 to the Present	HIS 212	(3)
American Literature	ENG**	(3)
Analysis and Interpretation of Literature	ENG Elective	(3)
Calculus with Elementary Functions	MAT 211	(4)
College Algebra.....	MAT 111	(3)
College Algebra-Trigonometry	MAT 116	(3)
College French- Levels 1 and 2*	FRE 111-2	(6)
College German- Levels 1 and 2*	GER 111-2	(6)
College Spanish- Levels 1 and 2*	SPA 111-2	(6)
English Literature	ENG**	(3)
General Biology	BIO 100	(4)
General Chemistry	CHE 111	(4)
General Psychology	PSY 213	(3)
Human Growth and Development	PSY 324	(3)
Information Systems and Computer Applications	CSC Elective	(3)
Introduction to Educational Psychology	PSY 318	(3)
Introductory Accounting	ACC 211-2	(6)
Introductory Business Law	MGT 321	(3)
Introductory Marketing	MKT 328	(3)
Introductory Sociology	SOC 211	(3)
Principles of Macroeconomics	ECF 211	(3)
Principles of Management.....	MGT 318	(3)
Principles of Microeconomics	ECF 212	(3)
Trigonometry	MAT 112	(3)
Western Civilization I: Ancient New East to 1648	HIS 101	(3)
Western Civilization II: 1648 to the Present	HIS 102	(3)

* Elective hours are awarded to the student with a superior test score.

** 201 or 202 as needed

DANTES Subject Standardized Tests

Credit will be awarded to students earning a minimum passing scores as defined by ACE for the following tests:

DANTES Test	Union Parallel or Substitute	Credit
Anthropology, General	SOC Elective	(3)
Art of the Western World.....	ART Elective	(3)
Astronomy	*PHY Elective	(3)

Business, Introduction	# MGT 113	(3)
Business Law II	MGT 322	(3)
Business Mathematics	Elective	(3)
Civil War & Reconstruction	HIS 332	(3)
College Algebra, Fundamentals	MAT 111	(3)
Computer with Programming in BASIC	CSC Elective	(3)
Computing, Introduction	CSC Elective	(3)
Counseling Fundamentals	PSY Elective	(3)
Criminal Justice	SOC Elective	(3)
Drug & Alcohol Abuse	PEWS 301	(3)
Environment & Humanity	PHY 310	(3)
Ethics in America	PHL 243	(3)
Financial Accounting	ACC 211	(3)
Finance, Principles	ECF 323	(3)
Foundations of Education	**EDU 150	(2)
Health, Here's to your	PEWS 324	(3)
Human/Cultural Geography	GEO Elective	(3)
Law Enforcement, Introduction	PSC Elective	(3)
Life Span Development Psychology	PSY 219	(3)
Management Information Systems	#MGT 310	(3)
Middle East, Introduction to Modern	HIS Elective	(3)
Money & Banking	ECF Elective	(3)
Organizational Behavior	#MGT 348	(3)
Personal Finance	@@ECF 415	(3)
Personnel/Human Resource Management	@@@MGT 432	(3)
Physical Geology	*PHY Elective	(3)
Physical Science, Principles	@PHY 111	(3)
Public Speaking, Principles	COM Elective	(3)
Soviet Union, Rise & Fall	HIS 420	(3)
Statistics, Principles	MAT 114	(3)
Supervision, Principles	### MGT 318	(3)
Technical Writing	Elective	(3)
Vietnam War, History	HIS Elective	(3)
Western Europe, Contemporary 1946-1990	HIS 322	(3)
World Religions, Introduction	PHL/CHR 349	(3)

- * Together the two tests parallel Union's PHY 112.
- ** See the Director of Teacher Education regarding the field experience requirement.
- # May not be taken after BSOL 418.
- ## May not be taken after earning credit in MGT 318, MKT 328, BSOL 402, or BSOL 421.
- ### May not be taken after BSOL 435.
- @ May not be taken after earning credit in CHE or PHY.
- @@ May not be taken after BSOL 350.
- @@@ May not be taken after BSOL 435

International Baccalaureate

Union University awards credit for successful completion of the advanced high school curriculum programs of the International Baccalaureate.

Course credit will be awarded as indicated in parenthesis (). IB Level refers to S or Subsidiary, H or Higher, n/a or either level is acceptable.

IB	Minimum	IB	Union
Course	Score	Level	Parallel (credit)
Art/Design	5	S	ART 211* (3)
Biology	5	n/a	BIO 100 (4)
Computer Science	5	S	CSC 111 (3)
Computer Science	5	H	CSC 112 (3)
English A1	6	H	ENG 202 (3)
Geography	5	n/a	GEO 112 (4)
History-Europe	5	H	HIS 102 (3)
History-Africa	5	H	HIS Elect.** (3)

ADMISSIONS

History-E/SE Asia & Africa	5	H	HIS Elect.#(3)
History-Americas	5	H	HIS 211-2**(6)
Mathematics	5	H	MAT##(3)
Math Methods	5	S	MAT**(3)#
Math Studies	5	S	MAT**(3)
Math, Advance	5	S	MAT 205 (3)
Music	5	H	MUS 220 (3)
Music	5	S	MUS 216 **(3)
Spanish B	5	n/a	SPA 112 (3)
Business & Organization	5	n/a	Business @
Economics	5	n/a	ECF**(3)
Info. Tech. in Global Society	5	S	MGT 310 (3)
Psychology	5	n/a	PSY## (3)
Social Anthropology	5	H	SOC 355 (3)

- * upon presentation to Art Faculty of acceptable journal
- ** applicable to General Core requirements
- # applicable to Specific Core requirements
- ## applicable as an elective to the major or minor indicated
- @ applicable as an elective to any SOBA major or minor

Financial Information

Expenses

The registration of a student signifies an agreement by the student and if applicable, his/her parents to fulfill the related financial obligations to the end of the semester in which the student is registered. The University expects that every student will care for his/her account and believes that responsibility for handling the student account is a part of the educational experience as a whole.

All financial information is subject to change without notice.

Expenses Are Due and Payable as Follows:

All expenses for the semester, after subtraction of financial aid and allocations, are due and payable before the beginning of classes for that semester.

Charges for class changes, dormitory damages, and cleaning costs will be billed in a separate statement. Failure of a student to keep payments current will make him/her liable for exclusion from class attendance and from the University. All charges must be paid before the student may (1) receive a diploma or academic transcript, or (2) enroll for a subsequent term. Students preregistering for a subsequent semester must have their current account paid in full.

Loans, which are insured by the state or federal government, may be available at your local bank. The University participates in the Supplemental Educational Opportunity Grant Fund and the Federal Perkins Loan Program. The University accepts payment by cash, check, VISA, MasterCard, Discover Card or a combination of these methods. Payment plans are available if needed, and may be established through the Office of Business Services. Please contact an admissions counselor or the Office of Business Services for details on payment plans. A 1.5% service charge will be assessed monthly on all outstanding student account balances.

Tuition and Fees

Tuition, at the rate of \$440 per semester hour, is \$6,660 for 15 semester hours for the Fall and Spring Semesters. Music majors taking 16 hours plus an ensemble may request a tuition waiver for the ensemble credit provided that credit is not applicable to their degree.

Tuition for the Winter Term and the Summer Terms is \$275 per semester hour of credit.

The Audit fee for any semester or term is \$110 per audit hour. Audit does not apply toward graduation.

These charges cover the cost of matriculation and class instruction. The Student Services Fee covers a variety of university costs, including the basic medical fee, admission to many campus-sponsored events (including home athletic contests), post office box rental, student publications, graduation, computer lab fees, etc.

Tuition Summary

Fall or Spring	\$440/hour
Winter or Summer	275/hour
Audit	110/hour

Resident Student Charges for each Fall or Spring Semester

Room	
Without kitchen	\$ 1250
With kitchen	1420
McAfee Residence Complex	1480

Meals (includes 8.75% sales tax)*	
7 per week	\$ 640
12 per week	925
20 per week	1125

Resident Student Charges for Winter Term or Summer Term

Room	
Without kitchen	\$270
With kitchen	320
McAfee Residence Complex	335

Meals (includes 8.75% sales tax)*	
7 per week	\$160
12 per week	220
20 per week	285

*Students in an apartment with a kitchen may purchase any meal option but are required to buy the minimum 7-meal plan. Students in an apartment without a kitchen may purchase a 12 or 20 meal plan but are required to buy the minimum of 12 meals per week.

Family Apartments

(per month plus utilities)	\$420
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Student Services/Technology Fee

Fall/Spring, Day/Evening	
12 hours or more	\$250
5-11 hours	200
1-4 hours	150
Winter, Day/Evening	50
Summer (one or more terms)	50

Expenses Paid in Addition To Tuition As Applicable To Student Courses And Programs Noted:

Graduation Cap & Gown Minimum	\$16
Orientation fee (required of all freshmen and Resident Transfers)	70
Orientation, additional (required of all International Students and Mk's)	30

Materials Fee Per Semester

ART 113, 114, 115, 116, 117, 218, 357	\$ 20
ART 216, 217, 220, 231, 232, 242, 311, 312, 316, 317, 323, 324, 333, 343, 411, 412, 424	25
ART 413, 414, 499	10
ART 221, 345, 346, 445	30
Communication Arts 220, 230, 406, 410	50
EDU 233, 326, 351, 352, 353, 354, 355, 356, 410, 411, 414, 416, 430, 431, 433, 435	15
Language 111, 112	15
MGT 250	15
SE 320, 321, 340, 345, 405, 410, 415, 430, 435	15
PEWS 107	40
PEWS 116	50
PEWS 115	Actual Cost of Ski Trip
PEWS 121	30
PEWS 125	67

Music Fees Per Enrollment

Class Piano, Class Voice	50
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Private lessons 1 hour credit (one-30 minute lesson per week)	125
Voice Accompanist Fee	50
2 or 3 hours credit (two-30 minute lessons per week)	225
Voice Accompanist Fee	100

Nursing Fees as indicated:

Insurance fee (per year)	\$25
Achievement tests (approximate cost)	110
National Student Nurse Association Membership Fee, optional	35
Union University Student Nurse Association Membership Fee, optional	3
School Pin (at graduation)	35-120
Clinical Fees per enrollment*	
NUR 308, 421, 423, 425	220
NUR 310	110
NUR 318, 418, 430, 440	165
NUR Challenge Exam 310	300
Nursing Challenge Exams 302, 410	75
NUR Challenge Exam 309	50
NUR Challenge Exams 308, 318, 418	150

*Transportation to the clinical site is the responsibility of the student.

Science Laboratory Fees per enrollment:

BIO 100, 112, 121, 200, 211, 213, 214, 215, 221, 222, 312, 315, 316, 317, 318, 395 ...	\$ 25
BIO 320, 321, 323, 325, 424	35
BIO 322	100
CHEM 105, 111, 112, 301	25
CHEM 106, 221, 319, 324, 325, 327, 426	30
CHEM 424	35
CHEM 498	20
PHY 111, 112, 213, 214, 231, 232, 301, 311, 317, 310	25
PHY 424, 430	35

Testing, per attempt:

ACT(R)	\$20
CLEP	61
DANTES SST	55
English Proficiency Examination	Cost of Exam

Incomplete Processing Fee

A fee of \$10 is charged per Incomplete, grade of I, assigned.

Late Entrance Fees

A late entrance fee of \$25 will be charged those registering during Late Registration as specified in the calendar.

Registration Change Fee

A fee of \$10 per semester/term will be made for changes in registration. Permission of the Registrar is required to exempt the charge.

Social Work Field Practice Insurance

Professional liability insurance is required for students involved in agency experiences as a part of SW 201 and SW 490. Approximate annual cost is \$25.

Teacher Education Field Experience Insurance

Liability insurance is available through Union University, for approximately \$25 per year, and through other sources. Evidence must be provided to the Director of Teacher Education prior to any field experience.

Student Teaching Fee

A fee of \$125 plus \$15 materials fee will be charged all students engaging in Enhanced Student Teaching. Extended field experience fee is \$35 plus \$15 materials fee.

Non-Traditional Programs

For tuition and fees please see the *Catalogue* section entitled Adult Studies.

Rising Seniors

A fee of \$100.00 per hour is charged for the first 3 RHSS hours. Up to four additional hours may be taken for a flat fee of \$150, such that the maximum cost does not exceed \$450 per term. Room and board is available at the regular rates.

Refunds

A. Advance Deposits

A tuition deposit of \$200 is required after the student has been accepted for admission to reserve a place in class. This deposit applies totally to the tuition charges for the entering semester. A housing deposit of \$100 is charged for room reservation in all resident complexes. All of the tuition and residence complex deposit will be refunded if the cancellation and request is made in writing by **May 1** for the Fall semester, **November 15** for the Winter term, **December 1** for the Spring semester, and **May 1** for the Summer term. **NO REFUND WILL BE GIVEN ON CANCELLATIONS MADE AFTER THESE DATES.** If the student is not accepted for admission, all deposits will be refunded. If a student is graduating or moving out the residence complex permanently, notice must be received by the above dates to secure a refund of this deposit. Refunds will be made by crediting the student's account in the Office of Business Services.

B. A student withdrawing from all classes will be refunded tuition, housing charges, student services fee, course fees, and/or orientation fee according to the chart below. Refunds on cafeteria will be prorated to the end of the week in which the student withdraws. Students withdrawing due to disciplinary action will not receive a refund on housing charges.

C. Refund policy for the sixteen-week terms is as follows

1. On or before the second day of class	100%*
2. After second day of class through week 1	90%
3. Week 2 through Week 3	75%
4. Week 4 through week 5	50%
5. Week 6 through week 8	25%
6. After week 8 following first day of class there is no refund.	

*Less \$200 withdrawal processing fee

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

1. On or before the second day of class	100%**
2. Day 3	90%
3. Day 4 through day 5	75%
4. Day 6 through day 7	50%
5. Day 8 through day 9	25%
6. After day 9 following the first day of class there is no refund.	

**Less \$50 withdrawal processing fee

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

1. On or before the second day of class	100%***
2. Day 3 through Day 4	90%
3. Day 5 through day 10	75%
4. Day 11 through day 16	50%
5. Day 17 through day 22	25%
6. After day 22 following first day of class there is no refund.	

***Less \$50 withdrawal processing fee

Note: Day in D and E refers to working day.

F. 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 above rules and regulations put the responsibility on the student. He/she saves money and avoids misunderstanding by immediately seeing the Vice President for Business and Financial Services or the Assistant Vice President for Business and Financial Services.

G. Proration of financial assistance upon withdrawal

Institutional assistance awarded a student will be prorated as shown in the above schedule if the student withdraws. Scholarship funds received from sources outside the University will be used to satisfy any remaining balance a student may owe unless specified by the source to be returned in full or in part. Withdrawal occurring on or before the 60% period of enrollment, calculated using calendar days, will require a portion of Title IV funds awarded (Pell Grant, Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Stafford Loan, Federal PLUS Loan, but not Federal Work Study) be returned in accordance with provisions of the Higher Education Amendments of 1998. This may result in the student owing a balance to Union University and/or to the Federal Government.

How to Obtain a Credit of Institutional Charges

In order to obtain a credit of institutional charges, a student must notify Union Station in person or the Academic Center in writing of his/her desire to withdraw from the university, the reason for withdrawing, and indicate the last day which he attended class. This information will be recorded on a withdrawal record and passed on to the Office of Business Services and the Financial Aid Office for calculation of credit of institutional charges and adjustment of financial assistance.

Equipment

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

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

Policies and Practices Governing Student Financial Assistance

1. Recipients of financial assistance from the University are required to notify the Financial Aid Office of any other scholarship or loans extended to them from sources outside the university.
2. The following requirements must be met in order to continue receiving certain financial assistance:

Presidential, Dean's and Provost Scholarship—maintain 3.25 following completion of Fall/Spring semesters of freshman year. Awards are for a maximum of 128 hours.

Other Academic Scholarships—maintain 3.0 following completion of Fall/Spring semesters of freshman year. Awards are for a maximum of 128 hours.

Church and Convention Ministry Scholarship—maintain 2.0 and comply with inservice requirements.

Junior College Scholarship—maintain 3.0 GPA for \$1000 scholarship; maintain 3.5 GPA for \$1500 scholarship. Awards are for a maximum of 4 semesters.

Federal/State Grants and Loans—Qualitative requirement: Achieve 1.5 GPA by end

of first academic year, maintain 2.0 after completing second academic year. Quantitative requirement: Successfully complete a minimum of 67% of cumulative credit hours attempted. Maximum Time Frame: Students must complete degree program within 150% of the published length of the program. If a student loses eligibility for federal funds due to failure to meet these standards, appeal may be made through the Financial Aid Office.

3. Award amount for Workshop/Work Study is the amount a student may expect to earn during the academic year contingent upon actual placement in a job assignment and actual number of hours worked. Students must report to the Financial Aid Office upon arrival on campus for job assignment and clearance.
4. It is the policy of the University to disburse to the student's account one half of awards excluding Workshop/Work Study per Fall/ Spring semester enrolled.
5. Original award amounts for federal and state grants assume the federal/state standard for full-time enrollment (12 credit hours per semester). Students enrolled in fewer than 12 hours per semester may have these award amounts adjusted as required by federal and state regulations.
6. Original award amounts for tuition-based award packages assume a minimum class load of 16 hours per semester. A student taking fewer than or more than 16 hours per semester will have his/her award package adjusted/prorated according to actual number of hours enrolled.
7. Any commitment of federal funds (Pell Grant, Supplemental Educational Opportunity Grant or Perkins Loan) or state funds, (Tennessee Student Assistance Award) is contingent upon subsequent congressional or state appropriation and actual receipt of the funds by Union University.
8. Financial assistance will be adjusted upon withdrawal from all classes, in accordance with the Refund Policy of Union University, published in this *Catalogue*, and federal law. Examples of the calculation of the refund and/or return of financial assistance are available in the Financial Aid Office.
9. Any student receiving a Federal Perkins Loan or Federal Stafford Loan will be notified to schedule an appointment for a conference to discuss repayment of the loan prior to graduation or withdrawal from the University.
10. Financial need will be reevaluated each year and appropriate increase or decrease in the amount of assistance offered will be made. For the purpose of reevaluation, all students must submit a Reapplication for Financial Assistance to the Financial Aid Office no later than May 1. Students wishing to reapply for federal funds must also file the FAFSA or Renewal FAFSA. It is the student's responsibility to secure the necessary forms and apply by the deadline.
11. The Financial Aid Office reserves the right on behalf of the University to review and cancel an award at any time because of changes in financial, enrollment, or academic status; changes of academic program; or because of the recipient's failure to observe reasonable standards of citizenship.

Standards Of Satisfactory Academic Progress For Financial Aid Eligibility

The Higher Education Act of 1965, as amended, mandates institutions of higher education to establish minimum standards of "satisfactory academic progress" for students receiving financial assistance. Consequently, students must make progress toward completing their degree or certificate each term the student is enrolled. These standards apply to the following financial aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work Study, Federal Perkins Loan, Federal Stafford Loan, Federal Parent Loan for Undergraduate Students (PLUS). These financial aid standards of academic progress are separate from, and in addition to, academic standards required by the University for continued enrollment.

The criteria used to determine academic progress for purposes of determining eligibility for federal financial aid are Cumulative Grade Point Average (CUM GPA), Cumulative Completion Rate, and Maximum Time Frame for completion of educational objective.

Qualitative Requirement—Cumulative Grade Point Average

Undergraduate students who have not yet completed two Fall/Spring semesters must have a minimum CUM GPA of 1.5. Students who fail to meet this standard may have a conditional period of one semester during which they may continue to receive aid in which they must earn a minimum 1.5 CUM GPA. Undergraduate students who have completed four semesters must have a 2.0 CUM GPA.

Quantitative Requirement - Completion Rate

Students must successfully complete a minimum of 67% of cumulative credit hours attempted excluding transfer credits, audits, and testing credit. To successfully complete means to receive a final grade of A, B, C, D, or P.

Maximum Time Frame for Completion of Educational Objective

Students must complete their degree program within 150% of the published length of their degree program. For example, pursuing a degree which requires 128 credit hours to graduate, a student could not receive financial aid beyond 192 credit hours attempted, including transfer hours, whether or not financial aid was received for these credit hours.

Incomplete Grades

A grade of Incomplete will not be factored into calculating satisfactory academic progress until the grade is changed to a final grade.

Repeated Courses

Repeated courses affect academic progress for financial aid purposes as follows:

GPA—Only the most recent grade counts in the student's GPA.

Completion Rate—Each time a course is repeated it will be counted as "attempted hours."

Maximum Time Frame—Each time a course is repeated it will be counted as "attempted hours."

Drop and Withdrawal from Classes

A student's aid is adjusted whenever a class is dropped based on the remaining number of hours for which he is enrolled, therefore, dropping a class does not affect satisfactory academic progress. However, upon attendance in all classes, if the student then withdraws from all classes, those hours will be counted as credit hours attempted in future calculations of completion rate and maximum time frame.

Transfer Hours

Transfer hours count only toward the overall maximum time frame calculation. Transfer hours have no effect upon the cumulative GPA or completion rate.

Students Readmitted to Union

A student readmitted to Union whose prior academic record, including transfer records, who does not meet the standards for satisfactory progress will be eligible to receive financial aid for a conditional period of one semester. If at the end of the conditional period the student fails to regain satisfactory academic progress, he will not receive aid for a subsequent semester unless he regains satisfactory academic progress or is approved through the appeal process stated below.

Evaluation of Progress

Standards used to measure progress must include all semesters and terms of the student's enrollment, including 4-week terms (Winter, Summer) and 8-week terms. Sat-

atisfactory progress for students in term-based programs will be evaluated at the end of each Fall/Spring Semester.

Students in non-term based programs will be evaluated at the end of each payment period. A payment period is the increment of time for which a disbursement of federal aid is made. Payment periods are determined in part by the date the student began the program.

A student who does not meet standards at the end of a semester who enrolls in the following short term will not be eligible to receive financial aid for that term. However, credit hours attempted and grades earned during the term could conceivably restore the student to satisfactory progress for the following semester. A student who wishes his progress to be reevaluated following a term should follow the procedures in "Reinstatement of Eligibility."

Notification of Failure to Meet Satisfactory Academic Progress Standards

At the end of each semester, if a student is not making satisfactory academic progress, the Financial Aid Office will inform the student by letter of this determination. Unless the student falls under a conditional period as described in this policy, the student will not be eligible to receive any federal financial aid from that point forward. He/She may appeal the decision and if approved may be awarded aid, or if his/her academic progress improves to again meet the standards, and he/she applies for reinstatement of eligibility, then aid may be awarded.

Appeal Process

Students who have lost eligibility for aid due to GPA or completion rate may appeal their case if extenuating circumstances prevented them from making satisfactory progress. Circumstances which are considered extenuating are those that are unusual and/or unforeseen at the beginning of the semester, such as serious illness or injury of the student, death or serious illness of a close relative, or other situations which were unexpected and beyond the student's control. Appeal is made by submitting a letter to the Director of Financial Aid describing the extenuating circumstances and indicating steps the student plans to take to improve his academic progress.

Students who have lost eligibility for aid for exceeding the 150% maximum time frame may appeal if they have changed their major since beginning attendance at Union. Appeal should be made in writing to the Director of Financial Aid and accompanied by documentation from the Academic Center showing the student's new major and the credit hours which will apply towards the new major. The student will be allowed to appeal on the basis of a change in major one time.

If the student who loses eligibility does not appeal or the appeal is not approved, he/she will not receive federal aid until he/she regains eligibility. Students will be informed in writing of the results of their appeal.

Reinstatement of Eligibility

A student who has lost eligibility for federal aid may regain eligibility by bringing his/her CUM GPA to the standard or in the case of insufficient completion rate, making up the deficient credit hours. When a student believes that he has regained eligibility, he/she should request in writing to the Financial Aid Office that eligibility be reinstated. This written request should be accompanied by a official copy of the student's most recent grades, or in the case of regaining eligibility for completion rate, a current academic transcript. The student will be notified in writing the results of this request.

Missionary Dependent Scholarship

In an effort to enhance Union University's commitment to missions and its positive and constructive relationship with the Southern Baptist Convention, the children of

International Mission Board and North American Mission Board missionaries who desire to attend Union University will be given the following considerations:

Option One

1. Union University will award a Missionary Dependent Scholarship for 1/2 tuition per semester for up to four years so long as their (MD) parent(s) continue to serve in a full time capacity with the IMB or the NAMB.
2. Students who accept this option will not be eligible for any additional financial aid benefits (academic, leadership, music, athletic, etc.).
3. Students may apply for federal financial aid (Pell grant, loans, or Work Study). Any additional aid will be applied to tuition or other costs directly related to Union (room and board).

Option Two

1. Students who meet all admissions requirements may, like other Union students, apply for academic, ministry, leadership, athletic, drama, or need-based financial aid benefits.
2. Students who accept Option Two will not be eligible for Option One.

Either Option

- Students receiving MD Scholarship will be expected to maintain 2.5 cumulative GPA to retain the scholarship.
- In no event will a student be funded beyond the actual cost of attendance.
- The initial MD award will be made based on an assumed enrollment of 16 hours (per semester). If a student is taking more or less, than the 16 hours, the University will make a proportional adjustment in the scholarship to accurately reflect the actual hours taken.
- Funds received from Workship or Work Study employment will be in addition to the scholarship offered in Option One.
- Any student receiving a MD Scholarship may also receive a tuition scholarship for up to 6 semester hours per academic year, to be taken in Winter or Summer Terms.
- The MD Scholarship will be not be applied toward Study Abroad hours.
- The MD Scholarship will not cover charges for any course dropped during the semester. Any tuition charges assessed due to the dropping of a class will be the responsibility of the student.
- The MD Scholarship will not cover tuition charges for the audit of a class.
- The MD Scholarship will be based on the regular class rate for the semester that the hours are taken. If an on-line course is taken during any term, the scholarship will cover the portion based on the regular in-class rate.
- The IMB MD is required to attend an orientation session and culture class his/her initial Fall Semester of enrollment.
- Union University reserves the right to alter this policy at any time. However, should the terms of the MD scholarship change during any academic year, all students currently receiving the scholarship would be allowed to complete that academic year under the existing policy.

Veterans and Their Dependents

Union University is approved by the Department of Veterans Affairs for all veterans and dependents of veterans who qualify. Check with the Academic Center as soon as possible after arriving at the campus.

Endowed Scholarships and Grants

Union University administers other privately endowed scholarship funds which are awarded through the Committee on Student Aid. Most are designed for students preparing for specific vocations. Further information pertaining to the following scholarships may be obtained by contacting the Financial Aid Office.

FINANCIAL AID

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Albert and Hannah Adams	Sarah Elizabeth Elston
John Adams	John Eppinger
Ralph E. Alexander	Teddy H. Evans
Jimmy Allen Memorial	Betty Williams Farr
Andrews Scholarship	A. W. Ferguson
Emma Lee Austin	Benny D. and Norma J. Fesmire
Rosamond Avery Music	Betty Hillix Foellinger Trust
Mr. & Mrs. Barney C. Baker Charitable	Thomas Carter Foote Memorial
Ball Fund	William and Cynthia Fore
Virgil Lee and Lillian Smith Barr Memorial	Mrs. Warner Earle Fusselle
Judge William Carey Bateman	Ann Huey George
J. E. "Doc" and Myrlla Bell	Dale Francis Glover Family
J. Harbert Bennett	Polk and Polly Glover
Bethel Baptist Church Ministerial	Carl Matthewson Greer Memorial Trust
Frank M. and Helen S. Blythe	Greer-Layman
Joe and Mildred Owen Bobbitt	Kay and Carroll Griffin
Kathryn Sullivan Bowld	Mary Sue Barr Griggs Memorial
Phelan B. Brasher	W. G. Guthrie
Ruby G. and Pled W. Brisendine	Betty Hadley Memorial
Brown-Granger Scholarship	Audrey Brasfield Haney
Roy E. Bryant	Wert Elmer and Gertrude Lyles Hanks
Curry Carlton Music	Hardeman County Baptist Association Work
Donald Lamar Carter	Charles V. Harris
Albert Cason Trust	Charles V. Harris Nursing
Christian Educators	Wilda Tilghman Harris
Christian Vocational Leadership	J. T. and Mary Helen Hart
(Department of Chemistry/Physics)	Robert and Rosa Jackson Hendrix
Dr. George E. and Mimi Clark	Henry Harrison and Lucille Duncan Herron
Grady and Carolyn Clements	Jason Browning Highsmith
Emma Gene Cobb	J. J. Hurt Fund
Coburn Trust Fund	Thomas William Ingram Piano
Rev. Maurice D. Coleman Memorial	Rev. William T. "Billy" Jacobs
Crabtree Memorial Fund	Cynthia Jelks
R. E. Craig	Lewis E. Jernigan, Jr.
Jewell Crickman and Benjamin Frank Moore	Harvey W. and Flora Reid Johnson Memorial
Camelia Cunningham	George B. and Vivian Jones Memorial
Paul E. Daniel	Jones (Shelby County Pastors Children)
Jeff Davis II, Memorial	Albert Kelly
Fred DeLay	Lara Kendall
Wayne T. (Pete) Delay	Millard M. Kesterson, Jr. Memorial
Dr. E. E. and Marie Deusner	Willis Hamilton Kimzey, Jr.
John G. Dickinson and Mary Hudson	Kenneth C. and Melinda Scott Krei Education
Dickinson Memorial	Hance Lassiter Memorial
Mrs. Samuel Dockery	Dr. Robert G. Lee
Dr. George W. and Roberta Dodds	Joe D. and Doris Littlefield, Sr.
Ralph T. and Loy D. Donnell	Zora Bell Lovelace
William Carlos and Rheudean Bailey Douglass	Hattie Mackey Memorial
Michael and Laura Duduit	Alvin Martin Ministerial Student
James F. and Jeane Eaves Ministerial	Virginia Naylor Martin
Bertie Edwards	C.W. "Bill" Matlock
Thomas E. Elam, Ph.D., Business/Economics	Irvin and Elise Mauldin
Lorena Maness Elcan	McConnell Memorial
D. A. Ellis	McConnell Memorial Nursing

McCoy Fund of McNairy County
 McLean Scholarship
 John McRee Golf
 Mildred McWherter
 Joe and Ruby Lynn Melson
 Lidie Turner Michie Endowed
 Beulah S. Miller
 Elmer Miller Foundation
 Joseph H. Miller
 Elmer, Opal, and Dean Moore Memorial
 John H. Moorefield
 Chandler and Onola Mullins
 Chandler and Onola Mullins Nursing
 Lorelle Paschall Myers
 Isabel H. Neely Nursing
 James Thomas and Mary Newsom Memorial
 Della Shaw Nichols
 Nelle Kinsey Owen
 Clyde O. and Louise M. Page
 E. T. (Rocky) Palmer Memorial
 Jessie S. "Mutt" Parrish Nursing
 Lucy McLemore Pearson
 Margo Marie Petersen Memorial Nursing—
 Established by Bill and Mary Adcock
 Clarence E. Pigford Memorial
 John H. Pippin
 W. Thomas and Jane Norville Powell
 Max W. Pugh Piano
 Billy E. and Larry J. Ray
 Mai Del English Richard
 Mr. and Mrs. W. H. Roberts Memorial
 Thomas R. and Christine P. Ruch Memorial
 R. C. Ryan
 Everette and Winnie Sanders
 Carla D. Sanderson Nursing
 Linda Scarborough Nursing
 Howard L. Schuster, Jr. Nursing
 Curtiss E. Scott
 E. O. and Eula Petty Sheppard
 Mary Catherine Siler
 T. O. Siler Family Memorial
 Grace Ayliff Simonton
 Elsie Young Smith Pre-Medical
 Jerry B. Smith Memorial
 Eulon Lee Smothers, '31, and
 Louise Weldon Smothers, '33
 Jason Snipes
 Spight Fund
 Dr. Jonas L. and Emma Lee Stewart
 Alvin L. and Ressa Kile Stobaugh Nursing
 Susan O. Thomason Nursing
 R. S. Tipler Fund
 Roy H. Touchstone Memorial
 Joe Tucker
 Veazey Memorial
 Howard L. and Claire Cooper Vestal
 Victory Heights Baptist Church
 Bettye Blankenship Walker Memorial
 Joe Walker, Jr.
 Clara E. Waller Memorial
 William Walter Warmath Memorial
 Loyemma and R. G. Watson Memorial
 H. E. Watters Memorial
 June B. White Chemistry
 Drs. Kermit E. and Bettye Whiteaker
 Andrew L, Jr. and Frances Tate Williams
 Language
 Annie Wista Williams
 Charles Bray Williams
 John L. Williams
 Charles A. Wingo
 Woodland Mills, First Baptist Church
 Homer B. and Mary Jewell Woodward Student
 Aid Fund

Church Endowed Scholarships

Adamsville, First Baptist Church
 Alamo, First Baptist Church
 Antioch Baptist Church, Humboldt
 Ararat Baptist Church
 *Gee Family Trust
 Ardmore Baptist Church
 Atwood, First Baptist Church
 Audubon Park Baptist Church
 Bartlett Baptist Church (Hays Trust)
 Beech Bluff Baptist Church
 Bellevue Baptist Church, Cordova
 Bells, First Baptist Church
 Bemis, First Baptist Church
 Bethel Springs, First Baptist Church
 Beverly Hills Baptist Church
 Bolivar, First Baptist Church
 Boulevard, First Baptist Church
 Bradford, First Baptist Church
 Briarcrest Baptist Church, Memphis
 Brownsville Baptist Church
 Brucecon, First Baptist Church
 Calvary Baptist (Davidson Memorial)
 Camden, First Baptist Church
 Center Baptist Church
 Charleston Baptist Church, Stanton
 Cherry Road Baptist Church, Memphis
 Covington First Baptist Church
 Cross Roads Baptist Church, Bells
 Curve Baptist (Leggett Memorial)
 Dresden, First Baptist Church
 Dyer, First Baptist Church
 Dyersburg, First Baptist Church
 East Union Baptist Church
 Englewood Baptist Church, Jackson
 *Harbard & Thelma Jett Family Trust
 *Roderick & Amy Parker Trust
 *Thelma Barksdale Trust
 Faith Baptist Church, Bartlett (Irvin & Dorothy

Hays Scholarship)
 Finley Baptist Church
 Fowlkes Baptist Church
 Garland Baptist Church
 Germantown Baptist Church
 Gleason, First Baptist Church
 Halls, First Baptist Church
 Henderson, First Baptist (Smith Memorial)
 Hendersonville, First Baptist Church (Babb Trust)
 Henning, First Baptist Church
 Hillcrest Baptist Church, Dyersburg
 Holly Grove Baptist Church
 Humboldt, First Baptist Church
 Huntingdon, First Baptist Church
 Jackson, First Baptist Church
 *William & Christine Bates Trust
 Kenton, First Baptist Church
 Leawood Baptist Church, Memphis
 Lexington, First Baptist Church (Deusner Trust)
 *Joe Davis Memorial Trust
 E.E. Hays Trust
 Maplewood Baptist Church, Paris (Shaffer Trust)
 McKenzie, First Baptist Church
 *James & C.B. Bryant Trust
 Milan, First Baptist Church
 Millington, First Baptist Church
 Morris Memorial Baptist Church
 Mt. Nebo Baptist Church (Cole Memorial)
 New Hope Baptist Church (Cavitt Trust)
 *Shanklin Memorial Trust
 Newbern, First Baptist Church
 North Jackson Baptist Church
 Oak Grove Baptist Church, Covington
 Obion, First Baptist Church
 Parkview Baptist Church, Jackson
 Paris, First Baptist Church
 Parsons, First Baptist Church
 *Billy J & Allie Mae (Tinker) Stevens Trust
 *Faith Finders Youth Group

*Floyd Powell Carrington
 *James Logan & Jewell Houston Tinker
 *Teresa Smith Haggard
 *Towsend-Vise Scholarship
 Poplar Corner Baptist Church, Brownsville
 Poplar Heights Baptist Church, Jackson
 Puryear Baptist Church
 Raleigh Baptist Church, Memphis
 Ridgely, First Baptist Church
 Ridgeway First Baptist Church, Memphis
 Ripley, First Baptist Church
 Rock Hill Baptist Church
 Rutherford, First Baptist Church
 *Marie and J.W. King
 Salem Baptist Church (Fairless Memorial)
 Savannah, First Baptist Church
 Second Baptist Church, Union City
 *Barry J. Keathley Trust
 Selmer, First Baptist Church
 *Chris Graham Memorial Trust
 Somerville, First Baptist Church
 South Fulton Baptist Church
 Southland Baptist Church, Memphis
 Tiptonville, First Baptist Church
 Toone Baptist Church
 Trenton, First Baptist Church
 Trezevant, First Baptist Church
 Trimble, First Baptist Church
 Union Avenue Baptist Church
 Union City, First Baptist Church
 Unity Baptist Church, Jacks Creek
 Walnut Hill Baptist Church, Bells
 West Jackson Baptist Church
 West Memorial Baptist Church (Cooper Trust)
 West Paris Baptist Church
 West Side Baptist Church, Trenton
 Westover Baptist Church
 White Hall Baptist Church
 White Station Baptist Church
 Woodland Baptist Church, Brownsville
 Woodland Baptist Church, Jackson
 Zion Baptist Church, Brownsville

Non-Endowed Scholarships and Grants

Algee-Auston Scholarship Fund
 Andrew Clarke Scholarship
 Ayers Foundation Scholarship
 BankCorp South
 Chip and Rita Christian
 DeVilbiss
 Benny and Norma Fesmire
 First Bank
 Foreman Memorial Scholarship
 Elizabeth J. Fossey Music Scholarship
 Hammons Foundation Scholarship

Carl Grant Scholarship
 Jack and Zan Holmes
 Carl Kirkland
 Porter Cable
 Colin Powell
 Ted and Tricia Nelson
 Schilling Enterprises
 Union Planters Bank
 Ben West Scholarship
 Roy L. White

Private Loans

Several privately administered educational loan funds are available at Union, as follows:

Mrs. Alice Sturgis Auston Loan Fund	Mac Lyon Memorial Loan Fund
L. J. Brooks Fund	E. W. McKenzie Loan Fund
Chi Omega Loan Fund and Memorial Fund to Lillian Watters	Ministerial Loan Fund
Class of 1922-23	W. H. Nichols Fund
Crump Fund	Pilot Club of Jackson Nurses Loan Fund
Norris Gilliam Loan Fund	Claudia Procter Memorial Fund
Walter Gray Fund	H. C. Sanders Fund
Hall-Moody-I.N. Penick Loan Fund	J. Earl Seaton Loan Fund
Jarman Loan Fund	Senior Class of 1959-60 Fund
Lanier Fund	Betty Sevier White Memorial Fund

Other Funds

The following loan funds have been established in the name of the donor to be awarded to worthy students:

Alexander Loan Fund
Alma Fulghum Appleton Loan Fund for
Teachers

The Burnley Loan Fund
Roy McCollum Loan Fund
Parrott Loan Fund
Savage Memorial Loan Fund
Sublett Loan Fund

Still other funds established by individuals and organizations are: Cox Ministerial, Crook, Guy C. Hall, the Lydia Circle Loan Fund, Metz, Missionary Girls, and other friends whose names are withheld by request.

The above funds are loaned at 12% interest and are administered by the Vice President for Business Services.

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Other Programs

The following scholarships and loans are available to Union University students. For further information on these programs contact the Financial Aid Office.

ARA Slater Scholarship
Elks Club Scholarship
Exchange Club Scholarship

Jackson-Madison County Hospital Scholarship
for Nurses
Mary Northington Scholarship
Pickett and Hatcher Educational Loan Fund

All endowed and Non-Endowed Scholarships and Grants, Private Loans, and other Funds are awarded based on availability of funds. For information regarding availability, please contact the Financial Aid Office.

Organization of the Curriculum

Subject Abbreviations

Abbrev.	Subject	Academic Unit
ACC	Accounting	Business Administration
ART	Art	Art
AT	Athletic Training	Physical Education, Wellness and Sport
BIO	Biology	Biology
BSOL	Organizational Leadership	Business Administration
CHE	Chemistry	Chemistry and Physics
CHR	Christian Studies	Christian Studies
CLU	College Life at Union	College Life at Union
COM	Communication Arts	Communication Arts
CSC	Computer Science	Mathematics and Computer Science
ECF	Economics-Finance	Business Administration
EDU	Education	Education
EGR	Engineering	Engineering
ENG	English	English
FRE	French	Language
GEO	Geography	History and Political Science
GER	German	Language
GRK	Greek	Christian Studies
HBR	Hebrew	Christian Studies
HIS	History	History and Political Science
HON	Honors	Interdisciplinary Studies
ICS	Intercultural Studies	Institute for Intercultural and International Studies
LANG	Language	Language
LAT	Latin	Language
MGT	Management	Business Administration
MKT	Marketing	Business Administration
MAT	Mathematics	Mathematics and Computer Science
MUS	Music	Music
NUR	Nursing	Nursing
PHL	Philosophy	Christian Studies
PEWS	Physical Education, Wellness and Sport	Physical Education, Wellness and Sport
PHY	Physics	Chemistry and Physics
PSC	Political Science	History and Political Science
PSY	Psychology	Psychology
RGL	R.G. Lee Centers	Christian Studies
SIG	Sign Language	Language
SW	Social Work	Sociology and Social Work
SOC	Sociology	Sociology and Social Work
SPA	Spanish	Language
SE	Special Education	Education
TESL	Teaching English as a Second Language	Language

Barbara Childers McMillin (1992). Dean of the College of Arts and Sciences and Professor of English. A.A., Northeast Mississippi Community College; B.A., Union University; M.A. and D.A., University of Mississippi. Additional study, Harvard University.

G. Jan Wilms (1992). Associate Dean of the College of Arts and Sciences and Associate Professor of Computer Science. B.A., Katholieke Universiteit Leuven, Belgium; M.A. (English), University of Mississippi; M.S. (Computer Science), University of Mississippi; Ph.D. (Computer Science), Mississippi State University.

James Patterson (1999). Associate Dean of the College of Arts and Sciences for Christian Studies and Professor of Christian Studies. B.A., Rutgers University; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Princeton Theological Seminary.

The College of Arts and Sciences offers six undergraduate degrees in some thirty-eight programs of study. Featuring ten departments and one school, the College supports the university's core curriculum and provides specialized study in Christian studies, the humanities, the sciences, and the visual and performing arts.

Dedicated to carrying forth the liberal arts tradition of Union University, the College of Arts and Sciences routinely sponsors events which highlight the rewards of a liberal-studies curriculum. From book signings and lectures to exhibits, performances, and colloquia, the College thrives on opportunities to celebrate its status as the heart of Union University.

Mission Statement

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

Goals

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

Department of Art

College of Arts and Sciences

Faculty

Michael Mallard (1991). Professor of Art and Department Chair. B.F.A., University of Georgia; M.F.A., University of Illinois.

Aaron Lee Benson (1996). Associate Professor of Art. B.F.A., B.S., and M.F.A., University of Tennessee at Knoxville.

Karen L. Mulder (1997). Assistant Professor of Art. B.A., Boston University; M.A.R., Yale University, University of Virginia Ph.D. program (on educational leave through 2004).

ART **Christopher M. Nadaskay** (1993). Professor of Art. B.A., Southern Arkansas University; M.F.A., East Texas State University.

The Department of Art provides an environment and curriculum devoted to developing skills, stimulating critical thinking and expressing creativity within the framework of a Christian liberal arts program. In the freshman year art students begin a four-course visual foundations sequence in drawing and design. Students continue to complete a four-course Art History sequence and pursue visual studies in one of several areas of concentration: Drawing/Painting; Ceramics/Sculpture; and Graphic Design/Photography. Students may also choose to major in Digital Media Studies. An art major who wishes to teach art grades K-12 may receive licensure. See Teacher Licensure III.

60 Through department activities students may participate in a variety of art related service projects, field trips, and social events. The University Art Gallery presents ongoing series of art exhibits highlighting a wide variety of professional artists' work. In addition, the gallery presents an annual exhibit of student work. Graduating senior exhibitions are also held in the gallery.

Graduates of the department may continue studies at the graduate level or pursue work in a variety of areas such as digital imaging, graphics, illustration, independent studio art, museum gallery sales, photography, teaching, or web page design.

Students desiring consideration for transfer studio credit, advanced placement, department scholarships, and workshops must submit a portfolio for review by the art faculty. Awards are based on this review and outstanding performance in art coursework.

The Art Major and Minor

I. Major in Art—49 hours

- A. Core for all Art majors—31 hours
 1. ART 113, 114, 116, 117, 120, 198
 2. ART 313, 314, 315, 318
 3. ART 398, 499
- B. Choose one subset of the 3 studio concentrations: Drawing/Painting; Ceramics/Sculpture; and Graphic Design/Photography—12 hours. Application of a course in the other subset of the concentration is allowed with departmental approval.
- C. Choose a secondary studio subset from B—6 hours.

II. Digital Media Studies Major

- A. Core requirements for all emphases—39 hours
 1. ART 120, 221, 231, 345
 2. COM 220, 320, 365, 419
 3. CSC 115, 321, 360, 365
 4. Digital Media Studies Seminar 490

- B. Art Emphasis requirements—28 hours
 - 1. ART 113, 116, 198, 232
 - 2. ART 346, 398, 445, 499
 - 3. Art History 319 and 2 of 313, 314, 315—9 hours
 - C. Communication Arts Emphasis—24 hours
See Communication Arts Department for complete details.
 - D. Computer Science Emphasis—23 hours
See Computer Science Department for complete details.
- III. Teacher Licensure for Visual Arts (Grades K-12)**
- A. Major requirements as shown above. Must include: ART 216, 242, 311, 323; 2 areas in the secondary concentration may be used to facilitate this requirement.
 - B. Completion of Professional Education: ART 325; EDU 150, 250, 326, 417, & 435; PSY 213, 318; SE 225.
 - C. Completion of applicable portions of the Praxis II.
 - D. For additional information, see the Director of Teacher Education.
- IV. Minor in Art—24 hours**
- A. Core for all art minors—15 hours
 - 1. ART 113, 114, 116, 117
 - 2. ART 313 or 314
 - B. Art Electives—9 hours

Assessment of Majors

1. Students with a major in the Department of Art are required to take Mid Program Review with the art faculty to include assessment of work done in the major after completion of 12 hours. See ART 198.
2. Students are required to present a graduating exhibition of their work. The assessment of the major at this point is based on the exhibition, an oral review, and an artist's statement. The assessment will be conducted during the semester of graduation. See ART 499.
3. Each major is required to submit a portfolio containing slides or original work in the chosen area of concentration. Portfolios will be retained in the department.

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Student Organization

The **Art Union** is open to students interested in the visual arts. Its purpose is to encourage student involvement in and awareness of the visual arts. Students involved in the Art Union further develop knowledge and appreciation of the visual arts.

Student Awards

The **Academic Excellence Medal** is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

The **3-D Award** is presented to the winner of the best three-dimensional work in the Annual Student Art Exhibit.

The **Graves Gold Leaf Cup** is presented to the winner of the best two-dimensional work in the Annual Student Art Exhibit.

The **Golden Circle Graphics Design Award** is presented to the winner of the best design work in the Annual Student Art Exhibit.

Course Offerings in Art (ART)

() Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

Art History

210. The Arts in Western Civilization (3) F, W, S, Su

Prerequisite/Corequisite: HIS 101.

An introduction to the principal styles of fine art from typical masterpieces of architecture, music, painting, sculpture, literature, and theatre, giving economic, religious, social, and political reasons for this development, as well as insight through formal analysis of how these forms are constructed. The course will stress appreciation of the fine arts as evidence of the spirit and values of specific times. Three lecture hours per week and attendance at specified cultural events.

ART 313. Art History I (3) F

Prerequisite: ART 210.

A survey of painting, sculpture, architecture, and the minor arts as represented by significant examples of art from prehistoric times to the Medieval Period.

314. Art History II (3) S

Prerequisite: ART 210.

A survey of painting, sculpture, architecture, and the minor arts as represented by significant examples of art from the Renaissance to Romanticism.

315. Art History III (3) F

Prerequisite: ART 210.

A survey of painting, sculpture, architecture, and the minor arts as represented by significant examples of art from Realism to the present.

62 318. Contemporary Issues in Art (3) S

Prerequisite: ART 315.

Seminar to expand the critical approach adding the Christian contribution to contemporary art as well as insights from practicing artists. Includes team survey projects and research assignments and film review.

319. Design History (3) F or S

Prerequisite: ART 113, 198.

Survey of methods and technology broadening the fundamentals of design while reinforcing design essentials and examining critical theory and the impact of cyber-technology upon design precepts that previously dominated design history.

Studio Courses

113. Two-Dimensional Design (3) F

Study of the elements and principles of two-dimensional design with and emphasis on color theory. Six studio hours per week.

114. Three-Dimensional Design (3) S

Introduction to the organization of the basic visual elements, principles, and processes in space. Six studio hours per week.

116. Drawing I (3) F, S

Introduction to the materials and processes of drawing. Emphasis is placed on strengthening visual awareness through observation, spatial organization, and development of imagery. Six studio hours per week.

117. Drawing II (3) S

Prerequisite: ART 116.

Objective and subjective representation of the human figure through various traditional and nontraditional drawing media. Six studio hours per week.

120. Introduction to Digital Imaging (3) F, S

Prerequisites: ART 113, 114, 116.

An introduction to the creative potential and application of computer-generated art. Applied instruction combined with theoretical considerations guide students to a basic understanding of the computer as a creative medium. Six studio hours per week.

198. Freshman Seminar (1) F or S

Introduction to Art major emphases, program and department expectations, international study opportunities, and work presentation/craftsmanship.

216-7. Ceramics — I, II (3) F, S

Creative expression in the ceramic arts and the development of form in the plastic medium of clay. Six studio hours per week.

218. Drawing III (3) F or S

Prerequisite: ART 117.

Advanced study of drawing emphasizing the development of personal expression and critical analysis. Six studio hours per week.

220. Stained Glass (3) W

A basic introduction to the copper foil method of stained glass. The cutting, grozing, grinding, fitting, foiling, and soldering of stained glass will be explored.

221. Graphic Design I (3) F

Prerequisite: ART 113 or consent of the instructor. Six studio hours per week.

A study of the techniques, practices, and the history of the Graphic Design field. Attention will be given to basic concepts and techniques involved in the preparation of art for commercial reproduction and the use of the computer as a design tool.

231. Photography I (3) F, S

Introduction to expressive and documentary photography. Emphasis on darkroom techniques. Each student will need a light meter and an adjustable camera (i.e. with controls for focus, shutter speed, and aperture). Six studio hours per week.

232. Photography II (3) F, S

Prerequisite: ART 231.

A continuing exploration of photography with emphasis on creative expression and visual experimentation. Six studio hours per week.

242. Printmaking I (3) S — Odd Years

Prerequisite: ART 116 or 117. Six studio hours per week.

An introduction to printing in the processes of Intaglio, Relief, and Planographic.

311-2. Painting I-II (3) F, S

Prerequisite: ART 116.

Traditional practices and approaches to studio oil/acrylic painting. Emphasis on continued visual development and the use of color. Six studio hours per week.

316-7. Ceramics — III, IV (3) F, S

Prerequisite: ART 217.

Continued work in ceramics, stressing both construction techniques and design principles. A study of glazing and firing techniques. Six studio hours per week.

323. Sculpture I (3) F

Prerequisite: ART 116.

An introductory course to the various processes, tools, and techniques that are used in creating 3-dimensional sculpture. Six studio hours per week.

324. Sculpture II (3) S

Prerequisite: ART 116.

Modeling and casting in various materials. Six studio hours per week.

333. Sculpture III Life Modeling (3) F

Prerequisite: Art 324.

Individual development of sculpture areas with specific concentration on concept, composition, and content. Research oriented through slides, books, and actual works. Individual responsibility for subject matter encouraged.

343. Printmaking II (3) F, S

Prerequisite: ART 242.

Continuing study of printmaking processes and techniques. Emphasis on developing visual expression and concept through the printmaking mediums. Six studio hours per week.

345. Graphic Design II (3) S

Prerequisite ART 221. Six studio hours per week.

A continuation of Graphic Design I with emphasis on advanced design techniques, studio practices, artwork presentation, publication design, pre-press methods, color separation, and scanning.

64 346. Graphic Design III (3) F

Prerequisite ART 222. Six studio hours per week.

A comprehensive study of Type, its history, standard and creative usage, and trends. Attention will be placed upon measuring systems, composition, and the influence of the computer as a type design tool.

398. Mid-Program Review (1) F or S

Prerequisite: ART 198.

Review of student work with Art faculty for direction and clarification of the successful completion of the major. Topics include making slides of work, motivational gifts assessment, exploration of career paths, internship options, and resume building.

411-2. Painting III, IV (3) F, S

Prerequisite: ART 312.

Continued development of painting with emphasis on expression of personal vision, experimentation, and development of a body of work which indicates a direction of artistic pursuit. Six studio hours per week.

413-4. Advanced Art Studio (3) F, W, S, Su

Prerequisite: Consent of the Instructor

An advanced studio course in which the student can concentrate in any of the major areas of the department. The advanced studio meets at the same time the parallel studio is scheduled.

Ceramics	(C)	Painting	(P)
Drawing	(D)	Photography	(K)
Graphic Design	(G)	Sculpture	(S)

This course is geared toward the professional development of the student in his chosen concentration.

424. Sculpture IV (3) F

Prerequisites: Art 333.

Individual development of sculpture problems and techniques. Students are responsible for developing a thematic investigation of a specific concept using appropriate methods, materials and techniques.

445. Graphic Design IV (3) S

Prerequisite: ART 346. Six studio hours per week.

An introduction to illustration and consideration of image as communication. Emphasis will be placed on experimental techniques, methods, and the creative use of imagery, materials, and the computer for production purposes.

485. Internship/Apprenticeship (2-4) on Demand

Students are assigned supervised practical work or studio experience in their chosen area of concentration in art. Does not satisfy art major or minor requirements. May be taken for a maximum of nine credit hours. Pass/Fail. Permission of department required.

490. Digital Media Studies Senior Seminar (3) F, S

Capstone course for DMS majors to bring the emphases together for exposure to the variety of fields of digital media and associated workplace cultures. Includes case studies, guest speakers, field trips and an interdisciplinary group project culminating in the production of a computer-based portfolio for job search. Reciprocal with CSC and COM.

499. Portfolio and Graduating Exhibition (2) F, S

Prerequisite: Consent of the primary area faculty, the chair of the department, and the gallery director; ART 198, 398.

Portfolio selection, compilation, and documentation of student's work in the chosen area of concentration. Students must present an exhibition of their work in a gallery setting. Work exhibited may represent both primary and secondary concentrations.

ART

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Teacher Licensure

325. Art in the Elementary Schools (3) F, S, Su

A course designed especially for the elementary teacher developing art skills drawn from study units in art appreciation. No credit toward a major in art.

357. Instructional Design VII: Integrating Art into Classroom Instruction (2) F, S

Design and implementation of classroom instruction through art with attention to current issues, problems and practices in the field including integration of art in classroom instruction, national standards, integration of technology, diversity, inclusion, and faith and ethics.

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular department offerings.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular department offerings.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

Department of Biology

College of Arts and Sciences

Faculty

James A. Huggins (1987). University Professor of Biology and Department Chair. B.S.A. and M.S., Arkansas State University; Ph.D., University of Memphis; Additional study, University of Tennessee at Memphis, Mid-America Baptist Theological Seminary, and University of Memphis.

Chereyl Crossett (1992). Assistant Professor of Biology Laboratories. B.S., Union University; M.A., Western Kentucky University; Additional study, Boston University, Portland State University and University of Memphis.

Andy Madison (2002). Assistant Professor of Biology. B.S., University of Tennessee; M.S., University of Kentucky; Ph.D., Kansas State University.

Michael L. McMahan (1980). University Professor of Biology. B.S. and M.S., University of Mississippi; Ph.D., Louisiana State University.

Elsie Y. Smith (1962). Associate Professor of Biology. B.S., Union University; M.S., University of Illinois; Additional study in Radiation Biology, University of Tennessee at Memphis.

Carol Weaver (1998). Associate Professor of Biology. B.S., Union University; M.S., University of Missouri–St. Louis; Ph.D., St. Louis University.

Wayne Wofford (1987). Professor of Biology and Director of the Edward P. Hammons Center for Scientific Studies. B.S., Union University; M.S. and Ph.D., Texas A & M University.

The curriculum in biology is designed to acquaint students with living organisms as whole, functioning entities that, in their diversity, share many common features. In addition to providing the scientific background required of all educated citizens, the courses provide a foundation upon which the student may build a graduate program, undertake training in health-related professions, or prepare for secondary-level science teaching. Students may participate in independent research as well as specific courses.

Major in Biology

Because contemporary biology leans heavily on mathematics and physical sciences, students majoring in biology should include introductory mathematics and chemistry in the freshman year. The beginning course will be BIO 112 where the student will build a foundation for future study of biological processes. With this preparation, students can proceed to the first 200-level biology course during the second semester of the freshman year. In the sophomore year, the student will continue the survey of the kingdoms of life by taking additional 200-level biology courses. Students should strengthen their understanding of mathematics and obtain a background in organic chemistry during that year. Biology courses at the 300-400 level should be taken during the junior and senior years, with seminar reserved for the senior year. In these courses students will examine in detail how organisms function, as well as how they interact with their environment and each other. Biology majors are encouraged to minor in chemistry.

Upper-level students may enroll in marine biology courses at the Gulf Coast Research Laboratory during the Summer. For information, see the Department Chair.

- I. **Major in Biology—39 hours**
 - A. BIO 112, 211, 213, 214, and 215
 - B. Four 300 level BIO courses including BIO 302 and 315 and excluding 395.
 - C. BIO 425, 426, 427, and 498
 - D. Biology elective 4 hours (221 and 222 apply only together)
- II. **Teacher Licensure In Biology (Grades 7-12)**
 - A. Major requirements as shown above to include BIO 221, 222, and 318.
 - B. Additional requirements: PHY 112; PHY 213 & 214 (or 231 & 232)
 - C. Professional Education: EDU 150, 250, 326, 418, 433; PSY 213, 318; SE 225
 - D. Completion of applicable portions of the Praxis II.
 - E. For additional information, see the Director of Teacher Education.
- III. **Minor in Biology—23 hours**
 - A. BIO 112
 - B. Two 200-level BIO courses
 - C. Three 300-level BIO courses

Assessment of Majors

Biology majors are required to take two terminal courses as a requirement for graduation, BIO 427, Research Presentation, and BIO 498, Seminar. The Biology Department also administers the Major Field Examination in Biology to senior biology majors.

Student Organizations

Sigma Zeta is a national honorary science society for those who have completed 15 hours in natural science and mathematics and who have a minimum GPA of 3.0 in these courses. Membership advantages include recognition for academic achievements by the Sigma Zeta Honor Award, participation in nationally recognized research projects, and a means of cooperation in similar areas by students of different colleges.

Biologists Into Observing the Master's Earth, BIOME, serves students interested in exploring the world of biology beyond the classroom. BIOME is designed primarily for biology majors and minors but is open to anyone with an interest in biology. An ongoing project of BIOME is to provide mentors to all introductory biology students.

Student Awards

The Academic Excellence Medal is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

The Biology Research Award is given by the faculty of the Department of Biology to the student who presents the best research paper of the year. The research must have been an original piece of work and must have been presented at a state, regional, or national professional biology meeting prior to graduation.

Whiteaker Freshman Biology Award. The Biology Department selects a freshman biology major or minor to receive this award based on outstanding scholastic achievement, financial need, Christian service, and school spirit.

Course Offerings in Biology (BIO)

() Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

100. Survey of Biological Concepts (4) F, W, S

A course designed for non-science majors focused on the basic ideas to enable students to appreciate the living world and their relationship to it. Topics include the cell, genetic basis of life, biodiversity, a survey of the five kingdoms of life, ecology, and the environment. Three hours of lecture and 2 hours of laboratory per week. No credit toward BIO majors/minors.

112. Principles of Biology (4) F, S

A study of the basic characteristics of organisms, dealing with structure, function, reproduction, and ecology. Three hours of lecture and 2 hours of laboratory per week.

121. Human Biology (4) S

A survey of the structure and function of the human body with emphasis on the normal operations of each organ system and the role of homeostasis. Attention will be given to selected diseases and disorders of each organ system. Three hours lecture and 2 hours lab per week. Credit cannot be earned after having earned either BIO 221 or 222. No credit toward BIO major/minor.

200. Wildlife Biology (4) F—Even Years

Prerequisites: BIO 100 or 112.

The biological concepts involved in fisheries and wildlife biology, their application in practice, and the exploration of contemporary issues facing the organisms, habitats and human consumers. The course will address the needs of the casual student of the environment as well as those preparing for careers in wildlife management, parks and recreation, veterinary science, vertebrate zoology and allied fields.

211. Microbiology (4) F, S

Prerequisite: CHE 105 or 111, or PHY 111 and BIO 112. Nursing students must meet requirements of nursing program.

Classification, morphology, physiology, and ecology of bacteria and viruses, with special emphasis on bacteria. Three hours of lecture and 3 hours of laboratory per week.

213. Invertebrate Zoology (4) F

Prerequisite: BIO 112.

Classification, morphology, physiology, and ecology of the invertebrate animals. Three hours of lecture and 3 hours of laboratory per week.

214. Vertebrate Zoology (4) S

Prerequisite: BIO 112.

Classification, morphology, physiology, and ecology of the vertebrate animals. Three hours of lecture and 3 hours of laboratory per week.

215. Botany (4) F

Prerequisite: BIO 112 and CHE 111.

Classification, morphology, physiology, and ecology of the algae, fungi, bryophytes, and vascular plants. Three hours of lecture and 3 hours of laboratory per week.

221. Human Anatomy and Physiology (4) F, Su

A 2-semester course designed for nursing, physical education, and allied health students. Body systems studied include the integumentary, cardiovascular, lymphatic, skeletal, and muscular. Three hours of lecture and 2 hours of laboratory per week. No credit toward BIO minor.

222. Human Anatomy and Physiology (4) S, Su

A continuation of BIO 221. Systems studied include: urinary, nervous, endocrine, digestive, and respiratory. No credit toward a BIO minor.

300. Pathophysiology (3) S

Prerequisite: BIO 221 and 211. Corequisite: BIO 222.

The various states of altered health. Topics include stress, shock, altered acid-base balance, altered fluid and electrolyte balance, neoplasia, hypertension, immunodeficiency, genetic disorders, altered cardiac rhythms, renal failure and uremia. No credit toward BIO major/minor.

302. Seminar Attendance (0) F, S

Prerequisites: 12 hours of biology. Graded on a pass/fail basis.

Students are required to attend all seminar presentations made by students enrolled in BIO 498 during the semester. Must be taken before enrolling in BIO 498.

312. Comparative Vertebrate Anatomy (4) S—Odd Years

Prerequisite: BIO 112 and 214, plus four additional hours of BIO, excluding BIO 221-2.

A study of the similarities of anatomy and early development of the vertebrates, complemented by dissection of representative adults. Three hours of lecture and 3 hours of laboratory per week.

315. Genetics (4) S

Prerequisite: 12 hours of biology, excluding BIO 221 or BIO 222.

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

316. Physiology (4) S

Prerequisite: 12 BIO hours, excluding BIO 221-22, and CHE 106 or 314. Zoology is recommended.

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

317. Developmental Biology (4) F—Odd Years

Prerequisite: 12 BIO hours, excluding BIO 221-22. Zoology is recommended.

A study of development in organisms, including both classical, descriptive embryology and contemporary investigations of processes involved in morphogenesis and differentiation. Three hours of lecture and 3 hours of laboratory per week.

318. Ecology (4) S—Even years

Prerequisite: 12 hours of biology, excluding BIO 221-22.

A study of the interactions between organisms and their biological and physical environments. Three hours of lecture and 3 hours of laboratory per week.

320. Immunology (4) F

Prerequisite: BIO 211, CHE 314, and 8 additional BIO hours, excluding BIO 221-2.

A fundamental course dealing with principles of immunity and the mechanism of the immune response. Laboratory emphasis is on serology and transplantation immunology. Three hours of lecture and 3 hours of laboratory per week.

321. Ecotoxicology (4) F—Even Years

Prerequisites: 12 hours of BIO, excluding 221-2, and CHE 111-2.

A comprehensive overview of the ecological consequences of environmental pollution, the effects of toxic substances on the ecosystem as a whole and on individuals with that ecosystem and the methodology of assessing pollutant damage.

322. Human Gross Anatomy (3) Su

Prerequisite: BIO 221 & 222 or 214 or 312.

Cadaver anatomy and dissection for nursing, preprofessional, and physical education students to enhance understanding of anatomy and prepare them for work on living humans.

323. Cell Biology (4) W—Even Years

Prerequisites: 12 BIO hours excluding BIO 221-2.

A study of biological systems at the cellular and subcellular levels emphasizing functional aspects such as protein procession and sorting, membrane systems, energy generation in mitochondria and chloroplasts, and cell signaling.

325. Molecular Biology (4) W—Odd Years

Prerequisites: BIO 211, 315; CHE 314 and 324.

Basic principles of molecular biology focusing on recombinant DNA methods as applied to a variety of biological questions. Students will learn basic research laboratory skills through a wide range of methods from gel electrophoresis to subcloning.

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies that do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies that do not appear in the regular departmental offerings.

425. Introduction to Research (1) F, S

Prerequisites: Junior standing, 20 hours toward BIO major, minimum BIO GPA of 2.0.

An introduction to the skills necessary to conduct scientific research, prepare a manuscript and make a presentation at a scientific meeting. Each student will develop and submit a research proposal for approval and attend all presentations in BIO 427.

426. Research Experience (1) F, S, Su

Prerequisite: BIO 425, minimum BIO GPA of 2.0.

Individual research in accordance with the proposal developed and approved in 425. Students will attend all student presentations in BIO 427.

427. Research Presentation (1) F, S

Prerequisite: BIO 426, minimum BIO GPA of 2.0.

Presentation of results of 426 as a publishable manuscript and oral presentation.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

498. Biology Seminar (1) F, S

Prerequisite: 28 hours toward BIO major, a minimum BIO GPA of 2.0, senior standing.

The writing and oral presentation of a library research paper in addition to weekly discussions of current biological research. May be modified at the discretion of the department.

Department of Chemistry and Physics

College of Arts and Sciences

Faculty

Randy F. Johnston (1994). Professor of Chemistry and Department Chair. B.S., University of Missouri, St. Louis; Ph.D., Texas Tech University.

Charles M. Baldwin (1970-81, 1988). O.P. and Evalyn Hammons University Professor of Pre-Medical Studies. B.A., University of Corpus Christi; Ph.D., Texas Tech University; CChem FRSC. Additional study, University of Texas, Stanford University, Imperial College (London).

Jimmy H. Davis (1978). Professor of Chemistry and Associate Provost. B.S., Union University; Ph.D., University of Illinois; Additional study, University of Florida, Oak Ridge Associated Universities, Argonne National Laboratory, Harvard University and Oxford University (England).

Kyle L. Hathcox (1974-88, 1994). Professor of Physics and Coordinator of Physics. B.S. and Ph.D., University of North Texas; Additional study, Oak Ridge Associated Universities.

Sally A. Henrie (1998). Associate Professor of Chemistry. B.S., University of Arizona; Ph.D., South Dakota State University.

Carol Leslie (1985). Associate Professor of Chemistry. B.S., University of Tennessee at Martin; M.S., University of Tennessee at Knoxville.

Glenn A. Marsch (1996). Associate Professor of Physics. B.S., Clemson University; Ph.D., Florida State University. Additional study, Iowa State University, Lawrence Livermore National Laboratory, University of California at San Francisco, Calvin College, and Vanderbilt University.

Marlyn Newhouse (1992). Associate Professor of Chemistry. M.A. and B.S.Ed., Northern Arizona University; D.A., Middle Tennessee State University.

Michael R. Salazar (2001). Assistant Professor of Chemistry. B.S., New Mexico State University; Ph.D., University of Utah; Additional study, Los Alamos Laboratory.

David A. Ward (1992, 1999). Professor of Physics, B.S. and M.A., University of South Florida; Ph.D., North Carolina State University.

The programs in chemistry/physics at Union University seek to serve effectively all students within the institution, recognizing their different needs, interests, and career goals. The chemistry/physics faculty seeks to help students understand the physical world, the methods by which it may be studied, and its relationship to other aspects of the human experience. It is the intention of the chemistry/physics faculty to create an environment in which students are challenged to acquire skills in problem solving utilizing the modern methods of science and to study in-depth the chemical and physical processes which characterize life systems and the physical universe while developing an inquiring attitude toward scientific exploration. Specifically, the chemistry/physics curriculum is intended to provide general liberal arts students with a working knowledge of science and to meet the needs of students who wish to:

- teach science at the elementary or secondary school level,
- prepare to enter one of the health science professions such as medicine, dentistry, medical technology, pharmacy, nursing, physical therapy, or other allied health fields,

- become a professional/industrial chemist physicist, or
- continue study in chemistry or physics at the graduate level.

Chemistry

Students pursuing a major in Chemistry must complete Math 211, 212; Physics 231, 232, and meet the following requirements in Chemistry:

I. Major in Chemistry—46 hours

- CHE 111, 112, 211, 221, 314, 315, 317, 318, 319, 324, 325, 327, 335, 498
- Research, 3 hours from: 424 or 425
- One of: 405, 430, 435

II. Major in Medical Technology

Leading to the Bachelor of Science in Medical Technology

- Chemistry 111, 112, 211-21, 314-15, 319, 324-25
- Biology 112, 211, 221, 222, 315, 316, 320
- Physics 213-214 or 231-232
- Computer Science (3 hours) and MAT 111 or preferably MAT 211
- A minimum of 33 hours of Medical Technology at an affiliated hospital as the fourth year of study.

III. Major in Chemical Physics*—105 semester hours

- Chemistry 111, 112, 211, 221, 314, 315, 324, 325, 317, 318, 327, 319, 335 34
- Physics 231, 232, 311, 313, 314; 325 or 420; 430 26
- PHY 424 or CHE 424; PHY 498 or CHE 498; Upper level PHY or CHE 6
- Math 211, 212, 213, 314 15
- English 111, 112; 201 or 202 9
- Art 210; CHR 111, 112; and 9 hours of social science 18

*This is a three year program for talented students. Qualifications are listed below. Students who are not qualified for the 3-year program may extend the program to four years and must meet all graduation requirements in doing so.

IV. Teacher Licensure with Endorsement in Chemistry 7-12

- Complete the requirements for the Chemistry major as shown above including CHE 405.
- Professional Education: EDU 150, 250, 326, 418, 433; PSY 213, 318; SE 225
- Completion of applicable portions of the Praxis II.
- For additional information, see the Director of Teacher Education.

V. Teacher Licensure With Dual Endorsements in Chemistry 7-12 and Physics 7-12

- Complete the requirements for the Chemical Physics major including both PHY 498 and CHE 498 plus PHY 317.
- Professional Education: EDU 150, 250, 326, 418, 433; PSY 213, PSY 318, SE 225.
- Completion of applicable portions of the Praxis II.
- For additional information, see the Director of Teacher Education.

VI. Minor in Chemistry—26 or 27 hours

- CHE 111, 112, 211, 221, 314, 315, 324 325
- Elective, one of: 317, 319, 335, 405, 430

Bachelor of Science in Chemical Physics

This program is designed for a student seeking a broad background in the physical sciences with the intention of doing graduate work in chemistry or physics or pursuing secondary teacher licensure in chemistry and physics. It will permit the student to take full advantage of his previous experiences in the sciences and shorten the total time spent in formal education, without reducing the quality of the degree obtained.

Students admitted into this program will be selected from those entering with an above-average preparation in high school science and mathematics, or from those who after one year of college decide to enter the program and who are properly qualified.

Entrance into the program as a freshman will be permitted under the following conditions:

1. Minimum ACT mathematics score of 25
2. Four years of high school mathematics with a B average or better
3. High school chemistry and physics with a B average or better
4. Minimum ACT composite of 26
5. A successful personal interview with a committee appointed from the faculty of the science department

Entrance into the program as a sophomore or junior will be permitted under the following conditions:

1. The student is prepared to enter MAT 211, CHE 111, and PHY 231.
2. He/she has a GPA of 2.5 based on all work attempted. It is expected that the GPA in Natural Science courses will be higher than 2.5.
3. A successful personal interview with a committee appointed from the science faculty.

Assessment of Majors

The Department of Chemistry/Physics utilizes standardized tests, generated and distributed by the American Chemical Society, as final examinations for the second semester of all one-year courses. These courses include General Chemistry (CHE 111-112), Organic Chemistry (CHE 314-315), and Physical Chemistry (CHE 317-318). Standardized examinations are also used as the final examination in Fundamentals of Chemistry (CHE 105), Analytical Chemistry (CHE 211), and Biochemistry (CHE 319), Inorganic (CHE 435). The results of these examinations are used to monitor the progress of students as a group through their course of study at Union University. The strengths and weaknesses of courses are also assessed by comparing class averages with national norms. Students who major in chemistry are also required to complete a senior research project (CHE 424), and give a seminar to faculty and colleagues in the department (CHE 498).

Student Organizations

Student Affiliate of the American Chemical Society has been organized to better acquaint those students interested in chemical science with professional opportunities in the field and the mechanics of preparing and presenting technical material. The organization instills professional pride in the chemical sciences, while stimulating awareness of the responsibilities and challenges of the modern chemist. Membership is open to any student pursuing an undergraduate degree in chemistry or physics.

Sigma Zeta is a national honorary science society for those who have completed fifteen hours in natural science and mathematics and who have a minimum grade point average of 3.0 in these courses. Membership advantages include recognition for academic achievements by the Sigma Zeta Honor Award, participation in nationally recognized research projects, and a means of cooperation in similar areas of interest by students of different colleges.

Student Awards

The Academic Excellence Medal is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

The **Chemistry Research Award** is given by the faculty of the Department of Chemistry and Physics to the student who presents the best research paper of the year. The research must have been an original piece of work and must have been presented at a state, regional, or national professional chemistry meeting prior to graduation.

The **C.R.C. Freshman Chemistry Award**, given to encourage and sustain interest in the sciences, is awarded in recognition of outstanding scholastic achievement in Freshman Chemistry.

Whiteaker Freshman Chemistry Award. The Chemistry Department selects a freshman chemistry major or minor to receive this award based on outstanding scholastic achievement, financial need, Christian service, and school spirit.

Course Offerings in Chemistry (CHE)

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

105. Fundamentals of Chemistry I (4) F, S, Su

An introductory general chemistry course for nursing students. It includes study of both physical and chemical properties, structure and reaction of matter. Not applicable to pre-health professions with the exception of Nursing. Science credit will not be given to a student who has completed a course in either Chemistry or Physical Science. Three lectures and one two-hour laboratory period per week.

106. Fundamentals of Chemistry II (4)

Prerequisite: CHE 105 or 111.

A beginning course in organic and biochemistry with emphasis on topics specifically related to the health sciences. The traditional classification of functional groups is studied; each is related to carbohydrates, fats, proteins, vitamins, and hormones. Normal and abnormal metabolic processes and the role of ATP are discussed. Not open to science majors other than physical science and nursing majors. Three one-hour lectures and one three-hour laboratory period per week.

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111. General Chemistry (4) F, W

Prerequisite: high school chemistry, Physical Science 111 or permission of the instructor.

A strong mathematics background (especially in algebra) is recommended.

A comprehensive study of the fundamental experiments, principles, and theories of chemistry with emphasis on the quantitative relationships. The structure and properties of matter with their energy relationships are stressed. Three lectures and one three-hour laboratory per week.

112. Chemical Equilibrium (4) W, S

Prerequisite: CHE 111.

A rigorous and detailed study of the principles of equilibrium in chemical systems. The laboratory is qualitative analysis. The equivalent of three lectures and one three-hour laboratory period each week.

211. Analytical Chemistry (3) S

Prerequisite: CHE 112; Corequisite: CHE 221.

A continuation of the study of fundamental principles including topics in statistics, gravimetric analysis, titrimetric analysis (neutralization, precipitation, complex formation, oxidation-reduction), and spectrophotometric analysis.

221. Analytical Chemistry Laboratory (2) S

Prerequisite: CHE 112; Corequisite: CHE 211.

The application of gravimetric, titrimetric and spectrophotometric quantitative analysis to the study of chemistry. Two three-hour laboratory periods per week.

300. Chemical Safety and Health (1) S

A survey of proper safety policies and procedures associated with the use of hazardous chemicals. Topics include safety awareness, routes of chemicals into the body, personal safety apparatus and its use, identification and types of chemical hazards, literature on chemical hazards, and proper ways to label, handle, store, and dispose of hazardous chemicals.

301. Perspectives in Science (4) F, W

See PHY 301 for course description.

314. Organic Chemistry I (3) F

Prerequisite: CHE 112; Corequisite: CHE 324.

An introduction to the compounds of carbon, with emphasis on the relationship between structure and properties. Applications of bonding theory, reaction mechanism, and stereochemistry are included. Some functional groups containing halogen and oxygen will be examined in detail. Three lectures per week.

315. Organic Chemistry II (3) S

Prerequisite: CHE 314; Corequisite: CHE 325.

An in-depth examination of the common oxygen and nitrogen functional groups with respect to structure and chemistry. Continued application of basic theory is included. Heterocyclic and biomolecules will also be examined. Three lectures per week.

317. Physical Chemistry I (3) F

Prerequisites: CHE 211, MAT 212, and PHY 232.

An introduction to the application of physical techniques to chemical systems with emphasis on thermodynamics. The laws of thermodynamics will be derived and applied to phase and chemical equilibria, electrochemical cells, and surface phenomena. Three lectures.

318. Physical Chemistry II (3) S

Prerequisite: CHE 317.

A continuation of CHE 317 with emphasis on dynamics and quantum chemistry. Dynamics include kinetics, mechanisms, and photochemistry. Quantum chemistry includes atomic and molecular electronic structure and their application to spectroscopy. Three lectures.

319. Biochemistry (4) F

Prerequisite: CHE 315, CHE 325, and BIO 112.

An introduction to the organic chemistry of living systems. Topics include structure and function of proteins, enzymic control of chemical reactions, catabolism, anabolism, bioenergetics, biosynthesis, and molecular biology. Three lectures and one 3-hour lab per week.

324. Organic Chemistry I Laboratory (2) F

Corequisite: CHE 314.

An introduction to the basic techniques for the physical characterization and isolation of organic compounds. Use of spectrometric methods as applied to the determination of structure is included, as are some synthetic methods. Two three-hour laboratory periods per week.

325. Organic/Inorganic Synthesis Laboratory (2) S

Prerequisite: CHE 314 and CHE 324; Corequisite: CHE 315.

Application of laboratory techniques in synthesis and characterization of organic and inorganic compounds. Two three-hour laboratory periods per week.

327. Physical Chemistry Laboratory (2) S

Corequisite: CHE 318.

The application of physical methods in the study of chemical compounds. Two three-hour laboratory periods per week.

335. Intermediate Inorganic Chemistry (3) S

Prerequisite: CHE 315.

An introduction to inorganic compounds with an emphasis on coordination, bioinorganic, nuclear, and organometallic chemistry. The relationships between structure, physical properties and reactivity will be examined in detail.

405. Environmental Chemistry (4) S

Prerequisite: CHE 315.

A study of the rapid changes in the earth's atmosphere, water and soil caused by the activities of humankind. Attention will be given to the ozone layer, air quality and water cycles at the surface of the earth. The vectors, fate, and treatment/removal strategies for organic and heavy metal pollutants will be discussed in depth. Three lectures and one 3-hour lab per week.

424-5. Introduction to Research (1-3) 424—F, 425—S

The student's knowledge is integrated by application of a simple piece of original work. Prerequisite: 20 hours of chemistry and a junior/senior standing. Each course will be three hours per week per credit hour.

430. Advanced Inorganic Chemistry (4) F—Even Years

Prerequisite: CHE 211. Prerequisite or Corequisite: CHE 318 and 335.

A theoretical treatment of fundamental inorganic topics such as chemical bonding, periodic relationships, stereochemistry of inorganic complexes, acids and bases, and physical properties of inorganic compounds. Three lectures and one 3 hour lab per week.

435. Advanced Organic Chemistry (4) F—Odd Years

Prerequisite: CHE 315.

An extensive treatment of selected topics including reaction mechanisms, stereochemistry, heterocyclic chemistry, and molecular rearrangements. Three lectures and one three hour lab per week.

498. Seminar (1-3) S

Prerequisite: 20 hours of chemistry and junior/senior standing.

Skills in scientific and technical presentations, written and oral, will be polished. To be used at the discretion of the department for majors and minors only.

Medical Technology**Hospital-in-Residence Curriculum (Course numbers are Union University numbers)****411. Clinical Chemistry (6)**

The chemical analysis by manual and automated methods of various body fluids (blood, urine, CSF) and the study of their relationship to disease states. Includes instruction in theory and practical laboratory methods.

412. Instrumentation (1)

A study of basic electricity and electronics and the principles, use, and care of instruments found in up-to-date laboratories.

421. Hematology and Coagulation (7)

Application of theory to technical performance in hematological procedures which aid in the classification of anemias, leukemias, and other red and white blood cell abnor-

malities. Identification of factors involved in bleeding disorders, patient response to therapeutic agents, and principles and practice of quality control and instrumentation.

422. Advanced Microbiology (7)

A lecture and lab course covering the role of microorganisms as they cause disease in man. Methods employed in the identification of bacteria, fungi, viruses, and rickettsiae. Basic principles of the pathogenesis of infection are covered with particular emphasis on theory and techniques for lab diagnosis.

423. Serology (2)

A lecture and lab course in immunology, which presents the basic principles of immunity as related to pathogenic organisms and the more complex reactions of the host. Laboratory methods of demonstrating reactions between antigens and antibodies are considered. Use of these reactions as a serodiagnostic tool is presented.

424. Immunohematology (5)

Includes selection, testing and bleeding of donors, identification of blood group antigens and antibodies, procedures employed in providing compatible blood for patients, and principles and procedures used in blood component therapy. Lecture and lab exercises are employed.

425. Parasitology (2)

A study of parasites of medical significance, both indigenous and foreign, with particular emphasis on life cycles and identification, is presented through lectures and laboratory practice.

431. Urinalysis (2)

A lecture and lab course which includes the gross, physical, microscopic, and chemical analysis of urine.

432. Clinical Correlations (1)

Basic understanding of altered physiology in disease; correlation between laboratory test results and anatomical/physiological changes.

440. Principles of Management and Ethics (0)

Preparation for the the medical graduate for positions of leadership as supervisors and instructors. General principles of management and of education are discussed through lecture, student projects, and audio-visual aids.

Union University students may enroll for courses taught at the Gulf Coast Research Laboratory during the summer and courses taught at Oak Ridge Associated Universities. For information see the Chemistry/Physics Department Chair.

Physics

It is the purpose of the department to help the student understand the workings behind many of the physical phenomena that occur around him/her every day and to stimulate his/her interest in realizing and utilizing the powers of analysis in all aspects of life. The courses are designed to provide basic content for students classified as physics majors/minors, non-science majors, pre-professionals, and those preparing to teach physics in high school. Included also are courses of general interest open to all students.

I. Major in Physics—38 semester hours

- A. Physics 231-232, 311, 313, 314, 317, 325, 395*, 420, 430, 424, 498
- B. Prerequisites in Math: 211, 212, 213, 314

*Must be approved Special Studies

II. Major in Physical Science—48 hours

- A. Chemistry 111-112, 211, 221, + three hours CHE electives 16

- B. Physics 112, 231-232, 311, 310 or 301, + 2 hours PHY elective 24
 C. Biology 8 hours 8

III. Teacher Licensure in Physics (Grades 7-12)

- A. Complete the requirements shown above for the Physics major.
 B. Professional Education minor: EDU 150, 250, 326, 418, 433, PSY 213, 318, SE 225.
 C. Complete the applicable portions of the Praxis II.
 D. For additional information, see the Director of Teacher Education.

IV. Minor in Physics—24 semester hours

Physics 231-232, 311, + 10 hours of Physics electives except PHY 111, 112, 301, 310

Course Offerings in Physics (PHY)

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

111. Principles of the Physical Sciences (4) F, W, S, Su

An introduction to physics and chemistry for non-science majors designed to acquaint the student with the historical, philosophical, and social significance of the physical sciences. Exercises are indicative of various scientific methods. Knowledge of basic algebra is assumed. Science credit will not be given after completion of a course in either CHE or PHY. Three lectures, one 2-hour laboratory per week.

112. Earth and Space Science (4) F, W, Su

Prerequisite: PHY 111. Reciprocal credit: GEO 112.

An overview of earth science and astronomy with their nature, history, divisions, and relation to other sciences being discussed. The physical laws of nature will be examined as they apply to physical geography, meteorology, and astronomy. Three lectures & one 2-hour laboratory per week.

78 213-4. Introduction to Physics (4) 213—F, 214—S

Prerequisite: MAT 111-2.

The first semester involves the study of classical mechanics, wave motion, fluid flow, sound, temperature, and heat. The second involves the study of electricity, magnetism, light, optics, and modern physics. Three lectures and one 3 hour lab per week.

231-2. General Physics with Calculus (5) 231—F, 232—S

Pre- or Corequisite: MAT 211-2.

The first semester involves the study of classical mechanics, wave motion, fluid flow and sound. The second involves the study of temperature and heat, electricity, magnetism, light, optics, and modern physics. Four lectures and one laboratory per week.

301. Perspectives in Science (4) F, W

Prerequisite: PHY 111-2.

The course approaches the study of science from a historical and philosophical perspective in an interdisciplinary manner, exploring the complementarity of the physical and biological sciences, while addressing relationships to other disciplines such as art, religion, and politics. Examines the role of science in global issues—environment, health, energy—and life issues. Three lecture & 2 laboratory hours per week.

310. Energy, Environment, and Society (4) W, S

Prerequisite: PHY 111.

A non-technical course for the general student presenting a broad view of energy and its relationship to man and the environment. Topics include past and future demands, energy sources, storage and transportation of energy, environmental considerations, conservation, politics, economics, and national policy. Three lecture & 3 laboratory hours per week. Laboratories include tours.

311. Modern Physics (4) F—Even Years

Prerequisite: MAT 212 & PHY 232.

An introduction to special relativity, quantum mechanics, atomic, and nuclear physics. The laboratory involves investigations in radioactivity, as well as performing some of the classic experiments of modern physics. Three lectures, one 3-hour lab per week.

313. Intermediate Mechanics (3) F—Odd Years

Prerequisite: PHY 232 & MAT 212.

An introduction to the rectilinear and curvilinear dynamics of particles and rigid bodies. Both Lagrangian and Hamiltonian formulations of mechanics will be developed and applied.

314. Intermediate Electricity and Magnetism (3) S—Even Years

Prerequisite: MAT 212 & PHY 232.

A study of electric and magnetic fields both in media and in a vacuum. Maxwell's equations are used to determine the electromagnetic fields produced by a variety of charge and current distributions.

317. Introductory Electronics (4) S—Odd Years

Prerequisite: MAT 212. Reciprocal credit: EGR 262.

An introduction to the field of electronics beginning with DC and AC circuit theory, and continuing through the semiconductor devices. Digital electronics are also introduced. Three lectures and one 3-hour lab per week.

325. Thermodynamics & Statistical Mechanics (3) F—Odd Years

Prerequisites: MAT 212 & PHY 232.

An intermediate survey of heat and thermodynamics including the concepts of temperature and heat, the laws of thermodynamics, thermodynamics potentials, the Maxwell relations and statistical methods applied to the thermodynamics of various states of matter, including gases, liquids, and quantum fluids.

420. Quantum Mechanics (3) S—Even Years

Prerequisites: PHY 311 & MAT 314.

Fundamental principles of quantum mechanics, methods of calculation, and solutions to Schrodinger's equation. Applications to atomic, molecular, and nuclear physics with an introduction to operator notation. Three lecture hours per week.

424. Physics Research (1-3) S

Prerequisite: PHY 311.

The student's knowledge is integrated by application of a simple piece of original work to include a literature search and summary paper on a topic of current interest in physics. Under the supervision of a faculty member, this work may be done off site at a national laboratory or comparable research facility.

430. Experimental Physics Laboratory (3) F—Even Years

Prerequisite: PHY 311 & MAT 213.

Introduction to modern experimentation, research, data acquisition and analysis. The theory, practice and reporting of research in a scientific format is demonstrated through experiments in atomic, nuclear, solid state, thermodynamics, and optics. One lecture & four laboratory hours per week.

498. Seminar (1-3) S

Prerequisite: 20 hours of physics and junior/senior standing.

Skills in scientific and technical presentations, written and oral, will be polished. To be used at the discretion of the department for majors/minors only.

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4) On Demand

Individual study under the guidance of a faculty member(s).

499. Seminar (1-3) As Needed

To be used at the discretion of the department.

School of Christian Studies

College of Arts and Sciences

Faculty

James A. Patterson (1999). Professor of Christian Studies and Associate Dean of the School of Christian Studies. B.A., Rutgers University; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Princeton Theological Seminary.

George H. Guthrie (1990). Benjamin W. Perry Associate Professor of Bible and Department Chair. B.A., Union University; Th.M., Trinity Evangelical Divinity School; M.Div. and Ph.D., Southwestern Baptist Theological Seminary.

Todd Brady (1996). Instructor of Christian Studies and Minister to the University. B.S., Union University; M.Div., Southwestern Baptist Theological Seminary.

Randall B. Bush (1991). Professor of Christian Studies and Philosophy and Director of the Interdisciplinary Honors Program. B.A., Howard Payne University; M.Div. and Ph.D., Southwestern Baptist Theological Seminary; D. Phil., University of Oxford.

David S. Dockery (1996). Professor of Christian Studies and President of the University. B.S., University of Alabama at Birmingham; M.Div., Grace Theological Seminary; M.Div., Southwestern Baptist Theological Seminary; M.A., Texas Christian University; Ph.D., University of Texas at Arlington; Additional study, Drew University.

Mark Dubis (2002). Associate Professor of Christian Studies. B.S.E., Clemson University; M.Div., Gordon-Conwell Theological Seminary; Th.M., Calvin Theological Seminary; Ph.D., Union Theological Seminary-Virginia.

Roger Glidewell (1998). Assistant Professor of Youth Ministry. B.A., Southwest Baptist University; M.R.E., Midwestern Baptist Theological Seminary.

Bradley Green (1998). Assistant Professor of Christian Studies. B.A., Northeast Louisiana University; M.Div., Southern Baptist Theological Seminary; Th.M., Southwestern Baptist Theological Seminary; Ph.D., Baylor University.

David P. Gushee (1996). Graves Associate Professor of Moral Philosophy and Senior Fellow, Carl F. H. Henry Center for Christian Leadership. B.A., College of William and Mary; M.Div., Southern Baptist Theological Seminary; M.Phil. and Ph.D., Union Theological Seminary-New York.

Paul N. Jackson (1993). Associate Professor of Christian Studies. B.A., Hardin-Simmons University; M.Div. and Ph.D., Southwestern Baptist Theological Seminary.

R. Kelvin Moore (1991). Associate Professor of Christian Studies. B.A., Samford University; M.Div. and Th.D., New Orleans Baptist Theological Seminary; Additional study, Jerusalem University and Southern Baptist Theological Seminary.

Hal L. Poe (1996). Charles Colson Professor of Faith and Culture and Special Assistant to the President. B.A., University of South Carolina; M.Div. and Ph.D., Southern Baptist Theological Seminary; Additional study, University of Oxford.

Gregory A. Thornbury (1999). Assistant Professor of Christian Studies and Director of the Carl F. H. Henry Center for Christian Leadership. B.A., Messiah College; M.Div. and Ph.D., Southern Baptist Theological Seminary; Additional study, Oxford University.

Ray F. Van Neste (1997-98, 2001). Instructor of Christian Studies and Director of the R.C. Ryan Center for Biblical Studies. B.A., Union University; M.A., Trinity Evangelical Divinity School; Ph.D. Candidate, University of Aberdeen.

Mission Statement

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

Majors Offered by the School

Majors in the Christian Studies School cannot minor in The Christian Studies School except in the selection of Philosophy. Specifically, Philosophy (General Studies) majors may select a minor in the School other than PHL; the student minoring in PHL may select any major other than Philosophy (General or Christian Studies).

I. Core Requirements for All Majors in the School—18 hours

- A. CHR 113—3 hours
- B. CHR 305, 333, 338—9 hours
- C. CHR 243 or CHR 244—3 hours
- D. PHL 240 (3 hours) or HON 210 and HON 220 (6 hours)

II. Major in Christian Studies—40 hours

Designed for students who want a general introduction to biblical, theological, or ministry studies, the program is recommended for students who have yet to choose a specific direction in ministry and wish to explore various areas in which they might specialize in ministry or graduate school.

- A. Core—18 hours
- B. CHR 231 and 498—4 hours
- C. Biblical Studies Courses—6 hours; 3 hours each Old and New Testament
- D. Electives—12 hours in Christian Studies (CHR)

III. Major in Philosophy (Christian Studies)—40 hours

Designed for students who wish to pursue a greater understanding of the general study of philosophy and Christian theology toward studying these disciplines on the graduate level, the program also serves as an appropriate foundation for those who plan to specialize in biblical and ministry studies in seminary.

- A. Core—18 hours
- B. Philosophy Courses—18 hours
 - 1. PHL 346, 347—6 hours
 - 2. Select 12 hours from PHL 339, 345, 349, 366, 452
- C. CHR 231 and 498—4 hours

IV. Major in Biblical Studies—40 hours

Highly recommended for students pursuing a variety of ministry areas, including the pastorate, missionary service. Since biblical knowledge is foundational to any area of ministry, this area is also recommended to those who wish to teach and plan to pursue graduate work in New or Old Testament or any theological discipline.

- A. Core—18 hours
- B. CHR 231 and 498—4 hours
- C. Biblical Studies Courses—18 hours
 - 1. CHR 213
 - 2. CHR 330
 - 3. Electives in Biblical Studies—12 hours

V. Major in Biblical Studies-Languages—52 hours

The major is designed for those who wish to pursue biblical knowledge and study

skill with a strong foundation in Greek and Hebrew, or those who wish to enhance their personal Bible study and be able to move into advanced, language-oriented exegesis courses at seminary. This major is recommended for anyone who will be teaching the Bible in a church context or who plans a ministry of teaching New or Old Testament on the college level.

- A. Core—18 hours
- B. CHR 231 and 498—4 hours
- C. Biblical Studies—12 hours
 - 1. CHR 213, CHR 330—6 hours
 - 2. Biblical Studies Electives, select 6 hours
- D. Languages—18 hours
 - 1. BA Core requirements, GRK 211, 212, 311, 312—12 hours
 - 2. Choose one track—6 hours:
 - a. GRK 411 & HBR 311
 - b. HBR 311 & HBR 312

VI. Major in Sport Management with Sport Ministry Emphasis

- A. Core, modified: PEWS 201, 343, 419, 421, 435; MGT 250, 318, 348; MKT 328; COM 120, 323
- B. CHR 113, 231, and 243
- C. PEWS 251, 300, and 400
- D. Choose one: PEWS 231, 250, 317, 331, and 425
- E. PEWS 435 must be taken for a minimum of 4 hours

VII. Major in Youth Ministry—38 hours

Crafted for students called to youth ministry, this major blends theological foundation with practical information and mentoring relationships.

- A. Core—18 hours
- B. CHR 231—2 hours
- C. CHR 271, 372, 375, 471, 481
- D. Select 3 upper-level hours from the department.

VIII. Major in Christian Ethics—37 hours

Designed for students who seek a greater understanding of the moral dimension of Christian faith, the major will provide opportunity to experience growth in Christian character as well as deeper knowledge of contemporary moral issues facing the church and the nation. Majors in Christian Ethics will grow in critical thinking and research skills, preparing themselves either for further seminary/graduate study in ethics or simply for a more thoughtful and informed approach to their Christian discipleship, church membership, and citizenship.

- A. Core—18 hours
- B. CHR 231 and 498—4 hours
- C. CHR 243 and 244—select alternate not used in Major Core—3 hours
- D. Select 12 hours in Christian Ethics

IX. Major in Theology—43 hours

- A. Christian Studies Core—18 hours
- B. CHR 330, 382, 383, 482, 483, 499—18 hours
- C. CHR 339 or 366—3 hours
- D. CHR 231 and 498—4 hours

X. Major in Church History—37 hours

- A. Christian Studies Core—18 hours
- B. CHR 231 and 498—4 hours
- C. CHR 405 and HIS 245—6 hours
- D. Select 2 from: HIS/CHR 300; CHR 306, 313, 344; HIS/CHR 316
- E. Select 1 from: HIS/CHR 397; CHR 482, 483

XI. Major in Politics, Philosophy, and Economics—58 hours

- A. Required major core
 - 1. ECF 211, 212, 425—9 hours
 - 2. GEO 215, 216—6 hours
 - 3. PHL 240, 346, 347, 349—12 hours
 - 4. PSC 211, 214, 332—9 hours
 - 5. Senior Seminar 498 in either PSC, PHL, or ECF—4 hours
 - B. Elective course pool—select 18 hours with at least one from each group
 - 1. ECF 355, 411, 412, 430
 - 2. PHL 345; HON 210, 220, 320, 340
 - 3. PSC 318, 324, 325, 344, 360, 411
 - C. PPE majors are exempt from the requirement of completing a minor
- XII. Major in Philosophy (General Studies)—30 hours**
- A. PHL 240, 346, 347—9 hours
 - B. Twelve hours from PHL: 243, 339, 345, 349, 366, 452
 - C. CHR 338—3 hours
 - D. PHL Electives—6 hours
 - E. In this major, HON 210 and 220 together may substitute for PHL 240 but may not count toward the major and an Interdisciplinary Honors Minor or an Interdisciplinary Studies Minor.

Assessment of Majors

Students with a major in the School of Christian Studies are required to take CHR 498, Senior Seminar, as part of their graduation requirement. The seminar is offered every semester and must be taken during the student's senior year.

Advanced Standing Programs for Majors

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Students who major in the School of Christian Studies may be eligible for advanced standing in certain seminaries, thus shortening the requirements for master's degrees at those seminaries. Please see the "Affiliations With Other Agencies and Institutions" section of this *Catalogue*.

Minors Offered by the School

Students who wish to minor in the School are given the following opportunities for satisfying their interests and meeting the specified requirements.

- I. Minor in Christian Studies—23 hours**
 - A. Required courses: CHR 113, 231, 305, 333, 338, PHL 240.
 - B. Elective, select 3 hours from CHR courses.
 - C. CHR 243 or 244
- II. Minor in Philosophy—18 hours**
 - A. PHL 240, 346, 347—9 hours
 - B. Select 9 hours from: PHL 243, 339, 345, 349, 366, 452
 - C. HON 210 and 220 together may substitute for PHL 240 but by university policy may not be duplicated in another major/minor.
- III. Minor in Biblical Languages—26 hours**
CHR 113, 231; GRK 211, 212, 311, 312, 411; HBR 311, 312
- IV. Minor in Youth Ministry—21 hours**
 - A. CHR 271, 372, 375, 471, 481—15 hours
 - B. Select two from: CHR 113, 333, 338, 369, 373
- V. Minor in Christian Ethics—20 hours**
 - A. Core: CHR 231, 243, 244
 - B. Electives—select 12 hours in Christian ethics
- VI. Minor in Theology—23 hours**
 - A. CHR 231, 330, 338, 382, 383—14 hours

- B. Select 2 from: CHR 482, 483, 499—6 hours
- C. CHR 339 or 366—3 hours

Student Organizations

A **Ministerial Association** is available for students entering the preaching/pastoral ministry. This association meets monthly for the purpose of strengthening the ties of fellowship among those on campus who are committed to the gospel ministry.

Student Awards

The **Academic Excellence Medal** is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

The **Zondervan Greek Award** is presented to the student who shows the greatest achievement in Biblical Studies with a background in Greek.

The Department also presents the following awards:

A. T. Robertson Advanced Greek Award, H. E. Dana Intermediate Greek Award, Curtis Vaughan Elementary Greek Award, Mark Hatfield Ethics Award, R. G. Lee Christian Ministry Award, J. P. Boyce Theology and Philosophy Award, Billy Graham Christian Character Award, George Savage Hebrew and Old Testament Award, the Perseverance Award, and the Broadman and Holman Award.

Course Offerings in Christian Studies

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

Biblical Studies (CHR)

111. Old Testament Survey (3) F, W, S, Su

A survey of the Old Testament with emphasis on historical, theological, and literary development. Does not apply to any of the Department's majors/minors.

112. New Testament Survey (3) F, W, S, Su

Recommended prerequisite: CHR 111.

A survey of the New Testament with emphasis on historical, theological, and literary development. Does not apply to any of the Department's majors/minors.

113. Introduction to Bible Study and Interpretation (3) F, S

The study of the process of hermeneutics or interpretation. Special emphasis is given to the methodology of step-by-step Bible study.

213. Biblical Backgrounds (3) S

Prerequisite: CHR 111, CHR 112.

A survey of the history, literature, archaeology, geography, and culture of biblical times.

314. Studies in the Pentateuch (3) S—Even Years

Pre- or Corequisite: CHR 231.

An intensive study in the first five books of the Old Testament.

317. Minor Prophets (3) F—Even Years

Prerequisite or Corequisite: CHR 231.

An exegetical study of selected minor prophets.

321. The Life of Christ (3) S—Even Years

Pre- or Corequisite: CHR 231.

A study of the life of Christ as recorded in the Synoptic Gospels.

325. Pauline Epistles (3) F—Odd Years

Pre- or Corequisite: CHR 231.

An exegetical study of selected Pauline epistles.

327. Hebrews, General Epistles, Revelation (3) F—Even Years

Pre- or Corequisite: CHR 231.

An exegetical study of Hebrews, Revelation, and selected General Epistles.

330. Biblical Theology (3) F—Even Years

Pre- or Corequisite: CHR 231.

See Christian Theology for course description.

415. Poetry and Wisdom Literature of the Old Testament (3) S—Odd Years

Pre- or Corequisite: CHR 231.

An intensive study of Hebrew poetry and wisdom literature as religious literature and as literary forms. An exegetical study of selected poetry and wisdom literature (Job, Psalms, Proverbs, and Ecclesiastes).

416. Major Prophets (3) F—Odd Years

Pre- or Corequisite: CHR 231.

A study of the origin and development of Hebrew prophecy; an exegetical study of some of the major prophetic books of the Old Testament.

423. The Johannine Literature (3) S—Odd Years

Pre- or Corequisite: CHR 231.

An intensive study of the Gospel of John and the Johannine Epistles.

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Christian Ethics (CHR)**243. Approaches to Moral Decision Making (3) F**

Reciprocal credit: PHL 243.

See PHL 243 for course description.

244. Contemporary Issues in Christian Ethics (3) S

Prerequisite: Recommended: CHR 243.

An examination of the most significant contemporary moral issues facing the church and American society, with emphasis on Christian response both in terms of moral conviction and moral engagement.

344. History of Christian Ethics (3) F—Even Years

An exploration of the heritage of Christian moral reflection, from the early church through the modern era, with attention to a wide range of Christian traditions, thinkers, and movements.

345. Ministerial Ethics (3) As Needed

An examination of the moral dimensions of the Christian ministry and the moral issues facing ministers in their day-to-day work. Attention is given to the minister's personal, professional, and collegial relationships and moral responsibilities.

346. Moral Leaders: Case Studies (3) F—Odd Years

Prerequisite: CHR 243 or 244.

An exploration of the character and actions of a number of significant moral leaders in recent world history for the purpose of developing and enhancing gifts, commitments and skills in Christian moral leadership.

400. Ethics in Sport (3)

A study of the development of a code of ethics in sport management including the effect of relativism and rationalism on ethical behavior, personal moral development levels, and the effects of personal ethics on organizational responsibility. Reciprocal with PEWS.

440. Thinkers and Movements in Christian Ethics (3) F—Odd Years

Prerequisite: CHR 243.

A thorough examination of a major movement or thinker in either historic or contemporary Christian ethics, taught in seminar style.

441. Christianity and the Holocaust (3) S—Odd Years

An intensive interdisciplinary examination of the Holocaust and its significance for Christianity. Attention is given to the Holocaust itself, its intellectual and ideological origins, the behavior of Christians during the Holocaust, and postwar theological, moral, literary, and artistic responses to the Holocaust.

444. Intensive Issue Seminar (3) S—Even Years

Pre- or corequisites: CHR 243, CHR 244.

An intensive analysis of one major issue or cluster of issues in contemporary Christian ethics, taught in seminar style.

Christian Ministries (CHR)**271. Youth Ministry Strategies (3) F—Even Years**

A study of youth ministry focusing on the various approaches, methods, and strategies with practical applications for programming, goals and desired outcomes.

363. Contemporary Preaching (3) As Needed

A study of the basic techniques of sermon preparation and delivery. Recommended for all ministerial students. **87**

365. Pastoral Ministries (3) S—Even Years

Pre- or corequisite: CHR 231.

A course designed to deal with the practical work of the pastor.

367. Introduction to Christian Evangelism (3) As Needed

Pre- or corequisite: CHR 231.

The Biblical and doctrinal basis for evangelistic preaching, planning, and programming.

369. Church Ministry with Preschool and Children (3) As Needed

Prerequisite: CHR 261.

Curriculum for preschoolers and children and focusing on issues relating to children and their parents.

372. Youth Ministry Administration (3) S—Even Years

An examination of the various aspects of administering the work of the youth minister focusing on roles, relationships, resources and responsibilities, and practical application to the local church.

373. Church Ministry with Adults (3) As Needed

Prerequisite: CHR 261.

A course study of adult ministry, its curriculum and the church's responsibility to minister with families and marriages.

375. Youth Ministry Issues (3) S—Odd Years

Pre- or corequisite: CHR 231

A study of the issues facing youth as well as the developmental nature of youth and the issues affecting them and their families.

377. Survey of Missions (3) S

Pre- or corequisite: CHR 231.

A survey of missions and missions outreach with a particular focus on Southern Baptist missions.

471. Youth Minister's Personal and Professional Worlds (3) F—Odd Years

An examination of the demands upon the schedule, priorities, family and other aspects of the youth minister's life focusing on personal habits, family involvement, calling, career opportunities and continuing development.

481. Christian Ministries Mentorship (3) F, Su

Prerequisites: Application to the Department Chair by midterm of the semester before placement, and completion of Major Core and Track Core. Graded: Pass/Fail

A course of applied church ministry. Students will spend 3 weeks in the classroom and at least 115 hours in a church or Christian related organization.

Christian Theology (CHR)**330. Biblical Theology (3) F—Even Years**

Pre- or Corequisite: CHR 231

An exegetically-oriented presentation of the theological teachings of the Old and New Testaments. Emphasis will be placed on the student understanding the main teachings of the faith in their original contexts, the historical development of those teachings throughout biblical history, and the implications of biblical theology for modern Christian life and practice.

338. Christian Doctrine (3) F, S

Pre- or corequisite: CHR 231.

Major theological doctrines of Christianity such as the Trinity, revelation, God, creation, sin, the fall of man, Christology, the Atonement, the Holy Spirit, the church, the Christian life, and eschatology, with special attention being given to biblical, historical, philosophical, and cultural influences upon theological development and methods that are used in doing constructive theology.

382. The Doctrine of God (3) S—Odd Years

Prerequisite: CHR 338.

An in-depth study of God as Trinity, as well as a study of the attributes of God. The student will be introduced to the key theological struggles of the Church as she has grappled with the reality of God.

383. Christ and Salvation (3) S—Even Years

Prerequisite: CHR 338.

This course will cover the Person of Christ, the work of Christ, and the doctrine of salvation.

482. Great Texts and Theologians I (3) F—Even Years

Prerequisite: CHR 338.

A primary texts course in which students work through the writings of key theologians from ancient and medieval Christian thought.

483. Great Texts and Theologians II (3) S—Odd Years

A primary texts course in which students work through the writings of key theologians from Reformation and post-Reformation eras.

485. Critical Issues in Theology (3) As Needed

Prerequisite: CHR 338.

An introduction to a contemporary issue in the world of theology by means of intensive research in a seminar format.

Church History (CHR)**300. American Church History (3) S—Odd Years**

Reciprocal credit: HIS 300.

See HIS 300 for course description.

305. History of Christianity (3) F, S

Prerequisite: HIS 101 and 102. Reciprocal credit: HIS 305.

See HIS 305 for course description.

306. Early and Medieval Christianity (3) F—Even Years

A survey of the history of Christianity from the post-apostolic period through the 15th century.

313. Modern Christianity (3) S—Odd Years

A survey of the history of Christianity from the 17th century to the present.

316. Renaissance and Reformation (3) S—Even Years

See HIS 316 for description.

405. History of the Baptists (3) F

An interpretive survey of the history of Baptists in England and America from the 17th century to the present with emphasis on the history of the Southern Baptist Convention.

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General Studies (CHR)**231. Sophomore Seminar (2) F, S**

Prerequisite: CHR 111, 112.

A corequisite of all upper-level courses in the major taken in the sophomore year or at program entry. Introduces the student to basic research methodologies, writing styles, and expectations in ministry.

265. Becoming a Global Christian (3) S

A study of the biblical mandate and God's global purpose with focus on one's particular circumstances, aptitudes and God-given aspirations.

333. Contemporary Christian Life and Practice (3) F, S

Pre- or corequisite: CHR 231.

Contemporary issues as they relate to practical and ethical issues from a Christian perspective. Topics include vocation, time and resource management, marriage relationships, conflict resolution, evangelism, church involvement, Christian world view, devotional life, and practical ethics.

339. Apologetics (3) F

Prerequisite: PHL 240. Reciprocal credit: PHL 339

A rational defense for the truth claims of the Christian faith. The course covers questions which both skeptics and inquirers pose to Christianity, and consideration of responses from the Christian tradition.

349. World Religions (3) S—Odd Years

Prerequisite: 6 hours in CHR. Reciprocal credit: PHL 349.

See PHL 349 for course description.

366. Developing a Christian Worldview (3) S

Prerequisite: PHL 240. Reciprocal credit: PHL 366.

A study of the concept of worldview in general and the content of the Christian worldview in particular as contrasted with non-Christian worldviews.

452. Philosophy of Religion (3) F—Even Years

Prerequisite: PHL 240. Reciprocal credit: PHL 452.

See PHL 452 for course description.

Biblical Languages (GRK and HBR)**GRK 211. Elementary Greek I (3) F**

A study of the basic forms, syntax, vocabulary and pronunciation of the Greek New Testament. Three hours lecture and one hour lab per week.

GRK 212. Elementary Greek II (3) S

Prerequisite: GRK 211.

Continuation of GRK 211.

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GRK 311. Intermediate Greek I (3) F

Prerequisite: GRK 212.

A study of the grammar and syntax of the Greek New Testament. Reading in the New Testament.

GRK 312. Intermediate Greek II (3) S

Prerequisite: GRK 311.

Continuation of GRK 311.

GRK 411. Advanced Greek I (3) F

Prerequisite: GRK 312.

An extensive reading course in the Greek New Testament with emphasis upon careful, accurate exegesis.

GRK 412. Advanced Greek II (3) S

Prerequisite: GRK 411 or consent of the instructor.

A continuation of GRK 411.

HBR 311. Elementary Hebrew I (3) F

The course is designed to introduce students to the verb forms, vocabulary, and syntax of biblical Hebrew.

HBR 312. Elementary Hebrew II (3) S

Prerequisite: HBR 311.

A continuation of HBR 311.

HBR 411. Advanced Hebrew I (3) F

An extensive reading course in the Hebrew Bible, emphasizing translation, verb parsing, accents, critical notes and exegesis.

HBR 412. Advanced Hebrew II (3) S

A continuation of HBR 411.

Philosophy (PHL)**240. Introduction to Philosophy (3) F, S**

An introductory course in philosophy designed to acquaint the student with the major fields of philosophical study.

243. Approaches to Moral Decision Making (3) F

Reciprocal credit: CHR 243.

An introduction to Christian ethics, focusing on methodology with a survey and comparison of philosophical, secular, and theistic perspectives on the moral life, then moves on to develop a comprehensive evangelical approach.

339. Apologetics (3) F

Prerequisite: PHL 240. Reciprocal credit: CHR 339.

See CHR 339 for course description.

345. Critical Thinking (3) S—Odd Years

An examination of methods of critical thinking with special attention being given to the Socratic method, inductive and deductive reasoning, and the identification of logical fallacies.

346. History of Philosophy I (3) F—Odd Years

A survey of the history of philosophy from the time of Thales to the Renaissance and Reformation, examining the philosophical background in which Christianity emerged.

347. History of Philosophy II (3) S—Even Years

A survey from the Reformation to the modern period. Particular attention will be given to the dialogue between philosophy and the Christian faith in Western thought.

349. World Religions (3) S—Odd Years

Prerequisite: six hours in Christian Studies. Reciprocal credit: CHR 349.

A survey of the world's major religions.

366. Developing a Christian Worldview (3) S

Prerequisite: PHL 240. Reciprocal credit: CHR 366.

See CHR 366 for course description.

452. Philosophy of Religion (3) F—Even Years

Prerequisite: PHL 240. Reciprocal credit in CHR 452.

A study of the philosophical attempt to understand the nature of God and the significance of religion in the life of man. An investigation as to the validity of the claim to a type of knowledge called "religious" and the methods whereby such is gained.

Available in each departmental prefix:

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

395-6. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

397. Special Studies in Church History (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

498. Senior Seminar (2) F, S

Required of Department majors. Must be taken during senior year.

499. Seminar (1-3) On Demand

To be used at the discretion of the department for majors only. Senior standing in the department required.

499. Theology Seminar (3) S

Prerequisite: CHR 338

The capstone course to the theology major in which the student will explore a contemporary figure(s) or contemporary theological movement(s).

Department of Communication Arts

College of Arts and Sciences

Faculty

Kina Mallard (1991). Professor of Communication Arts, Director of the Center for Faculty Development and Department Chair. B.S., Middle Tennessee State University; M.A. and Ph.D., University of Tennessee.

Steve Beverly (1993). Assistant Professor of Communication Arts. B.A., University of Georgia; M.A., Auburn University.

Ashley Blair (2001). Visiting Instructor of Communication Arts. B.A., Union University; M.A., University of Memphis.

Chris Blair (1997). Assistant Professor of Communication Arts. B.A., Union University; M.A., and Ph.D. Candidate, University of Memphis.

David Burke (1986). Associate Professor of Theatre and Director of the Theatre. B.S.A., Houston Baptist College; M.F.A., University of Houston.

Melinda Clarke (2000). Assistant Professor of Communication Arts. B.A., Lambuth University; M.Ed., and Ed.D., Vanderbilt University.

Darren Michael (2002). Assistant Professor of Theatre. B.A., Ouachita Baptist University; M.F.A., University of Southern Mississippi.

The Communication Arts Department offers a wide range of courses designed to meet the complex and significant theoretical and communication skill requirements of students.

The Department is affiliated with several programs that enhance student learning. Majors have participated in the Los Angeles Film Studies Center, American Studies Program, and the Summer Institute of Journalism and have attended Broadcasting, Student Publications, Public Relations and Grass Roots Politics Schools sponsored by the Leadership Institute in Washington, D.C. Faculty encourage participation in state and regional conferences; most students complete internships in their majors. Theatre students audition at the Tennessee Theatre Arts Conference and the Southeastern Theatre Conference.

Journalism, Broadcasting, and Public Relations/Advertising majors may not minor within the Communication Arts Department, except in Theatre/Speech.

I. Major in Theatre and Speech—39 or 42 hours

- A. COM 112, 200, 211, 235, 405—15 hours
- B. Speech Emphasis—24 hours
 - 1. COM 311, 320, 325, 430
 - 2. COM Electives—12 hours
- C. Theatre Emphasis—27 hours
 - 1. COM 113, 341, 342, 350
 - 2. COM 240, 330, 412
 - 3. COM 345 or 311
 - 4. COM Elective—3 hours
- D. Teacher Licensure Emphasis—24 hours
 - 1. COM 113, 240, 311, 320, 330, 341, 342, 412

2. Professional Education: EDU 150, 250; PSY 213, 318; SE 225; EDU 326, 426, 435.
3. Completion of applicable portions of the Praxis Series II.
4. For additional information, see the Director of Teacher Education.

II. Major in Journalism—44 hours

- A. COM 120, 121, 200
- B. COM 210–2 semesters, 1 hour each
- C. COM 320, 321, 323, 355, 415, 419, 430
- D. One of: COM 360; ART 221, 231
- E. COM Electives—9 hours

III. Major in Broadcasting—44 hours

- A. COM 120, 121, 200, 211, 220, 230
- B. COM 320, 321, 340, 355, 406, 419, 430
- C. COM Electives—5 hours

IV. Major in Public Relations/Advertising—44 hours

- A. COM 120, 121, 200, 320, 321, 323, 325, 355, 360, 415, 419, 423, 430
- B. COM 210–2 semesters, 1 hour each
- C. COM Electives—3 hours

V. Digital Media Studies Major

- A. Core requirements for all emphases—39 hours
 1. ART 120, 221, 231, 345
 2. COM 220, 320, 365, 419
 3. CSC 115, 321, 360, 365
 4. Digital Media Studies Seminar 490
- B. Communication Arts Emphasis requirements—24 hours
 1. COM 121, 323, 325, 430
 2. MKT 328
 3. Select three courses: COM 230, 355, 410, 423, 488; MKT 424
- C. Art Emphasis—28 hours
See Art Department for complete details.
- D. Computer Science Emphasis—23 hours
See Computer Science Department for complete details.

VI. Broadcasting Minor—21 hours

- A. COM 120, 121, 220, 230
- B. Select 9 hours: COM 320, 325, 340, 403, 410, 419, 430

VII. Public Relations/Advertising Minor—21 hours

- A. COM 120, 121, 323, 419, 424
- B. Select 6 hours: COM 210, 320, 321, 325, 360, 415, 430; ART 221, 231

VIII. Journalism Minor—21 hours

- A. COM 120, 121, 210, 321, 415
- B. Select 6 hours: COM 320, 323, 360, 419; ART 221, 231

IX. Theatre/Speech Minor—21 hours

- A. COM 112, 113, 211, 235, 240
- B. Select 6 hours: COM 301, 311, 355, 330, 341, 342, 345, 350, 405, 412

Student Related Goals

The department has three goals for students majoring in communication arts. We expect students 1) to understand the theories, principles, and history of communicating arts (visual, written, oral) in their area of concentration; 2) to demonstrate competency in written, oral and visual communication skills related to their area of concentration; and 3) to demonstrate knowledge of the impact of their area of concentration on society.

Assessment of Majors

The Communication Arts Faculty will conduct an interview with each major at the end of the first semester of the student's junior year. This interview will assess the student's academic progress in the program and the student's strengths and weaknesses. Recommendations for the student's future work as a Communication Arts major will be made.

Student Organizations

The Department sponsors several student organizations designed to promote achievement within the field of communication arts. Majors and minors are encouraged to become involved in organizations of their choice.

The Cardinal & Cream serves as the official student newspaper of Union University. It is published by students under the direction and supervision of the journalism faculty. The newspaper's purpose is to report the news of Union's campus, while serving as a "learning laboratory" for students. The C&C staff is primarily comprised of journalism students, although students in any other major may participate.

The **Union Broadcasting Society** exists for students interested in the broadcasting field. The Society plans to become affiliated with the student chapter of Radio and Television News Directors Association (RTNDA) and Alpha Epsilon Rho, a professional broadcasting fraternity. UBS produces Jackson Tonight!, a half-hour television magazine aired on local stations as well as producing Union's basketball games. The Society seeks to strengthen students' contacts with professionals in the broadcasting industry.

The **Student Public Relations Society** is open to all students interested in the public relations profession. The Society meets regularly, engaging in a variety of programs and projects. Society activities are determined and planned by students, under the direction of a faculty advisor. Activities usually relate to the practice of public relations, planning a PR career or acquiring the skills needed in public relations.

Alpha Psi Omega is the national honorary dramatic fraternity. Beta Mu chapter sponsors Campus Day activities, coffee house presentations, and a variety of other events as time and personnel allow. Membership is based on attainment in theatre.

Society for Collegiate Journalists (SCJ) is a national organization that recognizes the efforts and achievements of students involved with a campus publication or broadcast. At Union, SCJ membership rewards students who demonstrate a strong commitment to collegiate media, maintain a 3.0 GPA, and earn a recommendation from the Communication Arts faculty.

U.U. Players is open to anyone who wants to participate in theatre productions either acting, directing or providing technical support. This organization is the main producer of theatre on campus.

Student Awards

The **Academic Excellence Medal** is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

The **Elizabeth B. Loyd "Tony" Awards**, established and endowed in 1962 by Mrs. Elizabeth B. Loyd, Associate Professor of Speech and Theatre at Union University from 1939 to 1967, are presented each year to the best actor and actress. The recipients of the "Tony" are chosen by the Union University Theatre Director. Selections are based on excellence of performances with cooperative loyalty and dedication to achievement as factors in the decision. Winners are announced in May at the annual banquet.

The **Betty Hillix Foellinger Memorial Student Publications Award** is given each year to the editor of the *Cardinal and Cream*.

Departmental awards are given annually to the outstanding senior and the outstanding freshman. Achievement in each of the four majors is also recognized.

Course Offerings in Communication Arts (COM)

()-Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

112. Public Communication (3) F, W, S, Su

An oral communication skills course that emphasizes organizing thoughts, adapting messages to specific audiences, using language correctly, delivering messages verbally and nonverbally with confidence, and active listening and evaluation skills.

113. Introduction to Theatre Arts (3) F, S

An introductory study of the techniques of theatre art, designed to make play going more meaningful and better appreciated.

120. Mass Media (3) F, S

A survey of the functions, responsibilities, and influence of various mass communication media. Students will review the economic, technical, historical, regulatory, and sociological aspects of radio, television, film, newspapers, magazines, books, advertising, and public relations.

121. Writing for the Mass Media (3) F, S

Designed to give the beginning media student a basis for understanding the differences and similarities of the various types of writing in the field. The student will learn the basics of print, broadcast, advertising, and public relations writing.

200. Communication and Christianity (3)

A course to foster understanding of different world views and to develop a working philosophy that integrates faith and profession. The course is designed to help develop confidence and strategies to become change agents in media and the arts.

205. Sport Journalism (3)

Reciprocal credit: PEWS 205.

See PEWS 205 for course description.

210. Publications Seminar (1) F, S

Prerequisite: COM 121.

Application of the fundamentals of journalism to the *Cardinal & Cream*. Topics include writing, editing, layout editorials, advertising, management and production. Course may be taken 3 times.

211. Voice and Diction (3) F

Study and development of the voice. Educative exercises in articulation and pronunciation. This course seeks to evaluate vocal weaknesses and provide students with the tools to improve their voices. A special unit emphasizes improving regionalisms and southern dialect.

220. Introduction to Production (3) F, S

The foundation for both video and audio production emphasizing aesthetics of design but also with hands-on experience with cameras, lighting, audio and basic editing techniques.

230. Television Production (3) F

Prerequisite: COM 220.

An overview of the elements of television production: cameras, sound, lighting, and videotape recording using a switcher. Students work with these components in producing television programs.

235. Interpersonal Communication (3) F, W, S, Su

This course is designed to help students identify communication problems in interpersonal relationships. Emphasis is placed on interpersonal skills including ethical communication, self-disclosure, perception, interviewing, conflict management, verbal and nonverbal communication. The student will exhibit competent language skills through oral reports, working in dyads and small groups, and class simulations.

240. Acting Theory and Technique (3) S

A basic course covering various acting theories and practices. Emphasis will be placed on exercises in physical training, vocal reproduction, character projection, and the aesthetics of acting.

299. Practicum (1) F, W, S, Su

Practical hands-on experience in journalism, public relations, advertising, speech, or theatre. Students work with a faculty member on specific projects that will enhance their knowledge and expertise in their concentration. May be taken three times.

301. Symbolism in Theatre and Film (3) F

This course explores the subtle uses of symbolism in presenting subtextual messages. Students view and analyze a variety of films and taped theatre productions.

305. Drama (3) Every Third Year

Prerequisite: ENG 111, 112, 201, and 202. Reciprocal credit: ENG 305.

See ENG 305 for course description.

311. Oral Interpretation of Literature (3) S

Analysis, adoption, and staging of various literary genres for solo and ensemble performance. Included is the study of techniques for Reader's Theatre staging and performances before an audience.

312. Creative Writing (3) F—Even Years; W As Needed

Prerequisites: ENG 111, 112, 201 and 202. Reciprocal credit: ENG 312.

See ENG 312 for course description.

318. Advanced Composition (3) S; W as needed

Prerequisite: ENG 111, 112, 201 and 202. Reciprocal credit: ENG 318.

See ENG 318 for course description.

320. Organizational Communication (3) F

Students study organizational structure, communication networks, and employer-employee relationships. Emphasis is placed on conducting interviews and performance appraisals, decision-making strategies, ethical communication, team-building, conflict communication, and the communication audit. The student will exhibit competent language skills through the presentation or oral reports and group activities.

321. Reporting for Print and Electronic Media (3) F, S

Prerequisite: COM 121.

Basic principles and skills of gathering information and writing news for the mass media. Topics include interviewing, developing sources, conducting research, covering specific areas, and current events.

323. Public Relations (3) F

Reciprocal credit: MKT 323.

Problems, writing procedures, policies, and methods of public relations for business, industry, and institutions.

325. Communication Training & Development (3) S

An interactive, comprehensive experience emphasizing the process through which companies and other organizations help managers and employees improve performance and increase job satisfaction. It is a study of current trends of T&D, learning styles, preparing proposals, and designing, conducting and evaluating training programs.

330. Theatre Production (3) F—Odd Years

A survey course in the fundamentals of successful stage production and technique; emphasis on directing, acting, and rehearsing; problems in organization; play choice and casting; scenery, costuming, makeup, and lighting.

340. Broadcast Sales and Management (3) F

Students will learn management theory as it applies to broadcast and cable management. Course content will cover issues of concern for broadcast managers: sales techniques, promotions, regulations, and programming.

341. Theatre History I (3) F—Odd Years

Prerequisite: COM 113.

A survey of the historical development of the Theatre from its beginnings through the Elizabethans with emphasis on selected plays.

342. Theatre History II (3) S—Even Years

Prerequisite: COM 113.

98 A continuation of 341 from the French Neoclassical period to present day.

345. Advanced Acting/Improvisation (3) F—Odd Years

An advanced course in acting characterization, historical styles, and improvisational techniques.

350. Christian Drama (3) S

The purpose of this course is to explore the meaning of and possible uses for theatre from a Christian perspective.

355. Communication Theory & Effects (3) F—Odd Years

A critical look at the most contemporary theories of human and mass communication, emphasizing their practical applications for society while considering general issues, the relations between theory and practice and the influence of gender.

360. Desktop Publishing (3) F, S

This course provides the student with practical knowledge of state-of-the-art publishing technology. The hands-on experience teaches the student to edit, design, layout, and provide camera-ready documents for use in business, industry, public relations, advertising, and journalism.

365. Computer-Mediated Communication (3) S

A blending of theoretical and practical views of communication through computers considering how and why there is a movement to computers for informational and interactional exchanges as well as the creative/production process involved in generating online projects. Online projects will be used to evaluate each approach.

405. Advanced Studies in Communication (3) S—Odd Years

A combination study of rhetorical analysis, argumentation and debate, scriptwriting, royalty and copyright laws as well as special topics of communication. It is designed for students seeking licensure in Speech and Theatre and graduate study in communications.

406. Broadcast Journalism (3) S

Prerequisite: COM 230, 321

This course combines advanced skills in broadcast production with writing, producing and reporting for a regular news or sport magazine for cable television. Students will be required to develop a final 1/2 hour, capstone documentary on a substantive issue of public interest.

410. Video Editing (3) F

Prerequisite: COM 230.

This course provides the student with the skills necessary to do post-production television work, including audio/video electronic editing, matching sight to sound, and electronic cutting and splicing.

412. Fundamentals of Directing (3) F—Even Years

Prerequisite: COM 113 and 240.

A study of the art of the director, culminating in the production of a one-act play by each student.

415. Magazine and Feature Writing (3) S

Practical experience in mastering the craft of writing the special feature; each student is encouraged to prepare an article for publication.

419. Advertising (3) F, S

Reciprocal credit: MKT 419.

A survey course in the functions, theory, and applications of advertising with practical work in creating advertisements and the writing of advertising copy.

423. Practical Applications in Public Relations (3) S

Prerequisite: COM 323.

This course considers the critical issues and problems confronting public relations practitioners and discusses alternative approaches to dealing with them. Includes the use of selected case studies.

430. Communications Law (3) S

A study of the legal controls and government regulations on the mass media. Students will study specific case precedents involving the freedom and rights of the press and broadcasters.

485. Internship in Radio Broadcasting (3) F, W, S, Su

Prerequisite: COM 220 as well as two of the four required courses in the major. Permission of department chair required.

Selected students are assigned as interns to obtain supervised practical work at a local radio station professionally concerned with broadcasting.

486. Internship in Television Broadcasting (3) F, W, S, Su

Prerequisite: COM 230 as well as two of the four required courses in the major. Permission of department chair required.

Selected students are assigned as interns to obtain supervised practical work at a local television station professionally concerned with broadcasting.

487. Internship in Journalism (3) F, W, S, Su

Prerequisite: Two of the four required courses in the major. Permission of department chair required.

Selected students are assigned to obtain supervised practical work at a local newspaper professionally concerned with the print media.

488. Internship in Public Relations (3) F, W, S, Su

Prerequisite: COM 419 and 323 as well as three of the four required courses in the major.

Permission of department chair required.

Selected students are assigned as interns to obtain supervised practical work at a local business in public relations.

490. Digital Media Studies Senior Seminar (3) F, S

Capstone course for DMS majors to bring the emphases together for exposure to the variety of fields of digital media and associated workplace cultures. Includes case studies, guest speakers, field trips and an interdisciplinary group project culminating in the production of a computer-based portfolio for job search. Reciprocal with ART and CSC.

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

100

495-6. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

497-8-9. Seminar (1-3)

To be used at the discretion of the department.

Department of Engineering

Faculty

Don Van (2001). Associate Professor and Department Chair of Engineering. B.S. and M.S., University of Illinois in Chicago; M.S. and Ph.D., New Jersey Institute of Technology, P.E., CEM.

James Kirk (2001). Assistant Professor of Computer Science. B.M., Union University; M.M. and M.A., and Ph.D., Indiana University.

Jeannette Russ (2002). Assistant Professor of Engineering. B.S., Mississippi State University; M.B.A., Colorado State University; Ph.D., Vanderbilt University.

Seungwon (Chris) Song (2002). Instructor of Engineering. B.S., Yonsei University; M.S., KAIST; Ph.D., Northwestern University. Additional study, University of Toronto.

The Engineering Department seeks to prepare graduates for the practice of engineering at the professional level and lead to Union's first degree in engineering, which should be conferred in 2005. Union will offer the Bachelor of Science in Engineering, B.S.E., with emphases in electrical and mechanical engineering. Union's engineering program will be eligible for accreditation review by the Accrediting Board for Engineering and Technology once students have graduated from its program. "If it is determined that the program followed by these graduates is essentially the same as that reviewed, then accreditation may be extended to the graduates of the program in the academic year prior to the visit" (ABET's Accreditation Policy and Procedure Manual II.C4). The curriculum review process at Union assures a high level of consistency between the program implemented and the program approved.

Students begin their preparation for engineering by enrolling in prerequisites and introductory engineering courses in the Fall Semester, thus assuring them an adequate foundation for engineering. These prerequisites provide students with a strong background in the physical sciences and mathematics, (physics, calculus, chemistry, differential equations), as well as the fundamental humanities and social studies areas. Incoming students are expected to have completed the necessary requirements that will allow them to begin mathematics at the level of calculus. Ideally, engineering students will have been introduced to calculus in high school. These courses are combined with engineering courses to fully prepare the student for a successful professional engineering career.

Curriculum

Pre-requisite courses to the Engineering major complete some General Core Curriculum requirements and all Bachelor of Science in Engineering Specific Core requirements. CHE 111, ECF 211, and MAT 211 must be completed and in doing so complete the Group A. Science, Social Science/Humanities Option and Math requirements of the General Core respectively. The remaining pre-requisites comprise the B.S.E. Specific Core: PHY 231-232 (10 hours); MAT 212, 213, 314 (11); MAT 315 or 208 (3); CSC 115 (3).

Engineering Major Requirements—67 or 68 hours

- I. **Major core requirements - 49 hours + an emphasis**
 - A. EGR 101, 105, 250, 262, 270, 275, 290
 - B. EGR 330, 342, 350, 352, 360, 385
 - C. EGR 491, 492, 498
- II. **Mechanical Engineering Emphasis—18 hours**
 - A. EGR 320
 - B. EGR 410, 450, 455, 470

- III. Electrical Engineering—19 hours
A. EGR 370
B. EGR 405, 420, 430, 460

Mission Statement

The Engineering Program will not only prepare students with a sound technical base that will make state licensure achievable but also educate them with a distinctive liberal arts orientation and with a view towards integration of faith and learning. An education in engineering at Union University aims to produce a socially and morally responsible citizen who is uniquely prepared to carry out public and global service opportunities as an individual committed to his/her faith and community.

Course Offerings in Engineering (EGR)

()—Hours Credit; F—Fall; W—Winter; S—Spring; Su—Summer

101. Introduction to Engineering Design and Analysis (3)

Prerequisite: Admission to the engineering program.

An introduction to engineering as a profession with technical and legal responsibilities. Discussion of the Engineering Design and Analysis method. Applying the engineering process in solving electrical, mechanical, energy, environmental engineering problems. Design and present project.

105. Engineering Graphics (3) S

Prerequisite: Admission to the engineering program.

Introduction to computer aided design and drafting (CADD). Learn to project objects orthographically, isometrically and obliquely. Dimensioning and sectioning of engineering objects solid modeling. Design and present project.

102 250. Thermo-fluid Dynamics I (4)

Prerequisite: CHE 111, PHY 232; Corequisite: MAT 314.

Introduction to macroscopic concepts of thermodynamics; first and second laws, properties of pure, simple compressible substances, applications using system and control volume energy analysis. Introduction to hydrostatics and fluid dynamics including pressure distribution, integral and differential relations for fluid particles, development of conservation theorems, dimensional analysis and similarity; open channel flow. Lab included.

262. Electric Circuit Analysis and Design (4)

Prerequisite: PHY 232; Corequisite: MAT 213. Reciprocal credit: PHY 317.

Basic concepts, theorems and laws of DC and AC circuits. Methods of analysis of circuits. Laplace transform. Fourier transform. Design and present project. Lab included.

270. Electrical Power Systems (3)

Prerequisite: EGR 262

Introduction to basic principles of power system including generator transformer model, transmission, line parameters, power flow analysis, dispatching optimization of generation, system stability, system control and economic operation of power system.

275. Engineering Statics (3)

Prerequisite: MAT 212, EGR 101, PHY 231.

General principles of engineering mechanics. Analyze force vectors. Equilibrium of rigid body. Trusses. Centroid. Moments of inertia. Work. Design and present project.

290. Engineering Dynamics (3)

Prerequisite: EGR 275.

Kinematics and Kinetics of particles with respect to force, acceleration, work, energy, impulse, momentum. Planar kinematics and kinetics. Design and present project.

320. Solid Mechanics (4)

Prerequisite: EGR 290.

Relationships between internal stresses and changes of form produced by external forces acting on solid bodies. Normal and shear stresses. State of stress and strain. Elasticity and plasticity. Deformations of beams, torsion, combined loading and principal stresses. Design and present project. Lab included.

330. Engineering Economy (3)

Prerequisite: Permission of instructor.

The importance of conducting, presenting, and discussing engineering alternatives to capital investment using economic and financial principles. Among these are corporate hurdle rate, return on investment, payback period, present worth, annual cash flow, rate of return, benefit-cost ratio, and replacement considerations. Analyze and present project.

342. Engineering Experimental Methods (3)

Prerequisite: EGR 250, EGR 362, EGR 275.

Tools for data analyses in engineering design will be discussed and experienced through laboratory experiments. Among these data analysis tools are probability, statistical analysis, measurement errors, and graphical presentation.

350. Control Theory and Design (4)

Prerequisite: EGR 262.

Introduction to the control of engineering systems. Analysis and design of linear control systems using root locus and frequency response techniques. System representation and control-system characteristics. Design and present project. Lab included.

352. Engineering in Laboratory (3)

Prerequisite: EGR 342, EGR 250, EGR 362, EGR 275.

Applying knowledge from EGR 342, this engineering laboratory course is devoted to conducting in depth mechanically or electrically related topics depending on the discipline's selective emphasis of the student. Design and present own experiment for concluding project.

360. Computational Engineering (3)

Prerequisite: EGR 250, EGR 262, EGR 290.

Complementing computer programming skills in FORTRAN and C++, this course teaches the students to conduct engineering functions, studies and analyses using the desktop packages such as Excel, Matlab, Access database.

370. Electrical Machines (4)

Prerequisite: EGR 262.

Principles of DC and AC rotating machines in the industry. Analysis and characteristics of transformer, induction motor, and synchronous machine. Lab included.

385. Energy Conversion (3)

Prerequisite: EGR 250.

Comprehensive analysis of energy systems in use in the industry today. Discussion of the Rankine cycle, steam generators, combustion of fossil fuels, steam and gas turbines, principle systems in a fossil power plant. Discussion of different nuclear plant design in the US. Other forms of renewable energy sources and conversion such as solar energy and environmental impacts from energy generation will be discussed. Design and present project.

405. Electronic Circuit Analysis and Design (4)

Prerequisite: EGR 262.

Fundamentals and basic techniques of modern electronic design will be covered. Solid-state electronics, diodes and diode circuits, field-effect transistors and bipolar junction transistors. Logic design. Metal-Oxide-Semiconductor memory and bipolar logic circuits. Design and present project. Lab included.

410. Materials Engineering (4)

Prerequisite: CHE 111, EGR 320.

Introduction to material structure from the atomic structure viewpoint. Examine how their physical, thermal, and mechanical properties will affect the behavior of materials specified in engineering design. Lab included.

420. Physical Principles of Solid State Devices (3)

Prerequisite: EGR 405.

Introduction to material science concepts and quantum physics. Modern theory of solids. Semiconductors and semiconductor devices. Discussion of dielectrical materials, magnetic properties, superconductivity, and optical properties of materials.

104

430. Communication Systems (4)

Prerequisite: EGR 262, EGR 405.

Introduction to signal modeling and systems realization theory. Discussion of spectral content of a signal, Fourier and Laplace transform, Properties of systems, Signal transmission and Filtering. Applications to practical systems such as television and data communications. Lab included.

450. Thermo-fluid Dynamics II (4)

Prerequisite: EGR 250.

Further study into properties of the ideal gas, incompressible and corresponding states models. Gas-vapor mixtures, availability and irreversibility. Power and refrigeration cycles. Application in current engineering problems. Further study into viscous and boundary-layer flow, inviscid incompressible flow, compressible flow and turbomachinery. Lab included.

455. Vibration Analysis (3)

Prerequisite: EGR 296, MAT 314.

Analyze free and forced vibration, including damped and transient, of single and multi-degree of freedom systems. Lagrange's equation, Fourier series and Laplace transformation. Application of Vibration Analysis.

460. Electromagnetism Theory & Applications (4)

Prerequisite: EGR 262, MAT 314.

Discussion of electric and magnetic field and their relationships to transmission lines, wave propagation, attenuation, antennas, radiation, and radar and wireless. Maxwell's equations and applications. Lab included.

470. Heat Transfer (3)

Prerequisite: EGR 450.

Different modes of heat transfer mechanism are analyzed including conduction, natural and forced convection, and radiation. Applications of heat transfer in the industry are discussed including heat exchangers, heat pipes, thermal wheel for waste recovery, steam generators in a nuclear plant or in a gas turbine electrical generator. Design and present project.

491. Major Project Design I (3)

Prerequisite: Permission of instructor.

Individual student will choose a real world engineering problem either assigned by instructor or a sponsoring industry. Student is expected to solve the problem by applying the engineering design and analysis method. Design portfolio will be prepared for the documentation of work from beginning to end. Full engineering study will be prepared. The student will prepare the oral presentation of his or her project.

492. Major Project Design II (3)

Prerequisite: Permission of instructor.

Team of students will choose a real-world engineering problem either assigned by the instructor or a sponsoring industry. Students are expected to solve the problem by team effort via project management. Design portfolio will be prepared for the documentation of work from beginning to end. Full engineering study will be prepared. The project team will prepare the oral presentation of its project. The event will be publicly announced.

498. Engineering Seminar (1)

Prerequisite: senior standing.

Comprehensive review of all engineering fundamentals, mathematics, physics, chemistry, and economics and prepare engineering seniors for the Fundamentals of Engineering (FE) national examination. Review and discuss code of engineering ethics and Christian conducts in the work place.

105

180-280-380-480. Study Abroad (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular department offerings.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular department offerings.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member's.

499. Seminar (1-3) On Demand

To be used at the discretion of the department.

Department of English

College of Arts and Sciences

Faculty

Gene Fant (2002). Associate Professor of English and Department Chair. B.S., James Madison University; M.A., Old Dominion University; M.Div., New Orleans Baptist Theological Seminary; M.Ed., and Ph.D., University of Southern Mississippi.

Patricia L. Hamilton (2001). Assistant Professor of English. B.A., Biola University; M.A., California State University, Fullerton; Ph.D., University of Georgia.

David Malone (1999). Assistant Professor of English. B.A., Wheaton College; M.A., State University of New York at Binghamton; Ph.D., Northern Illinois University.

Barbara Childers McMillin (1992). Professor of English and Dean of the College of Arts and Sciences. A.A., Northeast Mississippi Community College; B.A., Union University; M.A. and D.A., University of Mississippi. Additional study, Harvard University.

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

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

Roger S. Stanley (1990). Assistant Professor of English. B.A., Appalachian State University; M.A., East Tennessee State University; Additional study, University of Mississippi.

Pam Sutton (1998). Associate Professor of English. B.A., Southern Arkansas University; M.A. and Ed.S., Arkansas State university; Ed.D., Texas A&M University–Commerce.

Student Related Goals

The Department of English promotes an understanding of literary traditions, teaches students to think analytically and to write effectively, and fosters human awareness through course offerings in composition and literature.

Department Goals

- To provide student-centered attention which facilitates effective communication.
- To offer courses in composition which require analytical reading, thinking, and writing.
- To offer courses that explore and analyze multicultural literature to broaden world views.
- To offer a range of English courses emphasizing genres, periods, major writers, history and structure of the language, composition, research, and critical analysis.

Assessment of Majors

Majors are required to take English 498, Seminar, a study of selected topics or writers of world literature, to help the student to integrate and evaluate material in areas not thoroughly covered by course work and to teach the student critical approaches and methods of research. The student will write a paper and defend the paper in a public forum open to questions.

I. English Major Requirements, Literature Concentration—30 hours above sophomore level

- A. Required courses: ENG 318, 410, 421, 498.
- B. Select one Advanced British: ENG 330, 331, 332, 333.
- C. Select one Advanced American: ENG 334, 335.

D. Select two Major Writers: ENG 430, 431, 432, 433, 434, 435.

E. Select two Genre courses: ENG 305, 310, 320, 336, 337.

II. English Major Requirements, Writing Concentration—30 hours above sophomore level

A. Required courses: ENG 312, 318, 410, 421, 425, 426, 498.

B. Select two Genre Courses: ENG 305, 310, 320, 336, 337.

C. Select one ENG elective course.

III. Teacher Licensure for English (Grades 7-12)

A. Major requirements as shown above for either concentration.

B. Professional Education: EDU 150, 250, 326, 420, 433; PSY 213, 318; SE 225.

C. The student must earn a 3.0 major GPA.

D. Completion of applicable portions of the Praxis II.

E. For additional information, see the Director of Teacher Education.

IV. English Minor Requirements—15 English hours above the sophomore level.

Student Organization

Sigma Tau Delta, a national English Honor Society, recognizes students who have realized accomplishments in the English language and literature. The motto is “Sincerity, Truth, Design.” Union University’s chapter was organized in 1979. Officially declared English majors/minors who have completed at least 36 semester hours of college study, with 6 hours in literature, meet the minimum eligibility requirements. Furthermore, the student must have at least a 3.0 GPA in English Department courses for membership.

Student Awards

The **Academic Excellence Medal** is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

The **Helen Blythe Creative Writing Award** is given to the graduating senior who is deemed by the English Department faculty to be the best creative writer.

The **Mrs. Warner Earle Fusselle Scholarship** is given to a graduating senior with a 3.5 average in English. The recipient of this award is selected by the English Department faculty.

General Regulations

Students are required to complete the core curriculum requirements in composition and literature before enrolling in an upper-level English course.

Course Offerings in English (ENG)

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

111. Written Composition I (3) F, S, Su

This course includes a study of the principles of grammar, usage, and rhetoric, emphasizing the writing of clear, effective exposition.

112. Written Composition II (3) F, W, S

Prerequisite: ENG 111.

This course includes library orientation and instruction in research methods. Students will write critical themes and a research paper.

201. World Literature I (3) F, W, S, Su

Prerequisites: ENG 111, 112.

A study of selected world writers beginning with the Greeks and continuing through the seventeenth century.

202. World Literature II (3) F, W, S, Su

Prerequisites: ENG 111, 112.

A study of selected world writers from the eighteenth century through the twentieth century.

Completion of ENG 111, 112, 201 and 202 is prerequisite to all the following courses.

ENGLISH

305. Drama (3) Every Third Year*

Reciprocal credit: COM 305.

Representative dramas selected from literary, historic, or thematic types. Includes such writers as Ibsen, Chekhov, Shaw, Brecht, O'Neill, Ionesco, and Soyinka.

310. Poetry (3) Every Third Year*

A study of representative poetry selected from literary, historic, or thematic types. Includes the works of such writers as Sappho, Catullus, Petrarch, Goethe, Pushkin, Eliot, and Frost.

312. Creative Writing (3) F, S

Reciprocal credit: COM 312.

Emphasis is placed on the production of original writings, particularly in the genres of poetry, short story, drama, and essay.

318. Advanced Composition (3) S; W as needed

108 Reciprocal credit: COM 318.

Techniques of writing effective expository, argumentative, descriptive, and narrative nonfiction prose.

320. The Short Story (3) Every Third Year*; W and Su As Needed

A study of representative short stories selected from literary, historic, or thematic types. Includes such writers as Maupassant, Chekhov, Poe, Joyce, Lawrence, Hurston, O'Connor, Gordimer, Mahfouz, and Garcia Marquez.

330. Advanced British I (3) Every Third Year*

A study of literature from the Early, Medieval, and Elizabethan Periods.

331. Advanced British II (3) Every Third Year*

A study of literature from the Puritan Era and the Neoclassic Period.

332. Advanced British III (3) Every Third Year*

A study of literature from the Romantic and Victorian Periods.

333. Advanced British IV (3) Every Third Year*

A study of literature from the Modern and Post-Modern Periods.

334. Advanced American I (3) Every Third Year*

A study of literature from the Colonial, Early National, and Romantic Periods.

335. Advanced American II (3) Every Third Year*

A study of literature from the Realistic Period through PostModernism.

336. The Epic (3) Every Third Year*

Comparative study of oral/formuliatic tales from around the world which have been recorded, and of the literate creations intended to imitate those tales in some traditions.

Includes such authors and works as Gilgamesh, Homeric epics, Virgil, Icelandic saga, Ariosto, Milton, the Ramayana, the Mwindo Epic, and Amos Tutuola.

337. The Novel (3) Every Third Year*

A study of representative novels selected from literary, historic, or thematic types. Includes such writers as Cervantes, Balzac, Dostoevsky, Hawthorne, Joyce, Faulkner, Soseki, and Achebe.

410. Representative Plays of Shakespeare (3) F

An in-depth study of approximately twelve selected comedies, tragedies, and histories of Shakespeare, with an emphasis on the Elizabethan Age.

421. History and Structure of the English Language (3) S

The course traces the development of the English language from its roots. In addition to the history and structure of English, it includes a study of etymology, usage, linguistics, and semantics.

425. Fiction Writing (3) F

Prerequisite: ENG 312.

A writing workshop in which advanced techniques of fiction writing are practiced, culminating in a manuscript of original work.

426. Poetry Writing (3) S

Prerequisite: ENG 312.

A writing workshop in which advanced techniques of poetry writing are practiced, culminating in a manuscript of original work.

430. Classical Antiquity (3) Every Third Year*

A close literary and historical analysis of one or more such authors as Homer, Plato, Thucydides, Sophocles, Virgil, and Horace. **109**

431. The Middle Ages (3) Every Third Year*

A close literary and historical analysis of one or more such authors as Chaucer, Malory, Marie de France, Boccaccio, Petrarch, and Dante.

432. The Renaissance (3) Every Third Year*

A close literary and historical analysis of one or more such authors as Marlowe, Milton, Rabelais, Machiavelli, Calderon, and Cervantes.

433. Romanticism (3) Every Third Year*

A close literary and historical analysis of one or more such authors as Goethe, Rousseau, Hugo, Wordsworth, Pushkin, Hawthorne, and Melville.

434. Realism (3) Every Third Year*

A close literary and historical analysis of one or more such authors as Flaubert, Zola, Tolstoy, Dostoevsky, Chekhov, Ibsen, and Hardy.

435. Modernism/PostModernism (3) Every Third Year*

A close literary and historical analysis of one or more such authors as Joyce, Eliot, Woolf, Sartre, Ionesco, Pirandello, Unamuno, Garcia Marquez, and Borges.

498. Seminar (3) F

A study of selected topics or writers of world literature to help the student integrate and evaluate material in areas not thoroughly covered by course work and to teach the stu-

dent critical approaches and methods of research. The student will write a paper and defend the paper in a public forum open to questions.

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

*Consult the English Department for details.

Department of History and Political Science

College of Arts and Sciences

Faculty

Stephen Carls (1983). University Professor of History and Department Chair. B.A., Wheaton College; M.A. and Ph.D., University of Minnesota.

Brenda Alexander (1993). Associate Professor of History. B.S., and M.S., University of Tennessee at Knoxville; M.Div. and Th.M., Harvard University; M.Ed., Union University; Additional study, University of Glasgow, UK.

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

W. Terry Lindley (1986). Professor of History. B.A., Texas A & M University; M.A., University of New Orleans; Ph.D., Texas Christian University; Additional study, Southwestern Baptist Theological Seminary.

Ann Livingstone (1975). Associate Professor of Political Science. B.A., Anderson College; M.A., Vanderbilt University; Ph.D., University of Keele, UK.

David Thomas (1994). Associate Professor of History. B.S., The Ohio State University; M.S., University of Michigan; Ph.D., The Ohio State University.

The Department of History and Political Science offers courses that are designed to meet both cultural and professional objectives. The history courses attempt to give the student a discriminating knowledge of the past by encouraging an understanding of other times according to the standards of those times and by evaluating institutions and movements in the light of their effects upon later developments. The political science courses teach the student to analyze systems and structures of governments in the past and present. The geography courses provide the student with an understanding of the relationship between geographical elements and man's life on earth.

Assessment of Majors

History 498 is the culmination of a history major's study. After taking a balanced core of content-oriented courses in American and world history, the student in this course demonstrates the use of the tools of historical research and writing by composing a major paper that includes primary sources. This course requires the history major to discuss with fellow history students the methodological and historiographical problems that historians face and to share the findings of his paper in a seminar setting. All senior history majors must also take the Major Field Achievement Test in History.

Political science majors will culminate their studies by taking Political Science 498. Pursuant to the completion of a well-rounded set of content courses in political theory, international politics, and national government in the U.S., the political science major will demonstrate in this seminar the ability to write a quality, in-depth political science research paper using the methods of the discipline and the department's designated style manual. The student will present his/her paper to fellow seminar members. All senior political science majors must take the Major Field Achievement Test in Political Science.

I. History Major Requirements—36 hours

- A. Required: HIS 101, 102, 211, 212, 245, 498
- B. Two from: HIS 301, 311, 312, 317, 320, 322, 420 (World)
- C. Two from: HIS 315, 330, 331, 332, 411, 414, 415, 417, 422 (American)

D. One from: HIS 300, 305, 316, 397 (Church)

E. One upper-level HIS elective

II. Political Science Major Requirements—39 hours

A. Required: PSC 111, 211, 214, 245, 319, 498.

B. Upper-level courses in American Politics—6 hours

C. Upper-level courses in International Relations/Comparative Politics—6 hours

D. Elective PSC—9 hours

III. Politics, Philosophy, and Economics Major Requirements—58 hours

A. Required major core

1. ECF 211, 212, 425—9 hours

2. GEO 215, 216—6 hours

3. PHL 240, 346, 347, 349—12 hours

4. PSC 211, 214, 332—9 hours

5. Senior Seminar 498 in either PSC, PHL, or ECF—4 hours

B. Elective course pool—select 18 hours with at least one from each group

1. ECF 355, 411, 412, 430

2. PHL 345; HON 210, 220, 320, 340

3. PSC 318, 324, 325, 344, 360, 411

C. PPE majors are exempt from the requirement of completing a minor

IV. Teacher Licensure for History (Grades 7-12)

A. Major requirements as shown above and to include 322.

B. General/Specific Core to include GEO 112; 215 or 216; and PSC 211.

C. Professional Education: EDU 150, 250, 326, 425, 433; PSY 213, 318; SE 225.

D. Completion of applicable portions of the Praxis II.

E. For additional information, see the Director of Teacher Education.

V. Teacher Licensure for Government (Grades 7-12)

A. Major requirements for Political Science as shown above and to include 313, 318, 325.

B. General/Specific Core to include GEO 112; 215 or 216; HIS 101, 102, 211 and 212.

C. Professional Education: EDU 150, 250, 326, 425, 433; PSY 213, 318; SE 225.

D. Completion of applicable portions of the Praxis II.

E. For additional information, see the Director of Teacher Education.

VI. History Minor—21 hours

A. Requirements of all History Minors

1. HIS 101, 102, 245

2. HIS 211 or 212

B. Requirements for General History Emphasis—9 hours

1. One of: HIS 301, 311, 312, 317, 320, 322, 420 (World)

2. One of: HIS 315, 330, 331, 332, 411, 414, 415, 417, 422 (American)

3. One upper-level HIS elective

C. Requirements for Church History Emphasis—9 hours

1. HIS 305

2. Two of: HIS 300, 316, 397

VII. Political Science Minor—21 hours

A. Required courses: PSC 111, 211.

B. PSC Electives including a minimum of 6 upper-level hours—15 hours

VIII. Pre-Law Advising Program

Dr. Sean Evans serves as Union University's pre-law advisor. Students planning to attend law school should consult with him for information and assistance.

Student Organizations

The **Delta Psi Chapter of Phi Alpha Theta**, International Honor Society in History, is open to students who have had 12 semester hours of history and who have a minimum HIS GPA of 3.1 and 3.0 in 2/3 of the remainder of their work. Union's chapter, established in 1953, was the first in the state of Tennessee.

The **John Marshall Pre-Law Society** is open to all students regardless of major who are interested in attending law school. The purpose is to promote a greater understanding of law and the legal profession and to prepare students for law school.

Pi Sigma Alpha is a national political science honor society open to students who have a minimum of 10 semester hours in political science (with at least one course 300 level or above), have a B average in PSC, and are in the top 1/3 of their class.

The **Rutledge Honorary History Club** was founded in 1929 to stimulate the study of history. Membership by invitation is offered to history majors and minors and a select number of students who have completed three semester hours of history with an average of 2.5, and who have expressed an interest in the study of history.

Student Awards

The **Academic Excellence Medal** is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

Departmental Awards are given to graduating seniors for outstanding work in fulfilling a departmental major or minor.

Dr. James Alex Baggett History Research Awards are given for the best original research papers presented as part of the requirements for any history course.

The **John W. Burgess Award** is granted to a graduating senior for meritorious work in political science.

The **Phi Alpha Theta Scholarship Key** is presented to a graduating senior member of the society who has a major in history and who has an average of 3.5 or better in that discipline.

Political Science Research Awards are presented for the best original research papers presented as part of the requirements for any political science course.

Course Offerings in History (HIS)

() Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

101. World Civilization to the 18th Century (3) F, W, S, Su

A study of the social, economic, political, and intellectual characteristics of human society with emphasis on people, movements, and ideas influencing the development of civilization.

102. World Civilization from the 18th Century (3) F, W, S, Su

A continuation of HIS 101 with emphasis on the 18th, 19th and 20th centuries.

211. The United States to 1877 (3) F, S

A survey of United States emphasizing English colonization, the American Revolution, the adoption of the Constitution, the growth of nationalism and sectionalism, the Civil War, and reconstruction.

212. The United States from 1877 (3) F, S

A survey of United States emphasizing new social and industrial problems, the rise of progressivism, America's emergence as a world power, World War I, postwar reaction and the New Deal, World War II, and contemporary America.

245. History and Historians (3) F

An introduction to the nature of historical research and to various schools and philosophies of history. This course is normally taken during one's sophomore year.

300. American Church History (3) S—Odd Years

Reciprocal credit: CHR 300.

A survey of religious and church developments in America from the Puritans to the present.

301. Ancient History (3) W or S or Su—Even Years

Prerequisite: HIS 101.

A survey of the Mediterranean-based civilization of the ancient world. Emphasis will be given to the Near East, Greece, and Rome.

305. History of Christianity (3) F, S

Prerequisite: HIS 101 and 102. Reciprocal credit: CHR 305.

A survey of Christianity from Christ to the present.

311. England to 1714 (3) F—Even Years

Prerequisite: HIS 101.

A study of the origin and growth of the English people from ancient times to the 18th century. Emphasis is placed on constitutional developments.

312. Modern Britain and the Empire (3) S—Odd Years

Prerequisite: HIS 102.

Stress is placed upon main currents of thought, constitutional changes, the rise of parliament, and foreign policy.

114 315. History and Government of Tennessee (3) S

Reciprocal credit: PSC 315.

The political, constitutional, social, and economic history of Tennessee from 1796 to the present.

316. Renaissance and Reformation (3) S—Even Years

Reciprocal credit: CHR 316.

Northern and Southern Renaissance; Reformation, Counter-reformation, and Protestantism.

317. The French Revolution and Napoleon I (3) F—Odd Years, or W or Su—Even Years

A study of the background, personalities, and events of the Revolution, the Napoleonic Wars, and the Congress of Vienna.

320. Latin American History (3) F—Odd Years

An introduction to the history of Latin America beginning with pre-colonial and colonial history, but emphasizing the period since independence.

322. Twentieth Century Europe (3) S—Even Years

Prerequisite: HIS 102.

The history of the economic, social, and political developments since 1914 with an emphasis on international relations.

330. Colonial America, 1607-1776 (3) S—Even Years

Historical development of the colonies which became the United States, from origins to the Declaration of Independence.

331. The American Revolution and Early National Period, 1776-1828 (3) F—Even Years
A study of the American Revolution and national development under the Federalist and Republican administrations.

332. Antebellum America, Civil War and Reconstruction, 1828-1877 (3) W or S—Even Years

A detailed study of the American nation during the years leading to the Civil War, the war itself, and the immediate aftermath.

411. American Foreign Policy (3) F—Odd Years

Prerequisite: HIS 211 or 212. Reciprocal credit: PSC 411.

A survey of the most significant developments of American foreign policy with an emphasis on problems arising from the emergence of the United States as a world power.

414. Urban, Industrial America, 1877-1920 (3) S—Odd Years

A study of the energetic and controversial transformation of America from a rural commercial society to an urban, industrial society. Includes domestic reforms through 1920 for continuity, but leaves the more thorough discussion of WWI for HIS 415.

415. America and World War, 1914-1945 (3) F—Even Years

A close look at the United States during the period of profound change brought by World War I, the twenties, the Great Depression and World War II.

417. The South (3) W or S—Odd Years

Prerequisite: HIS 211 and 212.

The Old and New South, 1607 to the present.

420. Russia Since 1547 (3) F—Even Years or W or Su—Odd Years

A study of the social, cultural, and political developments of Russia from the 16th century to the present. 115

422. The United States in the Cold War Era, 1945-1991 (3) S—Odd Years

A survey of political, social, and economic changes in the U.S. from the Truman to the end of the Gulf War. Emphasis is placed on domestic reforms, civil rights, foreign policy, and the Korean War, Vietnam, and Cold War.

431. History Internship (1-3) On Demand

Prerequisites: Prior department approval, 3.0 HIS GPA and 3 upper level HIS hours. Maximum: 6 semester hours.

Individualized field study in applied historical research such as through private archives and libraries, government agencies, businesses and archaeological sites.

Course Offerings in Political Science (PSC)

() Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

111. Introduction to Political Science (3) F

An introduction to the concepts and concerns of political science: the power relationships among men, between men and the state, and among nations.

211. Politics and Government of the United States (3) F, S

A study of the development, structure, and operation of our national government.

212. State and Local Government (3) F—Even Years

A continuation of PSC 211, including a survey of the constitutional status of the states, their internal structure and processes of operation. The functions of the country and municipality are examined in the light of present trends toward centralization.

214. Introduction to International Relations (3) S

A study of the basic concepts of international politics, national power, diplomacy and warfare, and other vital interests of nations.

245. Research Methodology (3) S

Prerequisite: PSC 211.

Research methodologies utilized in political science.

313. Political Parties in the United States (3) F—Even Years

Prerequisite: PSC 211.

A study of the nature, development, and functioning of political parties in the United States. Attention is given to leaders, issues, and problems of our party system.

315. History and Government of Tennessee (3) S

See HIS 315 for course description.

318. Politics and Governments of Europe (3) F—Odd Years

Comparative analysis of current political and governmental systems with an emphasis on the United Kingdom, France, Germany, Russia, and of the European Union and its impact on the politics and governments of Europe.

319. Western Political Theory (3) F

Prerequisite: 6 hours of political science.

Basic political philosophies which form the foundation for the study of political science. Emphasis is placed on major philosophers who have shaped western political thought from ancient times to the twentieth century.

324. Contemporary Issues in International Relations (3) S

116 Current affairs focusing on events and attitudes within the world community with assessment of their impact on domestic and foreign policy decisions in the U.S. and abroad.

325. Politics and Governments of Asia (3) S—Even Years

A study of Asia in modern times with emphasis on China, Japan, and one additional state selected on the basis of political conditions in Asia at the time of the course.

330. Public Administration and Policy Making (3) S—Odd Years

A study of the “fourth branch” of government of the United States with a focus on the development of public policy and its administration. The relationship among the executive, legislative, and judicial branches is also emphasized.

332. Comparative Political Systems (3) F—Even Years

An analysis of the primary political systems that form the basis of modern nation-states, namely, liberal democratic systems, communist and post-communist systems, and the developing systems of the post-colonial international community. This course does not deal with particular governmental structures.

333. International Organizations and Law (3) F—Odd Years

A study of international organizations, both governmental and non-governmental, as they interact with the international community. International law and its development are also examined.

340. The Judicial Process (F)—Even Years

A study of the nature of law, the principal actors in the legal system—police, lawyers, and judges—and their roles in the system as well as the ability of courts to make social policy.

342. The United States Congress (3) F—Odd Years

The role of Congress in American government, including congressional elections, representation, the organization of Congress, and policy-making and its interaction with others such as the president, interest groups, the media and political parties.

344. The American Presidency (3) S—Odd Years

A study of the constitutional, institutional and historical development of the presidency with special attention to the selection, roles, and powers of the president and his interaction with other political actors.

355. Politics of the Developing States (3) F—Even Years

A study of developing states commonly referred to as the Third (Fourth) World, including Bangladesh, most of Africa, and parts of SE Asia, beginning with the end of the colonial period, about 1900.

358. Contemporary African Politics (3) S—Even Years

An examination of state-building, ethnicity, autocracy and democratization as well as other thematic issues in various African countries.

360. Politics and Governments of the Middle East (3) S—Odd Years

A study of Israel, Egypt, Syria, Jordan, Lebanon, and the Palestinian Community from the early 1900s to incorporate Israel's emergence its effects on the development of the Arab states. Roles of Turkey, Saudi Arabia, Iran and Iraq will be considered also.

411. American Foreign Policy (3) F—Odd Years

Prerequisite: HIS 211 or 212. Reciprocal credit: HIS 411

See HIS 411 for course description.

415. Constitutional Law I (3) F—Odd Years

Prerequisite: PSC 211.

A study of the constitutional structure of government as developed by the U.S. Supreme Court relating to federalism, the separation of powers, the jurisdiction of the courts, the taxing power, the war power, and the commerce power.

416. Constitutional Law II (3) S—Even Years

Prerequisite: PSC 211.

A study of the constitutional doctrines relating to civil rights and civil liberties such as First Amendment freedoms, equal protection, privacy, and rights of the accused.

425. Politics and Religion (3) F—Odd Years

Prerequisite: PSC 111 & 211.

An examination of the impact of religion on national and international politics, including an analysis of the role of religion in politics, the influence of religion on politics, the political behavior of religious groups, constitutional issues and voting behavior.

431. Political Science Internship (repeatable up to 6) On Demand

Individually designed study which permits the upper-level student to learn through participation in actual government settings, either domestic or international. Close consultation with the department in the design of this study will be necessary to conform to University standards regarding internships.

Course Offerings in Geography (GEO)

() Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

112. Elements of Physical Geography (4) F, W, Su

Prerequisite: PHY 111. Reciprocal credit: PHY 112.

See PHY 112 for course description.

215. World Regional Geography I (3) F

A study of the geography of the developed world to include the United States and Canada, Western Europe, Russia, Eastern Europe, Japan, Australia and New Zealand, with emphasis on regional, physical, and human geography.

216. World Regional Geography II (3) W or S

A study of the geography of the developing world to include Middle America, South America, Southwest Asia, North Africa, Africa south of the Sahara, China and East Asia, South Asia, and Southeast Asia and the Pacific, with emphasis on regional, physical, and human geography.

Available in each departmental prefix:

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

118 395-6. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

397. Special Studies in Church History (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

498-9. Seminar (3) F (History) and S (Political Science)

Prerequisite for history seminar: HIS 245 or consent of instructor; prerequisite for political science seminar: consent of instructor.

To be used at the discretion of the department.

Department of Language

College of Arts and Sciences

Faculty

Jean Marie Walls (1987). Associate Professor of Language and Department Chair. B.A. and M.A., Mississippi State University; and Ph.D., Louisiana State University. Additional study, Northwestern University.

Julie Glosson (1995). Assistant Professor of Spanish. B.A., Union University; M.A., and Ed.D., University of Memphis.

Cynthia Powell Jayne (1976). Professor of Language and Director of the Institute for International and Intercultural Studies. B.A., Mississippi College; M.A. and Ph.D., Louisiana State University; Additional study, Vanderbilt University, University of Kentucky, and the Intercultural Communication Institute.

Phillip G. Ryan (1997) Assistant Professor of Language and Coordinator of the ESL Program. B.A., Union University; M.A., University of Memphis; Additional Study, Indiana University of Pennsylvania.

The Language Department provides a multifaceted, innovative language curriculum that enables students to develop high levels of proficiency in second language skills and cultural competency. Beginning and intermediate courses provide a strong foundation that allows students to continue to develop language skills and understand the principles of language acquisition. Advanced programs prepare students for a variety of careers or graduate study, including teaching English as a Second Language (TESL).

Majors and Minors

The Language Department offers a major in French and a major in Spanish. The student may select one of three tracks, each requiring 37 hours of course work. All 37 hours are to be in one language unless the student has received prior written permission from the department.

A minimum of fifteen hours, including 490, of the language major must be earned under the direct supervision of the faculty of Union University. University policy requires that 15 upper level hours be earned through Union University without specifics to direct supervision of faculty; this policy enhances, rather than replaces, the university policy.

Special Study and Independent Study courses (395/495*) of appropriate topics may be applied to the majors with departmental approval. However, no more than 9 hours of Special Study (395) and no more than 9 hours of Independent Study (495) may be applied toward graduation requirements.

I. Major, Language and Culture Track—37 hours

- A. Select 6 hours: 211, 212, 213, 214 or any Upper level courses
- B. Select 6 hours: 311, 312, 316, 317, 420, 421, 499, 395/495*
- C. Select 9 hours from one group and 12 hours from the alternative group
 1. 313, 325, 330, 430, 440, 395/495*
 2. 213, 320, 319, 419, 499, 395/495*
- D. Immersion course or appropriate study abroad—3 hours
- E. 490—1 hour

II. Major, Literature and Culture Track—37 hours

- A. Select 6 hours: 211, 212, 213, 214, or any Upper level courses
- B. Select 12 hours: 311, 312, 316, 317, 420, 421, 499, 395/495*

- C. Select 9 hours: 313, 325, 330, 430, 440, 395/495*
- D. Select 6 hours: 213, 319, 320, 419, 499, 395/495*
- E. Immersion course or appropriate study abroad—3 hours
- F. 490—1 hour

III. Major, Teacher Education Track—37 hours

- A. 213 and 6 hours from: 211, 212, 214 or higher—9 hours
- B. 313, 325, 330 and either 430 or 395/495*—12 hours
- C. Select 6 hours of Literature, Survey or Genre
 - 1. FRE 311, 312, 317, 420, 421
 - 2. SPA 311, 312, 316, 411, 420
- D. 319 or 419; 350, 490—7 hours
- E. Immersion course or study abroad—3 hours
- F. Professional Education: EDU 150, 250, 326, 423, 433; PSY 213, 318; SE 225
- G. Completion of applicable portions of the Praxis II.
- H. For additional information, see the Director of Teacher Education.

IV. Major, Teaching English as a Second Language—34 hours

- A. TESL 210, 220, 310, 320, 410, 440
- B. LANG 320, 350
- C. ENG 421 and EDU 423
- D. One of: PSC 332, PHL 349, SOC 419
- E. Language prerequisite: Intermediate proficiency in a 2nd language
- F. TESL 490—1 hour

V. Teacher Licensure in English as a Second Language

- A. Major requirements as shown above.
- B. Professional Education: EDU 150, 250, 326, 423, 433; PSY 213, 318, 324; SE 225.
- C. Completion of applicable portions of the Praxis II.
- D. For additional information, see the Director of Teacher Education.

VI. Intensive Immersion Experience

Students are strongly urged to complete the immersion experience prior to their last semester at Union and to enroll in at least one language course the final semester.

- A. Study abroad program in which a minimum of 3 hours of course credit in the target language is earned.
- B. Other immersion experiences must be approved by the Language Department prior to travel. Students selecting this option should register for the appropriate Study Abroad prefix and course level.

VII. Minor, Language and Culture Track—21 hours

- A. Select 6 hours: 211, 212, 213, 214, or Upper level course
- B. Select 3 hours: 311, 312, 316, 317, 420, 421, 499, 395/495*
- C. Select 6 hours: 313, 325, 330, 430, 440, 395/495*
- D. Select 6 hours: 213, 319, 320, 419, 499, 395/495*

VIII. Minor, Literature and Culture Track—21 hours

- A. Select 6 hours: 211, 212, 213, 214, or any Upper level courses
- B. Select 6 hours: 311, 312, 316, 317, 420, 421, 499, 395/495*
- C. Select 6 hours: 313, 325, 330, 430, 440, 395/495*
- D. Select 3 hours: 213, 319, 320, 419, 499, 395/495*

IX. Minor, Teaching English as a Second Language—21 hours

- A. TESL 210, 220, 310, 320; LANG 320—15 hours
- B. TESL 410 or 440
- C. EDU 423

Assessment of Majors

All language majors must have oral proficiency in the target language equivalent to an ACTFL rating of “Intermediate High.” This will be determined by the appropriate instructor through an individual interview to be conducted during the second semester of the junior year. Each student is responsible for scheduling the interview during the designated semester. See department chair for additional information.

Student Organizations

Phi Sigma Iota is a national foreign language honor society. Membership is open to those who have a minimum average of 3.0 overall and in foreign language courses and have completed at least one course at the third-year level. Members must also rank in the top 35 percent of their class in general scholarship.

Student Awards

The **Academic Excellence Medal** is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

Course Offerings in French (FRE)

() Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

111-2. Beginning French (3 and 3) 111 F, S; 112 F, S

Fundamentals of pronunciation, conversation, grammar, and composition. FRE 111 cannot be taken for credit by students who have had three or more years. Three hours lecture and one hour lab per week.

211. Intermediate Conversation and Grammar (3) Taught every 4th semester

Prerequisite: FRE 112, 2 or more years high school French or demonstrated proficiency. Conversation, listening comprehension, introduction to phonetics, grammar review.

212. Composition and Grammar (3) Taught every 4th semester

Prerequisite: FRE 112, 2 or more years high school French or demonstrated proficiency. Review of fundamental grammar and continued development of higher level communicative skills with particular focus on strengthening writing and compositional skills.

213. Introduction to Francophone Cultures (3) Taught every 4th semester

Prerequisite: FRE 112, 2 or more years high school French or demonstrated proficiency. Readings and other materials on selected aspects of Francophone cultures.

214. Readings in Literature and Culture (3) Taught every 4th semester

Prerequisite: FRE 112, 2 or more years high school French or demonstrated proficiency. Development of reading skills necessary for analyzing texts representing a broad range of written sources.

At least one of the French courses listed below will be offered each semester:

311. Survey of French Literature (3) As Needed

Prerequisite: One 200-level French course or equivalent proficiency.

Study of the literature of France from Chanson de Roland through the 18th century.

312. Survey of French Literature (3) As Needed

Prerequisite: One 200-level French course or equivalent proficiency.

Study of the literature of France from the beginning of the 19th century to the present. Lectures, readings, and reports.

313. Advanced Conversation (3) As Needed

Prerequisite: 6 hours of French at the 200 level or demonstrated proficiency.

Advanced oral communication skills with emphasis on recognizing and using appropriate register, interpersonal skills for different contexts, non-verbal communication..

317. Survey of Francophone Literature (3) As Needed

Prerequisite: One 200-level French course or equivalent proficiency.

Study of French literature outside of France. Representative work from Canadian, African, Belgian and Caribbean writers.

319. Historical Perspectives of the Francophone World (3) As Needed

Prerequisite: any 200-level course

Advanced study of Francophone perspectives on the historical development of the cultures of the French-speaking world.

320. French for Business (3) As Needed

An introduction to the organization and practices of the Francophone business world which examines the geo-political and socio-economic factors that affect business and industry; specific procedures in areas such as finance, marketing, advertising and management; and language usage appropriate to business environments.

325. Phonetics and Diction (3) As Needed

Prerequisite: One 200-level course.

A study of pronunciation, intonation and language patterns. Use of the International Phonetic Alphabet.

330. Advanced Grammar I (3) As Needed

Prerequisite: One 200-level course.

122 Comprehensive review of grammar with attention to advanced concepts and structures not covered in lower level courses. Development of writing skills and application of grammar concepts through composition.

417-8. Advanced French Studies (3) As Needed

Prerequisite: six hours of advanced French (or three hours and concurrent enrollment in three advanced hours other than 417-8) and permission of the department.

Supervised independent work specifically designed for him/her with content determined after an examination of the scope and quality of the student's prior work in French. It is designed to round out basic knowledge and skills in the use of the language and in the appreciation of French literature.

419. Francophone Cultural Studies (3) As Needed

Prerequisite: 213 or 319.

An examination of underlying causes of cultural phenomena of the Francophone world.

420. Introduction to French Novel (3) As Needed

Prerequisite: One 200-level French course or equivalent proficiency.

Reading and analysis of representative French novels. Study of the novel as a literary genre.

421. Introduction to French Poetry (3) As Needed

Prerequisite: One 200-level French course or equivalent proficiency.

Study and analysis of the genre of poetry and representative texts from the Francophone world.

430. Advanced Grammar II (3) As Needed

Prerequisite: FRE 330.

An advanced study of French grammar with primary focus on the theoretical concepts that govern grammatical structures.

Course Offerings in German (GER)

() Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

111-2. Beginning German (3 and 3) As Needed

Fundamentals of pronunciation, conversation, grammar, and composition. All students who have had two or more years of high school German should register for 211 or see the instructor for evaluation. Three hours lecture and one hour lab per week.

211-2. Intermediate German (3 and 3) As Needed

Prerequisite: GER 112 or demonstrated proficiency.

Review of grammar; reading of German texts; conversation and composition.

Course Offerings in Biblical Languages (GRK and HBR)

For major and minor requirements and course offerings in Biblical Languages (Greek and Hebrew), see the Department of Christian Studies.

Course Offerings in Language (LANG)

() Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

320. Cross-cultural Communications (3) S

An examination of the theoretical and practical issues related to cross-cultural communications and intercultural dynamics in the context of contemporary social, cultural, linguistic, political and economic environments.

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Course Offerings in Sign Language (SIG)

() Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

101-2. Introduction to American Sign Language (3 and 3) 101—F, 102—S

Fundamentals of American Sign Language (ASL) includes syntax, semantics, and pragmatics of signing as well as an introduction to deaf culture. These courses do not satisfy the core curriculum language requirement.

Course Offerings in Spanish (SPA)

() Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

111-2. Beginning Spanish (3 and 3) 111 F, S; 112 F, S

Fundamentals of pronunciation, conversation, grammar, and composition. Three hours lecture and one hour lab per week. This course cannot be taken for credit by students who have had three or more years.

211. Intermediate Conversation and Grammar (3) Taught every 4th semester

Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency. Conversation, listening comprehension, introduction to phonetics, grammar review.

212. Composition and Grammar (3) Taught every 4th semester

Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency. Review of fundamental grammar and continued development of higher level communicative skills with particular focus on strengthening writing and compositional skills.

213. Introduction to Hispanic Cultures (3) Taught every 4th semester

Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency. Readings and other materials on selected aspects of Spanish and Spanish American cultures.

214. Readings in Literature and Culture (3) Taught every 4th semester

Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency. Development of reading skills necessary for analyzing texts representing a broad range of written sources.

At least one of the Spanish courses listed below will be offered each semester:

311. Survey of Spanish Literature (3) As Needed

Prerequisite: One 200-level Spanish course or equivalent proficiency. Study of the literature of Spain from Poema de Mio Cid through the 17th century.

312. Survey of Spanish Literature (3) As Needed

Prerequisite: one 200 level Spanish course or equivalent proficiency. Study of the literature of Spain from the beginning of the 18th century to the present.

313. Advanced Conversation (3) As Needed

Prerequisite: 6 hours of Spanish at the 200 level or demonstrated proficiency. Advanced oral communication with emphasis on recognizing and using appropriate register, interpersonal skills for different contexts, non-verbal communication.

316. Survey of Spanish American Literature to the 19th Century (3) As Needed

Prerequisite: One 200-level Spanish course or equivalent proficiency. Study of representative Spanish American authors from the period of the Conquest to the 19th Century.

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317. Survey of Spanish American Literature from the 19th Century (3) As Needed

Prerequisite: One 200-level Spanish course or equivalent proficiency. Study of representative Spanish American authors from the 19th Century to the present.

319. Historical Perspectives of the Hispanic World (3) As Needed

Prerequisite: any 200-level course
Advanced study of Hispanic perspectives on the historical development of the cultures of the Spanish-speaking world.

320. Spanish for Business (3) As Needed

An introduction to the organization and practices of the Hispanic business world which examines the geo-political and socio-economic factors that affect business and industry; specific procedures in areas such as finance, marketing, advertising and management; and language usage appropriate to business environments.

325. Phonetics and Diction (3) As Needed

Prerequisite: One 200-level course.
A study of pronunciation, intonation, and language patterns. Use of the International Phonetic Alphabet.

330. Advanced Grammar I (3) As Needed

Prerequisite: One 200-level course.
Comprehensive review of grammar with attention to advanced concepts and structures not covered in lower level courses. Development of writing skills and application of grammar concepts through composition.

411. Introduction to Hispanic Drama (3) As Needed

Prerequisite: One 300-level course.

Reading and analysis of selected Hispanic plays. Study of drama as a literary genre.

417-8. Advanced Spanish Studies (3) As Needed

Prerequisite: Six hours of advanced Spanish (or three hours and concurrent enrollment in three advanced hours other than 417-8) and approval of the department.

Supervised independent work specifically designed for him/her with content determined after an examination of the scope and quality of the student's prior work in Spanish. It is designed to round out basic knowledge and skills in the use of the language and in the appreciation of Spanish and Latin American literature.

419. Hispanic Cultural Studies (3) As Needed

Prerequisite: 213 or 319.

An examination of underlying causes of cultural phenomena of the Hispanic world.

420. Introduction to the Hispanic Novel (3) As Needed

Prerequisite: One 200-level Spanish course or equivalent proficiency and instructor's consent.

Reading and analysis of representative Spanish novels. Study of the novel as a literary genre.

430. Advanced Grammar II (3) As Needed

Prerequisite: SPA 330.

An advanced study of Spanish grammar with primary focus on the theoretical concepts that govern grammatical structures.

Course Offerings in Teaching English as a Second Language (TESL)

() Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

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210. Language & Content Tutoring (3) F

Considers such variables as memory, motivation, language skill, informal needs assessment and collaboration in developing an effective tutoring approach. Twenty-five clock hours of supervised tutoring are required at varying level and tutoring needs.

220. Principles of Language & Acquisition (3) S

Survey of language development, linguistics of English and other languages, psycholinguistic and sociolinguistic variables and the differences between first and second language acquisition.

310. The LEP Student in PreK-12 (3) F

Prerequisite: TESL 210 & 220.

ESL theory and practice for incorporating Limited English Proficient students of varying abilities into bi- and multilingual classrooms with focus on methods, approaches, strategies, learning styles and culture as well as state and federal requirements for non-English background students. Examines the interaction between teacher, student, parent and administration.

320. ESL Assessment (3) S

Prerequisite: TESL 210 & 220.

Examines issues in testing, assessment of language aptitude and competence, and use of results as well as the development of assessment tools.

410. Curriculum and Materials Development in PreK-12 (3) Odd Years

Prerequisite: TESL 310 and CSC 105.

Choosing and creating materials for developing curricula for bi- and multilingual classrooms incorporating theories and principles into an electronic and print manual of materials for classroom use.

Available in multiple departmental prefix:

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

260, 360, 460. Language Immersion (1-3) As Needed

Prerequisite: 112 or equivalent of the target language.

Language immersion experiences offered or approved by the department. May be repeated at any level and a maximum of 3 hours applied toward graduation.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

350. Instructional Methodology (1-3) As Needed

Prerequisite: One 300-level course. Corequisite: at least one additional 300 or 400-level course.

A supervised experience in foreign language instruction in the context of the elementary level language laboratory. Maximum of 3 hours to apply for graduation.

440. Socio- and Psycholinguistics (3)

Prerequisite: TESL 210 & 220.

The psychological bases and processes of language acquisition and use, with emphasis on the relevance of current research for language learning and teaching. Studies language in its social context considering social and regional variation, language change and change planning, and the implications of language variety for the transmission of literacy.

490. Capstone Seminar (1) F, S

Prerequisite: One 300- or 400-level language course.

Capstone course required of all majors in the final semester of coursework in the major. Students will prepare and present a research project/paper based on work done concurrently in any 300- or 400-level course.

498-499. Seminar (1-3) As Needed

To be used at the discretion of the department.

Department of Mathematics and Computer Science

College of Arts and Sciences

Faculty

Bryan Dawson (1998). Associate Professor of Mathematics and Department Chair. B.S. and M.S., Pittsburg State University; Ph.D., University of North Texas.

Richard Dehn (1969). Associate Professor of Mathematics. B.S., University of Memphis; M.A.T., Purdue University; M.S., University of Arkansas, Additional study, University of Wisconsin, University of Arkansas, University of Missouri-Rolla.

Stephanie Edge (1996). Associate Professor of Computer Science. A.S., Middle Georgia College; B.S., West Georgia College; M.S., Georgia State University; M.Div., Southern Baptist Theological Seminary.

Terry Evans (1998). Visiting Assistant Professor of Computer Science. B.S., Southeast Missouri State University; B.S., Washington University; M.Ed., University of Missouri at St. Louis.

Chris Hail (1995). Associate Professor of Mathematics. B.S., Campbellsville College; M.A., Morehead State University; Ed.D., University of Kentucky.

Dwayne Jennings (1981). Associate Professor of Mathematics and Computer Science. B.S., Union University; M.S. (Mathematics) and M.S. (Computer Science), University of Memphis.

James Kirk (2001). Assistant Professor of Computer Science. B.M., Union University; M.M. and M.A., and Ph.D., Indiana University.

Matt Lunsford (1993). Associate Professor of Mathematics. B.G.S., Louisiana Tech University; M.S., University of Nebraska; Ph.D., Tulane University.

Don Rayburn Richard (1983). Associate Professor of Mathematics. B.S., University of Memphis; M.A., University of Missouri; M.B.A., University of Colorado.

Troy Riggs (1993, 2000). Associate Professor of Mathematics. B.S., University of South Dakota; M.A., and Ph.D., University of Nebraska-Lincoln.

G. Jan Wilms (1992). Associate Professor of Computer Science, Associate Dean of the College of Arts and Sciences, and Coordinator of Computer Science. B.A., Katholieke Universiteit Leuven, Belgium; M.A. (English), University of Mississippi; M.S. (Computer Science), University of Mississippi; Ph.D. (Computer Science), Mississippi State University.

The Department of Mathematics and Computer Science offers majors in mathematics, computer science and digital media studies. Minors are offered in mathematics, mathematics with statistics emphasis, computer science and computer information systems.

Student Awards

The Academic Excellence Medal is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

Departmental Awards are given to the 2 seniors who place first in the Major Field Achievement Test for Mathematics and Computer Science respectively. These tests are in partial fulfillment of 498.

First Year Programming Award is awarded to a computer science student by The Department of Mathematics and Computer Science. A student is selected for excellence and expertise in first year programming courses.

The Wolfram Research Inc. Award is awarded to a freshman calculus student chosen by The Department of Mathematics and Computer Science based upon demonstrated outstanding achievement, enthusiasm, ingenuity and creativity in mathematics.

Mathematics

The mathematics curriculum provides study which leads to an undergraduate major in mathematics in either the B.S. or the B.A. degree program. The offerings for the major will provide a basic foundation for beginning graduate study in mathematics, for entry into work in fields relating to mathematics, and for teaching mathematics at the secondary level.

The curriculum also provides courses in mathematics which support studies in the natural and the social sciences, in elementary school teacher preparation, in business studies, and in computer science. Students with a four-year high school mathematics program, including trigonometry, should be able to begin the calculus sequence in their first semester. Placement in calculus is based on the ACT scores and the high school record. College Algebra assumes at least two years of high school algebra, and Intermediate Algebra requires one year of high school algebra and is offered for those people not ready for College Algebra.

Students majoring or minoring in mathematics will begin their credit in the calculus courses. Algebra and trigonometry may be needed as background but do not satisfy requirements for the major or minor.

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I. Major in Mathematics—35 hours

- A. MAT 205, 208, 211, 212, 213, 315 and 498 are required.
- B. Select one: MAT 411, MAT 415.
- C. Select 9 hours from junior or senior MAT courses.
- D. Independent Study (MAT 495) or Departmental Special Study (MAT 395) may be used for 3 of the 9 hours required in C.
- E. Prerequisites:
 - 1. PHY 231 (General Core)
 - 2. CSC 115

II. Teacher Licensure in Mathematics (Grades 7-12)

- A. Major requirements as shown above to include MAT 413.
- B. Professional Education: EDU 150, 250, 326, 422, 433; PSY 213, 318; SE 225.
- C. Completion of applicable portions of the Praxis II.
- D. For additional information, see the Director of Teacher Education.

III. Minor in Mathematics—21 hours

- A. MAT 211 and 212 are required and one of the following: MAT 208, 205, 213; CSC 115.
- B. At least 6 hours of upper-level work is required with no more than one departmental special study allowed and no independent study allowed.
- C. The remaining must be 205 or higher.

IV. Minor in Mathematics with an Emphasis in Statistics—20 or 21 hours

- A. MAT 211 and 212
- B. MAT 208, 305, and 405
- C. One of: MAT 213, 314, 315; CSC 115.

Assessment of Majors

All senior mathematics majors must take the Major Fields Achievement Test in mathematics as one requirement for MAT 498 (see MAT 498 below). Those majors completing a teacher licensure program are required to take the PRAXIS II.

Student Organizations

Kappa Mu Epsilon is a specialized honor society in Mathematics. The chapter's members are selected from students of mathematics who have achieved standards of scholarship, professional merit, and academic distinction. A student must have completed three semesters and rank in the upper 35%, completed three courses in mathematics, one of which must be calculus, and have a "B" or better average on all mathematics courses.

Sigma Zeta is a national honorary science society for those who have completed fifteen hours in natural science and mathematics and who have a minimum grade point average of 3.0 in these courses. Membership advantages include recognition for academic achievements by the Sigma Zeta Honor Award, participation in nationally recognized research projects, and a means of cooperation in similar areas of interest by students of different colleges.

Course Offerings in Mathematics (MAT)

() Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

@100. Intermediate Algebra (3) As Needed

Topics include exponents, radicals, factoring, linear equations, quadratic equations, and system of equations. This course is for the student who has taken only one year of high school algebra or its equivalent; others may enroll only with permission of the department. Does not apply toward the Core math requirement.

@101. Fundamental Concepts (3) F, S

This course is designed to introduce the student to problem solving strategies and the real number system. Topics will include the whole numbers, integers, fractions and decimals, ratio and proportion, percents and functions.

@107. Mathematics for the Liberal Arts (3) F, S

This course is designed to introduce the student to the basic concepts of several areas of mathematics including algebra, geometry, trigonometry, probability, and descriptive statistics.

@*111. College Algebra (3) F, W, S, Su As Needed

Prerequisite: Two years of high school algebra or MAT 100.

Topics include equations in two variables, functions, graphing techniques, systems of equations and inequalities, exponential and logarithmic functions, matrices, and the theory of polynomial equations.

@*112. Plane Trigonometry (3) S As Needed

Prerequisite: MAT 111.

Topics include the definition of the trigonometric functions, radian measure, linear and angular velocity, graphing techniques, trigonometric identities and equations, the inverse trigonometric functions, and solving triangles.

@114. Introduction to Statistics and Probability (3) F, W, S, Su As Needed

Prerequisite: Two years of high school algebra or MAT 100.

Basic descriptive statistics with an introduction to inferential statistics. Topics include organization of data into frequency distribution tables and histograms, measures of central tendency, measures of dispersion (standard deviation), basic mathematical prob-

ability, continuous distributions through the normal distribution, introduction to sampling theory and hypothesis testing.

@*116. Precalculus (3) F, S As Needed

Prerequisites: Two years of high school algebra and one of geometry.

An introduction to polynomial, exponential, logarithmic, and trigonometric functions and basic analytic geometry. This course is intended for students planning to take MAT 211, and is not recommended for students who have taken MAT 111 and/or 112.

@201. Calculus for Business/Social Sciences (3) As Needed

Prerequisite: MAT 111 or its equivalent.

Topics include a review of algebra principles, the development of differential calculus with an emphasis on applications of the derivative to business and to the social sciences, and a brief introduction to integral calculus with some elementary applications of the definite integral. Is not recommended for students that have taken MAT 211 and 212.

205. Discrete Mathematics (3) S, W As Needed

Prerequisite: MAT 111 or its equivalent.

Topics include elementary logic, sets, proof techniques including induction, relations and graphs, recurrence relations, basic counting techniques, equivalence relations, Boolean algebra, and algebraic structures.

208. Statistics (3) F; S—As Needed

Prerequisite: MAT 111.

An introductory course whose topics include descriptive and inferential statistics, probability theory, binominal and normal distributions, hypothesis testing, linear correlation and regression.

211. Calculus and Analytic Geometry I (4) F, S

Prerequisite: MAT 111 and 112, or 116.

Topics include basic concepts of plane analytic geometry, functions, limits, differentiation of algebraic and trigonometric functions, applications of the derivative, the indefinite and the definite integral, and the fundamental theorem of calculus.

212. Calculus and Analytic Geometry II (4) F, S

Prerequisite: MAT 211.

Topics include integration by substitution, numeral integration, applications of the definite integral, the calculus of transcendental functions, techniques of integration, and the calculus of parametrized curves.

213. Calculus and Analytic Geometry III (4) F, S As Needed

Prerequisite: MAT 212.

Topics include infinite series, polar coordinates, vectors in three-space, functions of several variables, partial derivatives, multiple integrals, and line integrals.

305. Statistical Methods (3) S or As Needed

Prerequisite: MAT 208.

Parametric and non-parametric statistical methods with an emphasis on applications. Topics include correlation and regression, analysis of variance, Chi-square distribution, contingency tables, and applications to the social sciences, life sciences and business.

310. History of Mathematics (3) As Needed

Prerequisite: MAT 212.

A survey of the major developments in the history of mathematics with special emphasis to the areas usually discussed in high school and undergraduate mathematics courses: geometry, algebra, trigonometry and calculus.

314. Differential Equations (3) S or As Needed

Prerequisite: MAT 213.

Topics include linear first-order differential equations and applications, higher-order differential equations and applications.

315. Linear Algebra (3) S or As Needed

Prerequisite: MAT 212. Corequisite: MAT 205.

Topics include systems of linear equations, matrices, determinants, linear transformations, diagonalization of matrices, and major applications to business and the sciences.

320. Introduction to Complex Variables (3) F—Even Years or As Needed

Prerequisite: MAT 213.

Topics include algebraic properties of the complex number system, complex transformations, analytic functions, complex integration, residues, and series representations of functions.

360. Numerical Analysis (3) As Needed

Prerequisite: CSC 115, MAT 205 and 213.

Topics include numerical computations, roots of equations, simultaneous nonlinear equations, linear simultaneous equations, numerical integration and differentiation, and power series calculations.

405. Mathematical Statistics (3) As Needed

Prerequisites: MAT 305 & 212.

A calculus-based introduction to the theory of probability and statistics. Topics include conditional probability and independence, random variables, mathematical expectations, discrete and continuous distributions, central limit theorem and sampling theory.

411. Introduction to Analysis (3) F—Odd Years or As Needed

Prerequisite: MAT 205 and 213.

A rigorous inquiry into sequences, limits, continuity, differentiation, and integration.

413. College Geometry (3) F—Odd Years, Su—Even Years as Needed

Prerequisite: MAT 205 and 212.

Topics include axiomatic foundations of Euclidean and non-Euclidean geometry, models for incidence geometries, and development of theorems in the geometries of the Euclidean plane and the hyperbolic plane.

415. Abstract Algebra (3) F—Even Years

Prerequisite: MAT 205 and 212.

An introduction to number theory, group theory, and ring theory. Topics include divisibility in the integers, permutation groups, homomorphisms, normal subgroups and quotient groups, LaGrange's Theorem, ideals, and polynomial rings.

498. Mathematics Seminar (2) F

Prerequisite: 20 hours of MAT course work and Senior standing.

This course provides an appropriate setting for administering the Major Field Achievement Test, for addressing those areas of mathematics for which prior assessment indicates the need for improvement, for providing seniors an opportunity to demonstrate their awareness of the abstract nature of mathematics and its unifying principles through

oral and written presentations, and for discussion of current mathematical research. The course may be modified at the discretion of the department.

- * A maximum of 6 hours MAT credit may be earned toward graduation from 111-2, 116.
- ® Does not apply toward the major or minor.

Computer Science

The department offers four separate plans of study: a Computer Science major, a Digital Media Studies major, a Computer Science minor, and a Computer Information Systems minor.

Upon completion of the Computer Science Major, the student will have an understanding of and an appreciation for the interrelation of the five main areas of study in Computer Science: computer elements and architecture, programming concepts and languages, algorithms, data structures, and computer theory. The major emphasizes the practical application of basic concepts from each area; therefore, the graduate will be able to continue study in Computer Science at the graduate level, or enter the job market immediately.

The Digital Media Studies major is an interdisciplinary program joining Art, Communication Arts, and Computer Science. Its purpose is to produce a student that is aesthetically, theoretically, and technologically trained and capable of excellence in the relatively new area of the design, production, and implementation of digital communications media. Included are such areas as web page design, digital visual and aural communications strategies and theory, interactive media design, media programming, digital presentation techniques, and general technological advances in digital communications.

The 21-hour Computer Science Minor is intended for those students interested primarily in pursuing a career in computer science or in a related field immediately upon graduation.

The 21-hour Computer Information Systems Minor will provide the student with a general understanding of analysis, design, and implementation of applications via third- and fourth-generation programming languages and pre-written packages. This minor is intended for the student expecting to use computers in a job-supportive mode.

Neither CSC 105 nor 245 nor any Management Information Systems (MIS) course is applicable to any major/minor in the Math and Computer Science Department.

I. Major in Computer Science—41 hours

- A. Required: CSC 115, 125, 205, 220, 235, 260, 305, 311, 321, 365, 425, 455, 498.
- B. Select one: CSC 335, 360, 395, 411, 465.
- C. Prerequisites: MAT 205, 211-2, 315.

II. Digital Media Studies Major

- A. Core requirements for all emphases—39 hours
 - 1. ART 120, 221, 231, 345
 - 2. COM 220, 320, 365, 419
 - 3. CSC 115, 321, 360, 365
 - 4. Digital Media Studies Seminar 490
- B. Computer Science Emphasis requirements—23 hours
 - 1. CSC 125, 220, 235, 305, 335, 498
 - 2. Select two courses: CSC 395, 411, 425, 455
 - 3. Prerequisite: MAT 205
- C. Art Emphasis—28 hours
 - See Art Department for complete details
- D. Communication Arts Emphasis—24 hours
 - See Communication Arts Department for complete details.

III. Minor in Computer Science—21 hours

- A. Required: CSC 115, 125, 220, 235, 260, 311.
- B. One additional upper level CSC course other than 490 or 498.
- C. Prerequisite: MAT 205.

IV. Minor in Computer Information Systems—21 hours

- A. Required: CSC 115, 125, 235.
- B. Select 4: CSC 321, 360, 365, 395, 411.

Assessment of Majors

All senior computer science majors must take the Major Field Achievement Test in computer science as one requirement for CSC 498 (see below).

Student Organizations

The **ACM (Association for Computing Machinery) Student Chapter** is composed of students who are interested in today's world of computing. The club promotes an increased knowledge of the science, design, development, construction, languages, and applications of modern computing machinery. It provides a means of communication between persons interested in computing machinery and their applications.

Course Offerings in Computer Science (CSC)

() Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

105. Survey of Microcomputing Applications (3) F, S

An introduction, for the non major / minor, to computers and their applications. A study of types of hardware associated with computer systems and how computers function, with an emphasis on the use of applications programs for microcomputers. Software packages will include word processing, an electronic spreadsheet, a database management system and an internal component. Cannot be earned for credit after 115.*

115. Computer Science: Introduction & Overview (3) F, S

An introductory course which exposes majors/minors to the breadth and interrelationships of future courses in the field and empowers students of other majors for a continuous exploration of today's technical society. A language-independent overview of hardware and software with emphasis on problem solving and algorithm development. Cannot be earned for credit after 105 without departmental approval.*

*Either 105 or 115 apply to the B.S. specific core, but not both.

125. Computer Science I: Programming in Java (4) F, S

Prerequisite: CSC 115.

Basic concepts of problem solving, algorithm design and analysis, abstract data types, and program structures. GUI development will be introduced and the object-oriented programming paradigm will be emphasized. Students will design, implement, debug, test and document programs for various applications.

205. Computer Science II: Algorithms & Data Structures (3) F

Prerequisites: CSC 125, MAT 205. Corequisite: MAT 212.

A study of the complexity of algorithms and advanced data structures, including trees and graphs. Tools for analyzing the efficiency and design of algorithms, including recurrence, divide-and-conquer, dynamic programming, and greedy algorithms.

220. Computer Repair and Maintenance (3) S

Prerequisite: CSC 115.

A hands-on approach to competence in configuring, installing, diagnosing, repairing, upgrading and maintaining microcomputers and associated technologies. The course covers both core hardware and OS technologies.

235. Computer Ethics (2) S

Major social and ethical issues in computing, including impact of computers on society and the computer professional's code of ethics.

245. FORTRAN (3) As Needed

Prerequisite: CSC 115 and MAT 211.

The structures of FORTRAN will be studied: statements, subprograms, simple variables, arrays, and files. Design, coding, and testing of scientific problems will emphasize these structures. In addition, various implementations of FORTRAN will be discussed.

260. Digital Systems (3) F

Prerequisite: CSC 125, CSC 220, and MAT 205.

Binary codes, Boolean algebra, combinational logic design, flip-flops, counters, synchronous sequential logic, programmable logic devices, MSI logic devices, and adder circuits.

305. Programming in C (3) S

Prerequisites: CSC 125 and MAT 205.

Builds on the foundation of CS I & II, introducing the C command set and advanced data structures and algorithms.

311. Computer Architecture (3) S

Prerequisite: CSC 260.

Introduction to the architecture of stored-program digital computer systems including processor and external device structures and operation, machine operations and instructions, and assembly language concepts and programming.

134 321. Database Management Systems (3) F

Prerequisites: CSC 115 and Junior standing.

A hands-on approach to the design of databases: conceptual design using the E-R model and logical design using the relational model. The architecture of a database application is discussed including the 3-tiered model and web access. Queries, forms, reports and application general will be studied by implementing them in a client-server environment.

335. Computer Graphics (3) F—Even Years

Prerequisites: CSC 305; Recommended prerequisite: MAT 315.

This course is designed to investigate a wide range of computer graphics via programming techniques. Topics included in the course will be graphic display theory, graphic techniques, applications, and hardware.

360. Web Building & Site Management (3) F

Prerequisites: CSC 115 and 321. Recommended Prerequisite: CSC 125.

Fundamental concepts of web site development and management, graphical web-building tools, multi-level site planning and construction, navigation schemes, client- and server-side scripting, basic interactivity, information organization, web site management, and the delivery of basic multimedia content.

365. Data Communications and Networking (3) S

Prerequisite: CSC 115 and Junior standing.

Introduction to the hardware and software components of computer data communications and networking. Emphasis is on practical, hands-on set-up, and administration of a LAN, peer-to-peer networking, and the TCP/IP protocol. Topics include routing, shared file and application access, remote printing, and security.

411. Systems Analysis (3) As Needed

Prerequisite: CSC 321.

The process of designing computer-based systems for business applications will be studied. Tools and techniques of systems development and management will be discussed, as well as advantages and disadvantages of conversion from existing systems to new systems.

425. Operating Systems (3) F

Prerequisites: CSC 220, 305 and 365. Recommended prerequisite: CSC 311.

Systems resource management: brief historical overview and case studies; discussion of multi-tasking and related concepts of scheduling, interprocess communication and mutual exclusion/deadlock; overview of file management and memory management (virtual memory, paging, swapping, and segmentation). Theory is augmented by detailed study of implementation of an existing operating system.

455. Programming Languages (3) S

Prerequisite: CSC 305.

Issues in programming language design, specification, and implementation: overview and comparison of major contemporary languages; analysis of translation process (interpreters and compilers) with focus on grammars and Chomsky hierarchy; investigation of data representation and binding, and of sequence control, including discussion of logic and object oriented paradigms. Theory is augmented by the implementation of a tokenizer and parser for a simple language.

465. Formal Language (3) F—Odd Years

Prerequisites: CSC 305 and MAT 315. Recommended prerequisite: CSC 455.

Introduction to the theoretical foundations of computer science including formal languages and automata, parsing of context-free languages, Turing machines, computability and complexity.

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490. Digital Media Studies Senior Seminar (3) F, S

Prerequisite: Taken in Senior Year. Reciprocal credit: ART/COM 490.

Capstone course for DMS majors to bring the emphases together for exposure to the variety of fields of digital media and associated workplace cultures. Includes case studies, guest speakers, field trips and an interdisciplinary group project culminating in the production of a computer-based portfolio for job search.

498. Computer Science Seminar (2) S

Prerequisite: 20 hours of CSC and taken in Senior Year.

This course provides a setting for administering the Major Field Achievement Test and addressing topics in Computer Science for which the department perceives the need for additional instruction. Students will have an opportunity to synthesize previously learned concepts by developing and implementing a solution to a real-world programming problem. Each project will culminate in a report presented at a regional conference. The course may be modified at the discretion of the department.

Available in each departmental prefix:

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

499. Seminar (1-3)

To be used at the discretion of the department for majors only.

Department of Music

College of Arts and Sciences

Faculty

James Richard Joiner (2002). Professor of Music and Department Chair. B.M., Mississippi College; M.C.M., Southwestern Baptist Theological Seminary; M.M. and Ph.D., Louisiana State University. Additional study, Cambridge Choral Seminar (England) and Deller Academy of Early Music (France).

Elizabeth Bedsole (1998). Professor of Music. B.M., Stetson University; M.C.M., Southwestern Baptist Theological Seminary; Ed.D., University of Illinois.

Joseph Blass (1959). University Professor of Music. A.B., University of Alabama; M.S.M., Southern Baptist Theological Seminary; Ph.D., Florida State University.

Ronald Boud (1996). Professor of Music. B.M. and M.M., American Conservatory of Music; D.M.A., Southern Baptist Theological Seminary; Additional studies, Emory University, DePaul University, Julliard School of Music, Northwestern University, and Franz Schubert Institute.

David Dennis (1994). Professor of Music. B.A., Western Carolina University; M.C.M. and D.M.A., Southern Baptist Theological Seminary.

Dianne Gatwood (1989). Associate Professor of Music. B.M., Brescia College; M.M., and M.M. Ed., George Peabody College. Additional study, University of Tennessee at Martin and Westminster Choir College.

C. David McClune (1981). Professor of Music. B.M., Westminster College; M.M., Bowling Green State; D.M., Florida State University.

Terry McRoberts (1992). Professor of Music. B.S., Manchester College; M.M., Youngstown State University; D.A., Ball State University.

Paul A. Munson (1997). Assistant Professor of Music. B.Mus., Wheaton College; M.A. and Ph.D., University of Michigan.

Michael K. Penny (1988). Associate Professor of Music. B.A. and M.M., Louisiana State University; D.M.A., Southwestern Baptist Theological Seminary; Additional study, Westminster Choir College.

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

Mission Statement

The mission of the Department of Music of Union University is to offer studies in music for all students and to enrich the cultural environment of the University and community. This mission is in keeping with a traditional liberal arts education and is consistent with the following principles:

Academics: The Department of Music is committed to a corpus of undergraduate courses that will provide appropriate studies in music for students who are pursuing a major or minor in music, including courses in music theory, music history and literature, music education, church music, and musicianship, as well as studies in solo and ensemble performance. The Department expects its students to demonstrate competency in analytical skills, knowledge of the cultural and historical aspects of music com-

position and performance, and the ability to integrate such knowledge and competence into his/her personal study, composition, and performance of music. The Department is further committed to serving students within other academic majors by providing appropriate courses, opportunities for ensemble participation, and public recitals and concerts.

Christian Values: The Department strives to give a positive witness to the Christian faith as the unifying principle around which one relates learning, service, and worship to life. Because so much of the development of music occurred within the church, the Department challenges the student to develop the historic framework and tools necessary for tracing our Christian heritage and its relationship to all of the arts, especially music.

Development of the Whole Person: The Department of Music seeks to foster an integrated educational process that speaks to the aesthetic, intellectual, physical, psychological, social, and spiritual dimensions of the whole person. It is the aim of the Department through this process to nurture students by providing the opportunities and resources for them to develop wholeness in the context of a community of Christian learners.

Personal Attention: The Department practices the Christian faith by demonstrating thoughtful concern for students by giving personal attention to students' needs, both inside and outside the formal classroom experience.

Admission Requirements for Majors

An audition is required for admission to the Department of Music as a major in any of the programs. The audition is also required for consideration for music scholarship funds. Criteria for admission include (1) demonstrated potential in a performance area, (2) basic musicianship, including sightreading skills, and (3) a clear sense of purpose as reflected in an interview as part of the audition process. Examinations in the areas of basic music theory will be administered for placement into the correct music theory courses. Functional keyboard examinations will be given to non-keyboard majors for placement into the correct keyboard level.

Freshmen admitted to the department may declare any of the department's majors except performance. Students who wish to pursue the performance program will petition the specific applied faculty at the board examination at the conclusion of the second semester of study. The applied faculty will assess the student's achievement and potential and will either admit the student to the performance major or will recommend that the student choose another major within the department.

Transfer students who have 8 or more hours in principal applied studies at the former institution(s) will register for MUS 250 during their first semester of study at Union. At the end of the semester, the student will perform a sophomore board examination to determine application of this course and future applied studies.

General Regulations For Students In The Department Of Music

In addition to the regulations included in this *Catalogue*, music majors and minors are responsible for following the procedures, policies, and guidelines provided in the *Department of Music Handbook*. Recital attendance requirements, applied lesson attendance policies, board examination and recital performance requirements, and other important material are included in the *Handbook*.

Ensemble requirements are based on the degree, level of study, and principal applied area:

- Emphasis in Music Education/Choral requires 7 semesters of choral ensembles.
- Emphasis in Music Education/Instrumental requires 7 semesters of instrumental ensembles, excluding MUS 181-481 and 165-465.
- Emphasis in Church Music requires at least 6 semesters of choral ensembles; two

other semesters may be fulfilled by any other ensembles for which the student is qualified. Keyboard principals are required to include 2 semesters of MUS 181-481 toward their ensemble requirement.

- Emphasis in Performance, Voice Track requires 8 semesters of choral ensembles.
- Emphasis in Performance, Piano Track requires 5 semesters of any ensemble and 3 semesters of MUS 230.
- Emphasis in Performance, Organ Track requires 6 semesters of any ensemble and 2 semesters of MUS 230.
- Emphasis in Theory and Literature requires 8 semesters of any ensemble for which the student is qualified. Keyboard principals only are required to complete 4 semesters of MUS 181-481 or MUS 230.
- B.A. Music Majors and B. Music Majors with an Outside Emphasis are required to complete 6 semesters of choral ensembles if voice principals or 6 semesters of instrumental ensembles if instrument principals. Keyboard principals are required to complete 2 semesters of piano ensembles, 2 semesters of MUS 230 and 2 semesters of any ensemble.
- Music Minors are required to complete 4 semesters of choral ensembles if voice principals or 4 semesters of instrumental ensembles if instrumental principals. Keyboard principals are required to complete 1 semester of piano ensemble, 1 semester of MUS 230 and 2 semesters of any ensemble.

BACHELOR OF MUSIC

The Department of Music offers its major leading to the Bachelor of Music degree in emphasis areas of Christian Studies, Management, Marketing, Communication Arts, Church Music, Music Education, Performance, and Music Theory. The selection of an applied principal area of study is also required within each emphasis area. B.M. students are required to complete the General Core Curriculum, the B.M. Core (I. below) and the specified requirements of their chosen emphasis area. They are exempt from the requirement of a Specific Core Curriculum and from a minor; however, the ambitious student is not precluded from completing a minor. Other degree details are presented in the Academic Program section of the *Catalogue*. As shown below, Music Education majors will complete Professional Education in completing licensure requirements.

I. Bachelor of Music Degree Required Core—52 hours:

- A. MUS 111, 112, 211, 212
- B. MUS 103, 104, 203, 204
- C. MUS 220
- D. Applied Music Studies—6 semesters 150-350, 12 hours and 399, Recital
- E. MUS 311, 315, 316, 317, 340
- F. Secondary Performance—2 hours:
MUS 221-222 (voice or instrumental principals) or MUS 150V (keyboard principals)
- G. Ensemble Experience—6 semesters, see “General Regulations for Students in the Department of Music.”
- H. Recital Attendance, MUS 000—8 semesters except Music Education emphases which require 7 semesters

II. Areas of Emphasis within the Major in Music, select one in addition to 52 hour core (I).

A. Emphasis in Christian Studies—32 hours

1. Select 8 MUS Elective hours from: MUS 215, 224, 312, 323, 390, 424, 430.
2. Christian Studies Required Courses—24 hours
 - a. CHR 113, 261, 333, 338

- b. CHR 243 or 244
- c. PHL 240
- d. Select six CHR Elective hours

B. Emphasis in Management—26 hours

- 1. Select 8 MUS Elective hours with advisor approval
- 2. Management Required Courses: MGT 113, 318, 341, 348
- 3. Select 6 MGT Upper Level Elective hours

C. Emphasis in Marketing—26 hours

- 1. Select 8 MUS Elective hours with advisor approval
- 2. Marketing Required Courses: MKT 328, 424, 440
- 3. MAT 114
- 4. Select 6 MKT Upper Level Elective hours

D. Emphasis in Communication Arts—26 hours

- 1. Select 8 MUS Elective hours with advisor approval
- 2. Requirements from Communication Arts—18 hours
 - a. Select any 9 hours from COM courses.
 - b. Select 9 Upper Level COM hours.

III. Major in Church Music

A. Track for Voice or Instrumental Principals—29 hours + 52 hour core (I).

- 1. Additional Applied Studies—2 semesters, 4 hours (450)
- 2. Substitute MUS 399 with 499, Recital, in Music Core
- 3. Additional Ensemble Experience—2 semesters
- 4. Professional Church Music Courses—23 hours
 - a. MUS 312, 313, 419, 430
 - b. MUS 224, 323, 390, 424
 - c. MUS 116
 - d. MUS 206 (voice principals) or 150V (instrumental principals)—2 hours

B. Track for Piano or Organ Principals—29-31 hours + 52 hour core (I).

- 1. Additional Applied Studies—2 semesters, 4 hours 450
- 2. Substitute MUS 399 with 499, Recital, in Music Core
- 3. Additional Ensemble Experience—2 semesters
- 4. MUS 116, 230, 419
- 5. MUS 215 and 219; or 325
- 6. Professional Church Music—17 hours
 - a. MUS 312, 313, 430
 - b. MUS 224, 323, 390, 424

IV. Major in Music Education

A. Track for General/Choral Instructor—15 hours plus Professional Education Minor, shown as 6. below and 52 hour core (I).

- 1. Additional Applied Studies—1 semester, 2 hours 450
- 2. Substitute MUS 399 with 499, Recital, in Music Core; omit MUS 317 from Core
- 3. Additional Ensemble Experience—1 semester
- 4. Requirements from Professional Music Education courses, 12 hours: MUS 116, 302, 312, 313, 430, EDU 424
- 5. MUS 237, 238, 241, 242—4 hours
- 6. Teacher Licensure for Vocal/General Music Grades K-12—30 hours
 - a. Major requirements as shown above
 - b. Professional Education: EDU 150, 326; PSY 213, 318; SE 225; EDU 435.
 - c. Completion of applicable portions of the Praxis II.
 - d. For additional information, see the Director of Teacher Education.

B. Track for Instrumental/Band Instructor—18 hours plus Professional Education Minor, shown below as 6. below and 52 hour core (I).

1. Additional Applied Studies—1 semester, 2 hours 450
2. Substitute MUS 399 with 499, Recital, in Music Core; omit MUS 317 from Core
3. Additional Ensemble Experience—1 semester
4. Requirements from Professional Music Education courses, 15 hours: MUS 302, 313, 314, 440, 237, 238, 241, 242, 319; EDU 424; Substitute MUS 340 with 331 in Music Core.
5. MUS 205 and 207—2 hours
6. Teacher Licensure for Instrumental Music Grades K- 12—30 hours
 - a. Major requirements as shown above
 - b. Professional Education: EDU 150, 326; PSY 213, 318; SE 225, EDU 435.
 - c. Completion of applicable portions of the Praxis II.
 - d. For additional information, see the Director of Teacher Education.

V. Major in Performance

- A. Track for Voice Principals—29 hours and 52 hour core (I).
 1. Additional Ensemble Experience—2 semesters
 2. Additional Applied, 250-350—4 hours, Additional Applied, 450–6 hours, and MUS 499, Recital
 3. MUS 116, 206
 4. MUS 419, 422
 5. MUS 498, Seminar: Performance Majors
 6. Foreign Language, 200 level, French or German—3 hours
 7. MUS 320, 420—4 hours
- B. Track for Piano Principals—29 hours and 52 hour core (I).
 1. Additional Applied, 250-350—4 hours, Additional Applied, 450–6 hours, and MUS 499, Recital
 2. MUS 325, 415, 416
 3. Piano Ensembles, MUS 181-481—4 hours
 4. MUS 498, Seminar: Performance Majors
 5. Upper level academic MUS Electives—6 hours
 6. 2 Additional Ensembles—2 hours
- C. Track for Organ Principals—29 hours and 52 hour core (I).
 1. Additional Applied, 250-350—4 hours, Additional Applied, 450–6 hours, and MUS 499, Recital
 2. MUS 215, 219, 417, 418
 3. Piano Ensembles, MUS 181-481—2 hours
 4. MUS 498, Seminar: Performance Majors
 5. Upper Level academic MUS Electives—6 hours
 6. 2 Additional Ensembles—2 hours

VI. Major in Theory

- A. Track for Voice Principals—27 hours and 52 hour core (I).
 1. Additional Applied Studies—2 semesters, 450–4 hours
 2. Substitute MUS 399 with 499, Recital, in Music Core
 3. Additional Ensemble Experience—2 semesters
 4. MUS 116
 5. Additional Upper Level Theory—6 hours
 6. Additional Upper Level History/Literature—6 hours
 7. MUS 490, Senior Project—4 hours
 8. Foreign Language, 200 level, French or German—3 hours
- B. Track for Organ Principals—30 hours and 52 hour core (I).
 1. Additional Applied Studies—2 semesters, 450–4 hours
 2. Substitute MUS 399 with 499, Recital, in Music Core
 3. Additional Ensemble Experience—2 semesters

4. MUS 417
 5. Additional Upper level Theory—6 hours
 6. Additional Upper level History/Literature—6 hours
 7. MUS 490, Senior Project—4 hours
 8. Foreign Language, 200 level, French or German—3 hours
 9. MUS 215 and 219
- C. Track for Piano Principals—27 hours and 52 hour core (I).
1. Additional Applied Studies—2 semesters, 450–4 hours
 2. Substitute MUS 399 with 499, Recital in Music Core
 3. Additional Ensemble Experience—2 semesters
 4. MUS 415
 5. Additional Upper Level Theory—6 hours
 6. Additional Upper Level History/Literature—6 hours
 7. MUS 490, Senior Project—4 hours
 8. Foreign Language, 200 level, French or German—3 hours
- D. Track for Instrumental Principals—27 hours and 52 hour core (I).
1. Additional Applied Studies—2 semesters, 450–4 hours
 2. Substitute MUS 399 with 499, Recital, in Music Core
 3. Additional Ensemble Experience—2 semesters
 4. Select Instrumental Methods—2 hours, from 237, 238, 241, 242, 314
 5. Additional Upper Level Theory—6 hours
 6. Additional Upper Level History/Literature—6 hours
 7. MUS 490, Senior Project—4 hours
 8. Foreign Language, 200 level, French or German—3 hours

BACHELOR OF ARTS

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The Department of Music offers one major leading to the Bachelor of Arts degree. In addition to General Core Curriculum and the Bachelor of Arts Specific Core Curriculum requirements, students desiring a major in music under the liberal arts degree must select a minor area of study outside the department of music and complete the requirements shown below. The student will select a principal area of applied study within the major.

Major in Music—48 hours

- I. MUS 111, 112, 211, 212
- II. MUS 103, 104, 203, 204
- III. MUS 220, 311, 315, 316
- IV. Solo Performance Area Studies
 - A. MUS 150-350—6 semesters, 12 hours
 - B. MUS 399, Recital
- V. Secondary Performance Studies: 221-222
(voice or instrumental principals)
or 150V (keyboard principals)—2 hours
- VI. Ensemble Experience—6 semesters
- VII. Recital Attendance, 6 semesters, MUS 000

Minor in Music—25 hours

- I. Applied Studies, MUS 150—4 hours
- II. MUS 111, 112, 103, 104
- III. MUS 220, 316
- IV. Ensemble Experience—4 semesters
- V. Recital Attendance, 4 semesters, MUS 000

- VI. Select 3 hours from MUS 250 or other “Theoretical” courses
- VII. Available to majors outside MUS Department

The Department offers the Bachelor of Music major pursuing any of the emphases the completion of a minor in a second performing area by completion of:

- I. Applied Studies, 4 semesters, 8 hours
- II. Ensemble Experience—4 semesters
- III. Participation in a non-credit recital performance in the second performance area.

Departmental Assessment of Majors

At the end of each semester of required applied study, the student is examined by a committee of the applied music faculty to determine if the student is sufficiently prepared to progress to the succeeding level of study. At the conclusion of the fourth semester the student will perform an applied examination for the faculty to determine if the student is prepared to enter upper level applied study. Each semester except the first, all music majors are required to appear in a public recital.

Student Organizations

Collegiate Music Education National Conference is the student affiliate of Music Education Conference, the premier organization for K-12 music educators.

Phi Mu Alpha Sinfonia is an active professional music fraternity for men. Membership consists primarily of musicians and serious patrons of music. The primary purposes of the fraternity are the achievement of high musical ideals and true brotherhood among the musically minded. Phi Mu Alpha Sinfonia has 292 active chapters. The fraternity was founded in 1898, and the local chapter, Iota Sigma, has been in existence since 1960.

Pi Kappa Lambda National Music Honor Society elects outstanding juniors and seniors to membership on the basis of musicianship and scholarship.

Sigma Alpha Iota, international music fraternity for women, was organized in 1903 “to form chapters of music students and musicians who shall by their influence and their musical interest uphold the highest ideals of a music education; to raise the standard of productive musical work among the women students of colleges, conservatories, and universities.” Gamma Sigma chapter at Union University was formed in 1960 by the late Elizabeth Jarrel Fossey.

Student Award

The Academic Excellence Medal is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses.

The Phi Mu Alpha Award is presented to the male graduating senior who has demonstrated excellence in musicianship, leadership, loyalty, and service.

The Sigma Alpha Iota Award is presented by the National Board of Sigma Alpha Iota to the member of the college chapter who is a music major and has attained the highest scholastic rating during her college course. The award is given upon recommendation of the head of the music department. The Sigma Alpha Iota Foundation Award is based on scholarship attainment, musicianship, and contribution to the local chapter of the fraternity.

Course Offerings in Music (MUS)

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

Theoretical Courses

103. Ear Training and Sight Singing I (1) F, S

Corequisite: MUS 111.

Development of rudimentary music reading and aural skills. Use of computer applications outside of class.

104. Ear Training and Sight Singing II (1) F, S

Corequisite: MUS 112.

Further development of music reading and aural skills. Use of computer applications outside of class.

110. Introduction to Music Theory (2) F

Intended for the student with limited or no background in music theory. A study of music notation, pitch, rhythm, intervals, scales, modes and triads. Quick oral recall of material is cultivated and reinforced by use of computer assisted applications outside class.

111. Music Theory I (3) F, S

Studies in pitch, intervals, scales, modes, triads, seventh chords, rhythm, and rudimentary partwriting in four parts (SATB) are undertaken. Placement into this course is by examination. Students who need additional instruction in introductory music theory will enroll in MUS 110 instead of MUS 111.

112. Music Theory II (3) F, S

144 Prerequisite: MUS 111.

Comprehensive study and application of voice-leading techniques related to the harmonic and melodic material associated with music of the Common Practice Period. Composition exercises will be realized within the choral idiom (SATB) and will involve realization of figured bass as well as harmonization of unfigured bass lines and melodies. Harmonic progression, diatonic triads in first and second inversion, basic form determinants (cadences, phrases, and larger units), introductory dominant-function sonorities and non-harmonic tones will be studied.

116. Singers Diction I (2) S

An introduction to International Phonetic Alphabet symbols as they apply to pronunciation for singing. An introduction to pronunciation and application of rules for singing in Italian, Church Latin and English.

203. Ear Training and Sight Singing III (1) F, S

Corequisite: MUS 211.

Development of advanced music reading and aural skills. Use of computer applications outside of class.

204. Ear Training and Sight Singing IV (1) S

Corequisite: MUS 212.

Further development of advanced music reading and aural skills. Use of computer applications outside of class.

205. Vocal Methods I for Instrumental Music Education Majors (1) F

Basic instruction in singing and the teaching of singing, designed for Music Education majors whose primary instrument is not voice. The class meets 2 hours each week.

206. Singers Diction II (2) F

An introduction to pronunciation and application of rules for singing in French and German.

207. Vocal Methods II for Instrumental Music Education Majors (1) S

Prerequisite: MUS 205.

Sequel to Vocal Methods I.

211. Music Theory III (3) F, S

Prerequisite: MUS 112.

A continuation of Music Theory II. The study and application of voice-leading techniques related to the Common Practice Period. Chromaticism and associated harmonic constructions for the dominant-function and pre-dominant-function type are the basis of the course. Secondary functions, modulation techniques, and modal mixture are also studied.

212. Music Theory IV (3) F, S

Prerequisite: MUS 211.

A comprehensive study of advanced chromatic harmony in tonal music of the Common Practice Period. The gradual dissolution of the tonal system and an introduction to basic 20th century compositional practices will be included. The course deals extensively with the mastery of elementary analytical skills. Effective and articulate communication of theoretical ideas and formal analytical discovery represent critical skills required of the student.

215. Service Playing I (1) F

A course designed to assist organists in the building of a worship service; hymn, anthem, and solo accompanying; and modulation.

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216. Music Appreciation (3) F

An overview of musical trends throughout the world and through the ages. Included will be contemporary music for all types as well as art/classical music and music of other cultures. For non-music majors only.

219. Service Playing II (2) S

Prerequisite: MUS 215.

Advanced service playing skills including oratorio accompaniment and figured bass playing.

220. Survey of Music Literature (3) S

Prerequisite: MUS 112.

Introduction to the historical styles of music through listening and score-reading. The student will build a working knowledge of a basic music repertory through listening and score study. Attendance at and review of several music performances will be required.

224. Foundations in Church Music (3) S—Even Years

An introduction to biblical, theological and philosophical foundations for music ministry, including studies in historical and contemporary Christian worship and such practical aspects as time management, staff relations, budgeting and training of volunteer leaders in the church music program. Field observation (30 hours) in a local church music program will be required.

237. String Methods (1) S—Odd Years

A class of string instruments is conducted as an introduction to the teaching of stringed instruments.

238. Woodwind Methods (1) F—Odd Years

A class in the fundamental concepts of teaching and playing the clarinet and saxophone. Emphasis is on the methods for teaching beginning school band programs.

241. Brass Methods (1) F—Even Years

A class in low brass instruments is conducted as an introduction to the teaching and playing techniques used in class teaching.

242. Percussion Methods (1) S—Even Years

A class in percussion instruments conducted as an introduction to the teaching of the instruments in this family.

301. Computer Music Sequencing (2) W

An introduction to music sequencing using computer sequencing programs and MIDI controlled synthesizers.

302. Technology for Musicians (3)

Through study and laboratory experience, students will become familiar with the capabilities of technology as they relate to composition, performance, analysis, teaching and research. Students will review the basics of computer use: word processing, databases, spreadsheets, presentation software, desktop publishing, and Internet access. They will study music sequencing, notation, improvisation, performance software and music education software.

311. Conducting I (2) F

Prerequisite: MUS 211 or consent of instructor.

An introductory study of the grammar of conducting aimed at developing a usable repertoire of basic conducting patterns and styles. Techniques of conducting with and without the baton are included.

312. Conducting II (Choral) (2) S

A continuation of MUS 311 with an emphasis on applying the grammar of conducting to a choral setting. The course will introduce elements of choral rehearsal techniques but will focus on gaining increasing proficiency in conducting skills that are necessary for clear communication with the choir.

313. Elementary Music Methods & Materials (3) S

Methods and materials for teaching children music in grades kindergarten through six. Includes demonstration and observation of teaching at this level. Designed primarily for the music education major, this course involves study of a well-balanced program of singing, listening, rhythmic, creative, and instrumental activities.

314. Conducting II (Instrumental) (2) S

A continuation of MUS 311 with an emphasis on applying the grammar of conducting to an instrumental setting. The course will introduce elements of instrumental rehearsal techniques but will focus on gaining increasing proficiency in conducting skills that are necessary for clear communication with the instrumental ensemble.

315. History of Music I (3) F

Prerequisite: MUS 112 and MUS 220.

A survey of music from the Greeks to the Baroque era about 1700 A.D. Emphasis is placed on the changing styles and forms of music through the study of compositions, composers, treatises, instruments, and performance practices of the periods. Extensive use of recordings and listening required.

316. History of Music II (3) S

Prerequisite: MUS 315.

A survey of music from the late Baroque to the present day. Emphasis is placed on the changing styles and forms of music through the study of compositions, composers, treatises, instruments, and performance practices of the periods. Extensive use of recordings and listening required.

317. Form and Analysis (2) F

Prerequisite: MUS 212.

A comprehensive study of single movement forms drawn from a variety of musical periods. The ability to articulate musical ideas in both oral and written contexts will be the primary goal of this course.

318. Seminar in Form and Analysis (2) S

Prerequisite: MUS 317.

A study of single and multi-movement works drawn from a variety of musical periods. Selection of works studied will be guided in part by participants. The ability to articulate musical ideas in both oral and written contexts will be the primary goal of this course.

319. Marching Band Techniques (1) F—Even Years

A comprehensive study of the organizational and musical techniques employed by the school marching band director, to include a survey of field and street procedures, precision drill, half-time pageantry, and study of the routines and music advocated by Casevart, Wright Bockman, Cacavas, and others. Included within the content of this study will be class lectures and guided observation of selected area bands, parades, half-time shows, contests, and festivals.

323. Hymnology (3) S—Odd Years

Analysis and appreciation of the great hymns of the church. A study of their sources, development, and use in services of today.

331. Orchestration (2) F

Prerequisite: MUS 212.

A study of the individual characteristics of the various instruments of the modern orchestra. The arrangement for orchestra and band of original or standard compositions and arrangements for ensemble groups. Preparation of orchestral, band, and choral ensemble scores. Calligraphy; music copy and layout; reproduction processes; copy-right law.

340. Arranging and Composing Methods (2) S

Prerequisite: MUS 211-2.

An introductory study of composition and arranging aimed at developing usable skills to compose, arrange, and adapt music from a variety of sources to meet the demands and ability levels of the contemporary music scene.

341. Symphonic Literature (3) S—As Needed

Prerequisite: MUS 212.

A study of major works of the symphonic idiom from early Viennese beginnings to 20th century.

358. Instructional Design VIII: Integrating Music into Classroom Instruction (2) F, S

Design and implementation of classroom instruction through music with attention to current issues, problems and practices in the field including integration of music in classroom instruction, selection and teaching of rote songs and games, the child voice, directed listening, national standards, integration of technology, diversity, inclusion, faith and ethics.

390. Church Music Internship (2) F, S

This course provides an opportunity for the student to gain practical experience in a church music ministry setting, with guidance and supervision provided by the local minister of music and a faculty member. The internship program entails approximately ten hours per week in the placement setting, and a weekly class meeting.

410. Counterpoint (3) As Needed

Prerequisite: MUS 212.

The study of contrapuntal techniques of the 16th, 18th, and 20th centuries.

415. Piano Pedagogy (2) F—Even Years

Prerequisite: Junior piano major standing or consent of instructor.

Examination of the professional, practical, and ethical considerations of private piano teaching. In-depth analysis of teaching materials. Compilation of a large body of resource materials will be a major project. Supervised teaching of the beginning piano student.

416. Piano Literature (2) F—Odd Years

Prerequisite: Junior piano major standing or consent of instructor.

A survey of the standard literature for piano. Approach will be mainly historical. Assigned record listening, examination of variant scores, and classroom performance of musical selections. Each student will complete a research project.

417. Organ Pedagogy (2) F—As Needed

A course of instruction for organ majors of advanced standing, considering the methods and materials for teaching organ.

418. Organ Literature (2) S—As Needed

148 A course of instruction for organ majors of advanced standing, considering the literature for the organ.

419. Vocal Pedagogy (2) F—As Needed

Concepts in the teaching of applied voice with emphasis on the beginning student.

422. Vocal Literature (2) F—As Needed

Vocal literature with solo literature for beginning students as well as concentration on German lieder, French melodies, opera, and oratorio arias and contemporary selections by leading composers of the 20th century.

423. 20th Century Literature (3) As needed

Prerequisite: MUS 211-2 or consent of instructor.

A study of music of the 20th century from Impressionism to the present. All media of performance will be investigated.

424. Church Music Education (2) S—Odd Years

Organizing and leading the comprehensive church music ministry. Topics include pre-school/children's choir organization and leadership, instrumental music ministry, scheduling and promotion, and integrating the music ministry with other Christian education programs in the church.

430. Advanced Choral Techniques (2) F

Advanced studies in choral conducting, including methods for addressing fundamental vocal techniques, diction, blend, balance, intonation, choral sightreading, musicianship and solving complex musical problems in the context of the choral rehearsal. Includes extensive score analysis and conducting of rehearsals.

440. Advanced Instrumental Techniques (2) F

Advanced studies in instrumental conducting, including methods for addressing complex musical problems in the context of the choral rehearsal. Includes extensive score analysis and conducting of rehearsals. Topics include: methods and materials, problems of supervision of ensembles, selection and maintenance of instruments, types of ensembles/class organization, scheduling, courses of study and preparing for public performances, contests and festivals.

490. Theory/Literature Senior Project (2) F, S

The senior project will consist of either a publicly performed, original composition, 20-30 minutes in length, or a research paper that treats a single historical or analytical problem in a comprehensive manner. The composition or paper will be evaluated at the end of the senior year by a faculty committee of three members.

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

498-9. Seminar (1-3) On Demand

To be used at the discretion of the department.

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Applied Music

Individual applied music study is offered in all the areas listed below:

Bassoon	Oboe	Strings
Clarinet	Organ	Trombone or Euphonium
Flute	Percussion	Trumpet or Cornet
Guitar	Piano	Tuba
Horn	Saxophone	Voice

000. Recital Attendance

A pass/fail, non-credit course required of all music majors and minors. B. Music students must pass 8 semesters of MUS 000, except Music Ed. majors, who must pass 7 semesters. B.A. music majors must pass 6 semesters. Minors must pass 4 semesters.

121-2, 221-2. Class Piano (1) F, S Sequence

Designed for the non-keyboard music majors, to provide them with the functional skills they need as music educators or church musicians, including harmonizing, transposing, accompanying, improvising, playing by ear, and score reading. The course is organized on the premise that the first needs of the students are to learn to read fluently in all keys and to develop quickly a technical facility that allows them to play easily and musically. To be taken concurrently with MUS 111-2, 211-2.

131. Class Voice (1) S

A course designed for music majors whose applied area is other than voice. Fundamentals of diction and vocal production will be stressed.

136. Beginning Guitar Class (1) F

Small group instruction for the beginning guitarist. Music reading skills are not required. Course topics include chording, basic picking patterns and basic chord reading skills. Not applicable to music major or minor.

213. Class Piano (1) Pass/Fail F

Course content is the same as MUS 214 below, but MUS 213 is offered on a pass/fail basis.

MUSIC 214. Graded Class Piano (1) F

A course for non-music majors with little or no piano background. Emphasis will be on reading skills and basic technique needed for church, classroom, and personal enjoyment.

325. Class Piano (1) W—Even Years

A course designed for keyboard majors only, to develop functional skills: sight-reading, harmonizing, transposing, accompanying, and improvising. Meets twice weekly for one semester

001I, 001K, 001V. Non-Credit Applied Music F, W, S, Su

Individual applied lessons for students who do not need or desire to receive university credit. For billing purposes this will be treated as a one credit hour course. It may be repeated.

- 150 001I—brass, woodwind, strings, percussion or guitar
- 001K—piano or organ
- 001V—voice

129I-429I, 129K-429K, 129V-429V. Applied Music for Elective (-2) F, W, S, Su

Individual applied instruction for non-music majors or minors. Does not fulfill applied requirements under any music major/minor program. Permission of instructor required.

- 129I, 229I, 329I, 429I—brass, woodwind, strings, percussion or guitar
- 129K, 229K, 329K, 429K—piano or organ
- 129V, 229V, 329V, 429V—voice

MUS 150I-450I, 150K-450K, 150V-450V. Applied Music (1-3) F, W, S, Su

Individual applied lessons for students who have been admitted to a music major or minor program. Requires a board examination or juried recital performance for each 2-3 credit hours earned. Only performance emphasis students are eligible to enroll for 3 credit hours.

- 150I, 250I, 350I 450I—brass, woodwind, strings, percussion or guitar
- 150K, 250K, 350K, 450K—piano or organ
- 150V, 250V, 350V, 450V—voice

MUS 160I, 160K, 160V. Applied Music for Pass/Fail (1-2) F, W, S, Su

Individual applied instruction offered on a pass/fail basis. May be taken for a maximum of 3 terms, 1 or 2 credit hour per Semester. Half-hour lesson weekly, or 90 minutes during Winter or Summer Terms.

160I, 260I, 360I, 450I—brass, woodwind, strings, percussion or guitar

160K, 260K, 360K, 460K—piano or organ

160V, 260V, 360V, 460V—voice

399. Recital (1) F, W, S, Su

Corequisite: MUS 350.

Public performance in recital approximately one-half hour in length. Prerequisite: Junior standing in applied music.

450C. Composition (1-2) F, S

Compositional study in small forms.

499. Recital (1) F, W, S, Su

Corequisite: MUS 450

Public performance in recital approximately one hour in length. Because of the student teaching requirements the senior recital of students in the Music Education (Choral) degree program may be altered as to length and date of presentation at the discretion of the applied teacher.

Ensembles**100, 200, 300, 400. Jazz Band (1) F, S**

Admission by audition only due to restricted instrumentation. Various phases of organization, techniques, literature, interpretation, etc., involved in professional demands on modern jazz artists. Performances include various on campus and off campus activities. Meets once each week for two-hour rehearsal. **151**

108, 208, 308, 408. Chapel Choir (1)

Choral ensemble open to students, faculty and staff of the university. Sings in chapel on a regular basis and occasionally sings in area churches. This group performs choral literature for worship in a variety of styles from various historical eras. Some semesters, Chapel Choir combines with Singers to form a Choral Union for the purpose of performing a major choral work with orchestra.

135, 235, 335, 435. Symphonic Band (1) F, S

A large traditional Symphonic Band open to all Union students. The band literature is chosen to represent the various historical and musical styles of excellent wind literature. Concerts are performed each semester. Rehearses three times a week.

155, 255, 355, 455. Chamber Ensembles (1) As Needed

Performance of literature for various combinations of voices and/or instruments composed specifically for smaller groups. Meets twice each week.

165, 265, 365, 465. Union University Handbell Choir (1) F, S

Admission by audition. The choir will ring literature for 3-5 octaves of English handbells, learning and using various ringing and damping techniques as well as special effects. The Handbell Choir will perform in churches, schools, and at least once per semester on campus. Rehearsals are held three times weekly.

181, 281, 381, 481. Piano Ensembles (1) F

Small piano groups organized for instruction in playing music for more than one piano as well as for playing piano duets and trios. Meets twice weekly.

191, 291, 391, 491. Union University Singers (1) F, W, S

Admission by audition only. Freshmen normally must complete at least one year of MUS 108, Chapel Choir, before auditioning. The choral ensemble performs choral literature from all historical periods. An annual spring tour is required, as are occasional other performances in schools and churches. In some semesters, Singers will combine with Chapel Choir for the purpose of performing a major choral work with orchestra.

230. Accompanying (1) S

A study in accompanying art song, operatic and oratorio selections, and various instrumental works.

320, 420. Opera Workshop (1) F

Performance of opera scenes and arias, or of full operas. Materials for performance will be chosen according to the skills and abilities of those in the course.

McAfee School of Business Administration

Dean

Walton M. Padelford (1980). Professor of Economics and Interim Dean of the School of Business Administration. B.S., Mississippi College; M.S. and Ph.D., Louisiana State University; Additional study, San Francisco Xavier de Chuquisaca.

Mission Statement

To provide a quality undergraduate business education within a Christian context, to produce scholarly contributions to the business academic disciplines, and to develop graduates prepared to serve in the challenging global environment of today's organizations.

Goals

- Place graduates with quality organizations
- Be student focused
- Encourage life-long learning
- Provide an integrated knowledge-base across disciplines
- Locate new opportunities for growth
- Integrate faith and learning in every classroom
- Establish mutually beneficial relationships with the business community.

Faculty

C. Steven Arendall (1990). Professor of Management and Director of the M.B.A. Program—Germantown. B.B.A. and M.B.A., University of Memphis; Ph.D., University of Tennessee at Knoxville.

David Austill (1997). Associate Professor of Management. B.B.A., University of Memphis; M.B.A., University of Arkansas; J.D., University of Tennessee; L.L.M., Washington University.

Don Christensen (2002). Professor of Finance. B.B.A., University of Memphis; Ph.D., University of South Carolina.

Joe Harrison (1998). Associate Professor of Management. B.A., Stephens College; M.B.A., University of Memphis; Candidate for Ph.D., University of Memphis.

M. Kenneth Holt (1987). Associate Professor of Economics and Management. Director of Center for Business and Economic Development. B.S., Union University; M.S., Louisiana State University; Ph.D. candidate, University of Memphis.

Scott Lawyer (2000). Associate Professor of Management. B.P.A., University of Mississippi; J.D., University of Mississippi.

Daniel Michael (2000). Assistant Professor of Management. B.S. and M.B.A., University of South Alabama; Ph.D. candidate, Auburn University.

Karen Miller (1997). Instructor of Accounting. B.S.B.A., Freed-Hardeman University; M.Ac., University of Tennessee at Martin (on educational leave 2002-2003).

Sam Myatt (1987). Professor of Business Administration and Coordinator of Adult Programs. B.S., Lambuth University; M.Ed. and Ed. D., University of Memphis.

Bill Nance (2000). Assistant Professor of Management. B.S.B.A., Regis University; M.B.A., Union University.

Deborah Newell (1988). Assistant Professor of Accounting. B.S. and M.B.A., Murray State University; C.P.A., State of Tennessee.

Howard Newell (1982). Professor of Business Administration. B.S. and M.S., Southern Illinois University; Ph.D., Indiana University.

Barbara Perry (1999). Director of the LAUNCH and MBA Programs and Assistant Professor of Management. B.A., University of Michigan, Ann Arbor; M.B.A., Robert Morris College. Additional study, University of Memphis.

Tom Proctor (1996). Associate Professor of Accounting and Coordinator of Accounting. B.S., University of Tennessee at Martin; M.B.A., M.S., and Ph.D., University of Memphis; CMA.

Darin White (1994). Associate Professor of Marketing. B.S., Birmingham-Southern College; M.A. and Ph.D., University of Alabama.

Curriculum

A minimum grade of C is required in all upper level courses in the B.S.B.A. specific core. All majors offered through the McAfee School of Business Administration; except Politics, Philosophy, and Economics; require the B.S.B.A. Specific Core consisting of:

1.	ACC 211-2	Principles of Accounting I, II	6
2.	ECF 211-2	Principles of Macroeconomics, Microeconomics	6
3.	CSC 105	Survey of Computer Applications	3
4.	MAT 114	Introduction to Statistics	3
5.	MGT 250	Managerial Communications	3
6.	MGT 318	Principles of Management	3
7.	MKT 328	Principles of Marketing	3
8.	MGT 445	Business Policy	3
9.	MGT 321	Legal Environment of Business	3
10.	MGT 435	Business Ethics	3
	TOTAL HOURS		36

MAJORS

The McAfee School of Business Administration offers majors in Accounting, International Business, Management, Marketing, and Economics/Finance each leading to the Bachelor of Science in Business Administration. Each major is required to complete the General Core Curriculum, the B.S.B.A. Specific Core Curriculum, major requirements as detailed below and a minor unless specified as exempt. The student will select an emphasis area within his major. The student seeking Tennessee Teacher Licensure in business subjects will select an appropriate major and complete the Professional Education Minor; details are shown below under "Teacher Licensure."

I. Major in Accounting

- A. Requirements of all Accounting Emphases—21 hours
 1. ECF 415
 2. ACC 311, 313, 314, 315, 350, 413
- B. Emphasis in General Accounting—12 additional hours
 1. ACC Upper Level Electives
 2. ECF 323

- C. Emphasis in Professional Public Accounting—27 additional hours
 - 1. ACC 312, 319, 414, 450, 460, 470
 - 2. MGT 324, ECF 323
 - 3. Upper Level ACC or Business Elective—3 hours
 - 4. PPA majors are exempt from the requirement of a minor.
- D. Emphasis in Professional Managerial Accounting—27 additional hours
 - 1. ACC 312, 319; ECF 323, 411; MGT 341, 348
 - 2. Upper Level Business Electives (3 or 6 hours) and UL advisor-approved elective—(0 or 3 hours) to total 6 hours
 - 3. One Upper-level ACC Elective
 - 4. PMA majors are exempt from the requirement of a minor.

To qualify to sit for the Tennessee CPA exam, T.C.A. 62-1-106 specifies education requirements to include completion of a baccalaureate or higher degree which contains a minimum of 150 semester hours from an accredited college or university. Minimum requirements (in semester hours) must be met no later than the date of application for the first sitting of the Uniform CPA Examination and include:

- 1. Twenty-four hours in accounting education, including elementary.
- 2. No more than 3 hours in internships may apply to (1.) above.
- 3. Twenty-four hours in general business education in one or more of: computers, business law, algebra, calculus, statistics, probability, economics, finance, management, marketing, information systems, ethics, and business communication.
- 4. Additional accounting hours, other than elementary, may apply to (3.) above.
- 5. A minimum of 12 hours in accounting and a minimum of 18 in general business must be upper division.
- 6. One graduate course may apply as 1.5 credits.

The requirements to sit for the Uniform CPA Examination vary from state to state. Check with the State Board of Accountancy in the state in which you plan to take the exam for requirements specific to that state. You can contact the American Institute of CPA at www.aicpa.org or the Tennessee State Board of Accountancy at www.state.tn.us/commerce/tnsba for further details.

II. Major in Economics/Finance

- A. Requirements for all Economics/Finance Emphases—12 hours
 - 1. ECF 323, 415
 - 2. ECF 411, 412
- B. Emphasis in Banking & Financial Services—18 additional hours
 - 1. ACC 315; MKT 350; ECF 355, 326
 - 2. One of: MKT 330, 351; ECF 419, 430
 - 3. One Upper Level Business Elective or UL advisor-approved elective
- C. Emphasis in Economics—18 additional hours
 - 1. ECF 329, 430, 431
 - 2. Two Upper Level ECF courses
 - 3. Upper Level Business Elective or UL advisor-approved elective
- D. Emphasis in Finance—18 additional hours
 - 1. ACC 313; ECF 326, 355, 419
 - 2. One Upper Level ECF Elective
 - 3. One Upper Level Business Elective or UL advisor-approved elective
- E. Emphasis in International Economics/Finance—18 additional hours
 - 1. ECF 419, 430; MGT 420
 - 2. Foreign Language (one year sequence)
 - 3. One Upper Level ECF Elective or UL advisor-approved elective

III. Major in International Business—30 hours

- A. ECF 323, 415, 419, 430; MGT 420; MKT 433; LAN 320—21 hours
- B. International Internship or Study Abroad—3 hours
- C. Select 6 hours: ECF 425; GEO 215, 216; HIS 320, 322; PHL 349; SOC 355; PSC 214, 324, 325, 332, 355, 358, 360. An additional 3 hours may be applied from International Internship or Study Abroad.
- D. Student must include minor or major in French or Spanish to include SPA/FRE 320. Substitutions may be permitted in consultation with the Language advisor, particularly in conjunction with language school or study abroad.

IV. Major in Management

- A. Requirements for all Management Emphases—12 hours
 - 1. ECF 323; 415
 - 2. MGT 341, 348
- B. Emphasis in General Management—18 additional hours
 - 1. MGT 310, 420, 432
 - 2. Upper Level MGT Electives—6 hours
 - 3. One Upper Level Business Elective or UL advisor-approved elective
- C. Emphasis in Human Resource Management—18 additional hours
 - 1. ECF 431; MGT 432
 - 2. MGT 355 or 425
 - 3. One Upper Level MGT Elective
 - 4. Upper Level Business Electives—(3 or 6 hours) and UL advisor-approved elective—(3 or 0 hours) to total 6 hours
- D. Emphasis in Entrepreneurship—18 additional hours
 - 1. MGT 321, 340, 432
 - 2. Upper Level MGT Electives—6 hours
 - 3. One Upper Level Business Elective or UL advisor-approved elective
- E. Emphasis in International Management—18 additional hours
 - 1. ECF 419, 430; MGT 420
 - 2. Foreign Language (one year sequence)
 - 3. One Upper Level MGT Elective or UL advisor-approved elective

V. Major in Marketing

- A. Requirements for all Marketing Emphases—12 hours
 - 1. ECF 323, 415
 - 2. MKT 424, 440
- B. Emphasis in Advertising—18 additional hours
 - 1. COM 323 or 430
 - 2. MKT 330, 351, 419, 433
 - 3. One Upper Level Business Elective or UL advisor-approved elective
- C. Emphasis in Strategic Marketing—18 additional hours
 - 1. MKT 330, 419, 433
 - 2. One Upper Level MKT Elective
 - 3. Upper Level Business Electives—(3 or 6 hours) or from UL advisor-approved electives—(3 or 0 hours) to total 6 hours
- D. Emphasis in International Marketing—18 additional hours
 - 1. ECF 419, 430; MGT 420; MKT 433
 - 2. Foreign Language (one year sequence)

VI. Major in Politics, Philosophy, and Economics—58 hours

- A. Required major core
 - 1. ECF 211, 212, 425—9 hours
 - 2. GEO 215, 216—6 hours
 - 3. PHL 240, 346, 347, 349—12 hours

4. PSC 211, 214, 332—9 hours
5. Senior Seminar 498 in either PSC, PHL, or ECF—4 hours
- B. Elective course pool—select 18 hours with at least one from each group
 1. ECF 355, 411, 412, 430
 2. PHL 345: HON 210, 220, 320, 340
 3. PSC 318, 324, 325, 344, 360, 411
- C. PPE majors are exempt from the requirement of completing a minor and B.S.B.A. core. Choose to complete either the B.A. or B.S. core

MINORS

The McAfee School of Business Administration offers minors in Accounting, Economics, Finance, Management, Marketing, Business Administration and Management of Information Systems. A student majoring in the McAfee School may also minor in another discipline within the School. The Business major, however, may apply a maximum of 6 hours from the B.S.B.A. core toward a business minor where courses are required for both.

- I. **Minor in Accounting—18 hours**
 - A. ACC 211, 212, 313, 315
 - B. Upper Level ACC Electives
- II. **Minor in Economics—18 hours**
 - A. ECF 211, 212, 411, 412
 - B. Upper Level ECF Electives
- III. **Minor in Finance—18 hours**
 - A. ACC 211
 - B. ECF 415, 323, 326
 - C. Upper Level ECF Electives
- IV. **Minor in Management—18 hours**
 - A. MGT 318, 341, 348
 - B. Upper Level MGT Electives
 - C. MAT 114
- V. **Minor in Marketing—18 hours**
 - A. MAT 114
 - B. MKT 328, 424, 440
 - C. Upper Level MKT Electives
- VI. **Minor in Business Administration—24 hours**
 - A. ACC 211, 212
 - B. ECF 211, 212, 323
 - C. MGT 318
 - D. MGT 321 or 322
 - E. MKT 328
- VII. **Management Information Systems—18 hours**
 - A. CSC 105, 305; MGT 310; MIS 320, 325
 - B. Select one: MIS 330, MGT 326, CSC 311
 - C. Not available to the student majoring in Computer Science

TEACHER LICENSURE

The McAfee School of Business Administration offers programs leading to Tennessee teacher licensure in Business Education, Business Technology and Marketing. To receive licensure, students must complete the following:

- I. Professional Education: EDU 150, 250, 326; PSY 213, 318; SE 225; EDU 419, 433.
- II. Complete required courses for the major appropriate to the licensure area.
 - A. Business Education completes the BSBA with a major in either Accounting, Economics/Finance, Management or Marketing.
 - B. Business Technology completes the BSBA majoring in either Accounting, Economics/Finance, Management or Marketing as well as MGT 310. This endorsement is as dual licensure with Business Education.
 - C. Economics completes the BSBA with a major in Economics/Finance with an Emphasis in Economics and completes additional Social Science requirements: HIS 101, 102, 211, 212; GEO 112, and either GEO 215 or 216
 - D. Marketing completes the BSBA with a major in Marketing with any Marketing Emphasis.
- III. Completion of applicable portions of the Praxis II.
- IV. For additional information, see the Director of Teacher Education.

Assessment of Majors

Proficiency in accounting, economics, finance, management, marketing, quantitative concepts, and their integration will be assessed through the ETS business major field test. Each student pursuing a BSBA degree will take this test in MGT 445.

Demonstrated ability to assess and analyze relevant data and other pertinent information in order to identify and resolve managerial problems will be evaluated based on students' successful completion of the BSBA capstone course, MGT 445.

Students will communicate effectively, orally and in writing, as demonstrated through successful completion of the English Proficiency Exam and MGT 250.

Student Organizations

Accounting Club. This organization promotes interest in the field of Accounting. Membership is open to all Accounting majors and minors. Business leaders are invited to meet with the club to share their knowledge and expertise in Accounting. Members also tour local industries and accounting firms.

Students In Free Enterprise. SIFE is a team of students teaching the community how market economics and businesses operate. It is a partnership between higher education and business building career connections between college students and the business community. Students must be nominated by a faculty member followed by a personal interview and recommendation of interviewing committee to faculty sponsor.

Phi Beta Lambda. Membership in this national business fraternity is open to those interested in careers in business. Its goals are to promote the free enterprise system, to create a better understanding of the business world, and to explicate the resume writing and interview process through seminars and workshops.

Student Awards

The Academic Excellence Medal is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

Curtiss E. Scott Business Excellence Award. To be eligible for this award, a student must be classified as a senior School of Business Administration student with a GPA of 3.00 or better. The Phi Beta Lambda Business Fraternity nominates three students from eligible candidates. The McAfee School of Business Administration faculty select the final recipient from the nomination list.

Course Offerings in Accounting (ACC)

() Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

211. Principles of Accounting I (3) F

An introductory course including study of professional accounting, sole proprietorship, and partnerships.

212. Principles of Accounting II (3) F, S

Prerequisite: ACC 211.

A continuation of ACC 211 with an emphasis on corporations and the use of accounting in managerial decision making.

311. Cost Accounting (3) F, S—Even Years

Prerequisite: ACC 212.

A study of methods of accounting for materials, labor, and factory overhead in job order and process cost systems.

312. Managerial Accounting (3) S

Prerequisite: ACC 212.

Uses of accounting information in management decision making. Topics include budgeting, standard costing, and analyses of costs and profits.

313. Intermediate Accounting I (3) F, S

Prerequisite: ACC 212.

Intensive review of the accounting process and financial statements with emphasis on the asset section of the balance sheet.

314. Intermediate Accounting II (3) S

Prerequisite: ACC 313.

Corporation formation and changes in the equity structure after formation. Topics include long-term investments, bonds, earnings per share, and income recognition.

315. Federal Income Tax Accounting I (3) F

Prerequisite: ACC 212.

The Internal Revenue Code as it affects individual income tax returns.

319. Federal Income Tax Accounting II (3) F—Odd Years, S—Even Years

Prerequisite: ACC 315.

The Internal Revenue Code as it affects partnerships, corporations, and fiduciaries.

350. Accounting Information Systems (3) F, S—Even years

Prerequisite: ACC 212 and CSC 105.

Principles and problems of accounting system design and implementation. Organization for accounting control, internal control procedures, and internal reports. Attention given to computerized accounting systems and to traditional information flows.

410. International Accounting (3)

Accounting from an international perspective and within the context of managing multinational enterprises. Theoretical issues, major national treatments and international harmonization efforts are emphasized.

413. Auditing I (3) F

Prerequisites: ACC 313 and ACC 314 or 460.

An examination of ethics in accounting practice, internal control, auditing standards and procedures, and audit programs for various accounts.

414. Auditing II (3) F, S—Even Years

Prerequisite: ACC 413.

An advanced course in auditing, applying concepts and techniques mastered in ACC 413. Special attention is given to variations of the audit report, statistical sampling, and current topics in the profession.

450. Governmental and Not-for-Profit Accounting (3)

Prerequisite: ACC 313.

Operation of the accounting structure and financial reporting for governmental and not-for-profit entities to include colleges and universities, medical care facilities, and social service agencies.

460. Intermediate Accounting III (3) S

Prerequisite: ACC 313.

A study of the Financial Accounting Standards Board pronouncements for general accounting use. Emphasis given to the interpretation of pronouncements and applications in problem solving.

470. Advanced Accounting (3)

Prerequisite: ACC 313.

A comprehensive study of partnerships and consolidated entities.

Course Offerings In Economics/Finance (ECF)

() Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

211. Principles of Macroeconomics (3) F

160 A survey of economic theory dealing with GNP, depression, unemployment, inflation, fiscal policy, and monetary policy.

212. Principles of Microeconomics (3) F—Even years, S

A survey of economic theory dealing with prices, markets, production, distribution of goods, and allocation of resources.

323. Principles of Finance (3) F, S

Prerequisites: ACC 211, ECF 211.

Incorporation and promotion, securities, capital structures, short- and long-term financing, expansion.

326. Principles of Investments (3) S

A study of relationships of security investments to capital formation; investment policy; and the relationship of investments to the business cycle.

329. Public Finance (3) F—Odd Years

Prerequisites: ECF 211 and 212.

Theory and principles, considering taxation and expenditure policies at all levels of government. Particular attention is given to the effect of these policies on individuals and the economy.

355. Financial Institutions and Markets (3) F

An intensive review of U.S. financial institutions and financial markets.

411. Intermediate Macroeconomics (3) S

Prerequisites: ECF 211 and 212.

An advanced treatment of the demand for money, aggregate supply, aggregate demand, and economic dynamics.

412. Intermediate Microeconomics (3) F

Prerequisites: ECF 211 and 212.

An advanced treatment of price theory, utility theory, and production theory.

415. Personal Financial Management (3) F, S

An introduction to personal finance from a Christian perspective. Principle topics include taxes, investing, insurance, buying your first home, vehicles, credit and debt, and budgeting.

419. International Finance (3) F—Odd Years

Prerequisite: ECF 323 or ECF 326.

An analysis of international financial management to include exchange rates and the international monetary system valuation of foreign assets, management of foreign assets, and international money and capital markets.

425. Economic Growth and Development (3) F—Even Years

Pre/Corequisites: ECF 211, 212

Economic trajectories of developing nations. Theoretical models of development and empirical data will be used to understand economic development and policy issues between the industrialized nations and the developing world.

430. International Economics (3) F—Even Years

Prerequisites: ECF 211 and 212.

International trade and finance. Deals with United States tariff policy, foreign exchange, markets, United States foreign economic policy, and the mechanisms available for international economic cooperation.

431. Economics of Labor (3) S

Prerequisites: ECF 211 and 212.

Deals with wage theory, development of labor unions, collective bargaining, and the growth of a structure of labor law.

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Course Offerings in Management (MGT)

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

113. Introduction to Business (3) On Demand

The role and functioning of the American free enterprise system in contemporary society surveying the disciplines of accounting, economics, finance, management and marketing. Not open to students who have completed or are currently taking MGT 318 or MKT 328.

250. Managerial Communication (3) F, S

The preparation and presentation of reports for management decision making. Emphasis is upon collecting/analyzing pertinent business information and the appropriate presentations of business reports, both written and oral.

300. Seminar in Free Enterprise (1-2) F, S

Prerequisite: Consent of instructor. Junior or Senior level standing.

This course provides the structure for outreach projects originated and implemented by Students in Free Enterprise. Students will teach, learn, and practice free enterprise in order to better individuals, communities, and countries. Students may receive 2 hours of credit per semester during their first year of enrollment; 1 per semester during their second year for a maximum of 6 hours.

310. Management Information Systems (3) S

Prerequisite: MGT 318 & CSC 105.

Introduction to the applications of computer systems and their components to support the strategic goals of an organization with focus on the use of information systems for management decision making.

318. Principles of Management (3) F, S

An introduction to the management process through the functions of planning, organizing, leading, and controlling for industrial and other organizations.

321. The Legal Environment of Business (3) F, S

An introduction to the legal, practical and ethical environments in which businesses and managers operate. Topics include areas of common law affecting business constitutional law, administrative agencies, and a survey of the law of employment consumer protection, and securities regulations.

324. Commercial Law (3) F

Pre/Corequisite: MGT 321.

A survey of basic principles of law important for understanding business transactions, entity creation and operation, and including a review of contract laws and selected uniform commercial code provisions, business associations and bankruptcy law.

326. Information Systems Law (3) S—Odd Years

A survey of laws controlling, protecting or regulating the obtaining, use, transmission or ownership of computer information, technology, and computer system-related intellectual property. Topics include privacy, crime and security, intellectual property rights, and sale of software and hardware.

162 327. International Business Law (3)

An introduction to the legal environment of firms that do business globally including licensing, intellectual property rights, and labor and environmental regulations.

340. Entrepreneurship (3) F

Prerequisites: ACC 212 and either MGT 318 or MKT 328.

A course designed for students interested in the ownership/operation of a small business. Emphasis placed on the plans and procedures needed to initiate a small business.

341. Operations Management (3) F, S

Prerequisite: MGT 318 and MAT 114.

The study of operations management incorporates both theoretical and practical elements. Topics include the design, operation, and control of productive systems, demand forecasting and management, inventory timing and control, facility location, and resource assignment.

343. Sport Law (3) F

Reciprocal credit: PEWS 343.

An overview of tort and contract law as it applies to the sports industry. Investigation of case law dealing with marketing the athlete, amateur sports, sports injuries and liabilities, sex discrimination in amateur and professional sports, drug screening, and rights and responsibilities of managing the athlete.

348. Organizational Behavior (3) F, S

Prerequisite: MGT 318.

An intensive examination of the behavioral and psychological side of management. Emphasis is on theories and research in such topics as decision making, values, leader-

ship, motivation, performance appraisal, and others. The course also incorporates experimental exercises related to the topic areas.

355. Labor Relations (3)

Prerequisite: MGT 318.

An analysis of American labor history, the process and the philosophy of collective bargaining, dispute settlement, and contract administration.

420. International Management (3) S

Prerequisite: MGT 318.

This course is designed to acquaint students with geographic and cultural differences that impinge on management decision making. Both theoretical and practical aspects of management in the international environment will be presented:

425. Employment/Labor Law (3) S—Even Years

Prerequisite: MGT 318 and MGT 321 or 322.

A survey of common law, statutory and regulatory provisions pertaining to the employer-employee relationship and labor-management relations. Topics include hiring and terminating employees, discrimination, privacy, unions and the collective bargaining process, and statutory protections of workers, such as FLSA, ERISA, EPPA, social security, unemployment and workers compensation.

432. Human Resource Management (3) F

Prerequisite: MGT 318.

A study of the methods used by business firms and the public sector in recruitment, training, remuneration, and utilization of human resources.

435. Business Ethics and Social Responsibility (3) F, S

Prerequisite: Senior standing.

Development of ethical paradigms which underlie contemporary value systems. Extensive use of cases highlighting value choices and resulting consequences.

445. Business Policy (3) F, S

Prerequisite: ACC 211, 212, 310; MGT 318; MKT 328; ECF 211, 212; Senior standing in the department.

Capstone course which introduces students to the concepts of strategic management. Extensive use of case analysis.

Course Offerings in Management of Information Systems (MIS)

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

320. Business Systems Analysis and Design (3) S

Prerequisite: MGT 310.

The study of business systems, the definition of business needs and the evaluation of systems development tools. The student will learn to effectively track data from its business source; its flow, processing and storage in the computer; and the flow of useful information back to the user.

325. Business Data Management (3) F

Prerequisite: MGT 310.

Introduction to the use, design and implementation of database management systems and their contribution to business.

330. Telecommunications & Networking (3) F

Prerequisite: MIS 320.

Introduction to business telecommunications concepts and planning including network architectures and planning considerations, decentralized information processing and communications-oriented hardware.

Course Offerings in Marketing (MKT)

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

323. Public Relations (3) F

Reciprocal credit: COM 323.

See COM 323 for course description.

328. Principles of Marketing (3) F, S

Prerequisite: ECF 212.

Exploration of the role of marketing in a free enterprise system through the development, implementation, control, and evaluation of marketing strategies with emphasis on marketing models and concepts utilized in decision making.

330. Consumer Behavior (3) S

Prerequisite: MKT 328.

Analysis of individual and collective behavior patterns both inside and outside the marketplace, through the use of theoretical model building and empirical research findings. Emphasizes role of consumer research in determining short-range and long-range strategies.

340. Sport Marketing (3) S

164 Prerequisite: MKT 328. Reciprocal credit: PEWS 340.

Basic marketing concepts in the sports industry. Fundamental techniques of advertising, sales, promotion, fund-raising, and journalism will be explored in relation to sports.

341. Sport Information Management (3) S

Prerequisite: COM 120 and MKT 328. Reciprocal credit: PEWS 341.

See PEWS 341 for course description.

350. Professional Selling (3) S

Prerequisite: MKT 328.

The role of the sales professional within the marketing process. Emphasis on development of selling responsibilities, time and territory management, and interpersonal communication skills through role-plays. Includes analysis of the psychological basis of selling in both consumer and industrial markets.

351. Retail Marketing (3) F

Prerequisite: MKT 328.

Examination of the marketing mix within the retail environment. Analysis of retail strategy in merchandising, customer relations, and inventory control. Evaluation of retail site locations and store layouts.

419. Advertising (3) F, S

Prerequisite: MKT 328.

The economic and social roles of advertising in contemporary business. Emphasis on creation, implementation, and evaluation of campaigns through the analysis of creative processes, media resources, budgeting, and social responsibility. Reciprocal in Communication Arts.

424. Marketing Research (3) F

Prerequisite: MKT 328 and MAT 114.

Theories and techniques involved in marketing research. Emphasis upon research objectives and design, sample selection, instrument design, collection techniques and statistical analysis of data, computer applications, report writing for managerial use.

433. Global Marketing Management (3) F

Prerequisite: MKT 328.

Analysis of problems confronting the global marketing manager in making decisions relating to strategy, marketing research, product management, channel management, pricing, and promotional management.

440. Strategic Marketing (3) S

Prerequisite: MKT 328 and Senior Standing.

Development of analytical and decision making skills necessary to move beyond traditional marketing management. To combine the knowledge of various marketing activities as they relate to managerial functions of planning, organizing, and controlling the marketing.

Available in each departmental prefix:

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On demand

Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4) On demand

Upper-level group studies which do not appear in the regular departmental offerings.

484. Internship (3) By consent

Selected students are assigned to obtain supervised practical work experience in many area accounting firms, advertising companies, local manufacturers, the Chamber of Commerce, banks and various non-profit organizations.

486. Cooperative Education (3) By consent

Selected students are assigned to obtain supervised practical work experience at a local business for an extended period of time. Pass/Fail.

495-6-7. Independent Studies (1-4) On Demand

Individual research under the guidance of a faculty member(s).

498. Seminar (1-3) On Demand

To be used at discretion of the department.

School of Education and Human Studies

Department of Education

Dean

Thomas R. Rosebrough (1996). Dean of the School of Education and Human Studies and Professor of Education. B.A., M.A., and Ph.D., Ohio State University.

Mission Statement

The mission of the Education Department is to prepare educators of character and competence who reflect Christ as they serve and lead in their schools and communities.

Faculty

Ann Singleton (1985). Associate Professor of Special Education and Department Chair. B.S., Union University; M.Ed. and Ed.D., University of Memphis.

Michele W. Atkins (1998). Assistant Professor of Education and Director of Graduate Studies in Education, Jackson. B.S., Union University; M.Ed. and Ph.D., University of Memphis.

Anna Clifford (1991). Assistant Professor of Early Childhood Education. B.S. and M.S., University of Tennessee at Martin; Additional study, Montessori, St. Nicholas Montessori Centre, London.

Nancy M. Easley (1998). Assistant Professor and Director of Graduate Studies in Education (Germantown). B.A., Trinity University; M.Ed., Texas A & M University; Ed.D., University of Memphis.

166 **Charles A. Fowler** (1995). Assistant Professor of Education and Vice President for Development, Church Relations/Denominational Support. B.M., Union University; M.C.M., New Orleans Theological Seminary; Ph.D., Mississippi State University.

Jennifer Grove (1999). Assistant Professor of Education. B.S. and M.Ed., Mississippi State University; Ed.D., University of Memphis.

William Hedsbeth (1982). Professor of Education. A.A., Southern Baptist College; B.S.E. and M.S.E., Arkansas State University; Ed.D., University of Mississippi; Additional study, University of Missouri at Kansas City, Central Missouri State University, University of Tennessee at Martin, and Southeast Missouri State University.

Ralph Leverett (1997). Professor of Special Education and Director of the Center for Educational Practice. B.S. Middle Tennessee State University; M.A., M.S., Ph.D., Vanderbilt University.

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

Dottie Myatt (1994). Associate Professor of Education and Director of Teacher Education. B.S., Lambuth University; M.Ed., Union University; Ed.D., University of Memphis.

Kenneth Newman (2001). Associate Professor of Education Leadership. B.A., Union University; M.Ed., M.A., and Ed.D., University of Memphis.

Randy Shadburn (2002). Associate Professor of Educational Leadership. B.S., Freed-Hardeman University; M.Ed. and Ph.D., University of Mississippi.

Camille Searcy (1993). Associate Professor of Education. B.S., Lane College; M.Ed., University of Memphis; Ph.D., Southern Illinois University.

Elizabeth Vaughn-Neely (2002). Associate Professor of Education. B.A., Syracuse University; M.Ed., University of Oregon; Ph.D., Oregon State University.

Terry L. Weaver (1992). Associate Professor of Special Education. A.A., Miami Dade Junior College; B.S. and M.Ed., Florida Atlantic University; Ph.D., George Peabody College for Teachers of Vanderbilt University.

Carrie L. Whaley (1997). Assistant Professor of Education. B.A., Union University; M.C.M. and M.R.E., Southwestern Baptist Theological Seminary; Ed.D., Texas Woman's University.

MAJORS

The Education Department with the approval of the Tennessee State Department of Education offers three majors with licensure in six areas for Union University students seeking a license to teach in the public schools. The majors include: Learning Foundations, Liberal Studies, and Special Education. The Learning Foundations major offers the choice of licensure in Early Childhood Education (PreK-grade 4) or Elementary Education (Grades K-8) for teaching typically developing students. The Liberal Studies major offers licensure in Middle Grades 5-8 with built-in emphases in Natural and Social Sciences upon which the student may build further or select an additional emphasis in Language Arts or Math. The Special Education major prepares students to teach special needs youth in the areas of Early Childhood Special Education (Birth-Grade 1), Modified Special Education (K-12), and Comprehensive Special Education (K-12). Completion of the major, together with the general education core and a professional education minor, comprise the academic course requirements for a teaching degree at Union University.

I. Major in Learning Foundations (Elem. K-8 or Early Childhood Educ., PreK-4)—34-35 hours

- A. CSC 105; GEO 215 or 216; HIS 211; MAT 107
- B. PEWS 322; PHY 301
- C. PSY 318, 324; SE 225; SOC 400
- D. Elective from BIO 221 or 222; ENG 213; SPA/FRE 111, 112, 211, 213; PHL 243; CHR 244; PSC 211, 212, 214; or SOC 213

II. Major in Liberal Studies (Middle Grades 5-8)

- A. Major Requirements for all emphases—28 hours
 1. COM 311, MAT 107, PEWS 324
 2. GEO 215; PHY 310, PSY 313 & 318
 3. SE 225, SOC 400
- B. Select one emphasis—6 or 8 hours
 1. Math: MAT 111, 114—6 hours
 2. Science: BIO 221, 222—8 hours
 3. Language Arts: ENG 421, one upper-level elective—6 hours
 4. Social Studies: HIS 101, 315—6 hours

III. Major in Special Education

- A. Major Requirements for all special ed. endorsements—25 hours
 1. EDU 351, PEWS 410
 2. SE 225, 331, 332, 405, 410; SW 200
- B. Select at least one endorsement—6 or 8 hours
 1. Modified K-12: SE 340, 345—6 hours
 2. Comprehensive K-12: SE 343, 348—6 hours

3. Early Childhood PreK-1: SE 341, 342—8 hours

IV. Minor in Professional Education Tailored for Teacher Licensure

- A. Elementary K-8—49 hours
 1. EDU 150, 233, 250, 351, 352, 353, 354, 355, 356, 431
 2. ART 357, MUS 358, PEWS 359
- B. Early Childhood PreK-4—52 or 55 hours
 1. EDU 150, 233, 250, 341, 342, 351, 352, 353, 354, 355, 430
 2. PEWS 222 or Red Cross First Aid with adult, child & infant CPR
 3. PEWS 359
- C. Middle Grades 5-8—38 hours
EDU 150, 233, 250, 326, 352, 354, 355, 356, 432
- D. Special Education—32 or 35 hours
 1. EDU 150, 233, 250, 353, SE 435
 2. PEWS 222 or Red Cross First Aid with Adult, Child, Infant CPR
 3. PSY 318, 324, SOC 419

- V. Requirements for General Core and B.S. Core are tailored for initial teacher licensure. See your advisor for details.

Student Organization

The Student Tennessee Education Association is composed of students on the campus who are preparing to teach. Its purpose is to offer its members all the opportunities, responsibilities, and privileges of the National Education Association and the Tennessee Education Association and to acquaint future teachers with the history, ethics, and program of the organized teaching profession.

Student Awards

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The Academic Excellence Medal is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

The Nora Smith Barker Student Teacher of the Year Award is presented to that student who, in the judgment of the Department of Education, has demonstrated to the highest degree in both the college and preparatory school classrooms those skills and attributes commonly held to be characteristic of outstanding certified classroom teachers and who shows greatest promise of achieving this status in years to come. An award is given to one student certifying to teach Kindergarten-Grade 8; one to Grades 7-12, and one to the student certifying to teach Special Education.

Course Offerings in Education (EDU)

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

With the exceptions of EDU 150, 233, 250, and SE 225, all education and special education courses have as a prerequisite admission to the Teacher Education Program (TEP). All courses with field experience and each enhanced student teaching course require proof of liability insurance.

150. Foundations of American Education (2) F, W, S

Historical, philosophical, and sociological foundations underlying the development of American educational institutions. The role of the schools, the aims of education, and the role of state, local, and federal agencies will be emphasized. 20-hour field experience required.

233. Personal Qualities of Effective Teachers (1) F, S

An exploration of personal qualities of effective teachers through a field experience and group discussion. Pass/Fail.

250. Instructional Technology in the Classroom (2) F, W, S, Su

Prerequisite: CSC 105.

A course designed to meet state instructional technology standards. Emphasis is on computer audio, video, and optical technology as it is used in the classroom.

326. Developing Reading Skills in the Content Areas (3) F, W, S, Su

Prerequisite: TEP Admission.

Development of reading skills in content areas with emphasis on the study skills used in middle and secondary school programs. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor. Required of secondary education students.

Early Childhood Instructional Design Courses I & II (341-342) and Instructional Design Courses I-VI (351-356) focus attention on the integration of technology and other current issues, problems and practices in the field. Current issues, problems and practices that will be included are learning style preferences, inclusion, national standards, diversity, and faith and ethics. Corequisites include a 15-hour field experience at the prescribed level.

341. Early Childhood Instructional Design I (4) F

Prerequisite: PSY 324, EDU 351 and TEP Admission.

Child development theory as it relates to development of language and quantitative thinking in infants and young children. Attention is given to the problems related to delayed development and methods, appropriate assessment measures, and materials for facilitating this development.

342. Early Childhood Instructional Design II (4) S

Prerequisite: PSY 324, EDU 351 and TEP Admission

A study of art, music and drama experiences appropriate for infants and young children. Attention is given to the use of expressive arts activities as a vehicle for facilitating physical, cognitive and social development as well as for the assessment and early intervention in meeting learning objectives related to all academic disciplines.

351. Instructional Design I (4) F, S

Prerequisites: EDU 150, 233 and TEP Admission. Corequisite: EDU 352.

Design and implementation in early childhood education with attention to assessment needs of young children.

352. Instructional Design II (4) F, S

Prerequisites: EDU 150, 233 and TEP Admission. Corequisite: EDU 351.

Design and implementation of instruction in elementary school (K-8) language arts, children's literature and teacher effectiveness.

353. Instructional Design III (4) F, S

Prerequisites: EDU 351 and 352 and TEP Admission. Corequisite: EDU 354.

Design implementation of instruction in elementary school (K-8) reading and language arts.

354. Instructional Design IV (4) F, S

Prerequisites: EDU 351 and 352 and TEP Admission. Corequisite: EDU 353.

Design and implementation of instruction in elementary school (K-8) classroom management and mathematics with attention to assessment.

355. Instructional Design V (4) F, S

Prerequisite: EDU 353 and 354 and TEP Admission. Corequisite: EDU 356.

Design and implementation of instruction in elementary school (K-8) science and social studies.

356. Instructional Design VI (4) F, S

Prerequisite: EDU 353 and 354 and TEP Admission. Corequisite: EDU 355.

Design and implementation of instruction in middle school with attention to the philosophy and structure of the middle school and to issues, problems and practices involving community and teamwork.

ART 357. Instructional Design VII: Integrating Art into Classroom Instruction (2) F, S

See ART for course description.

MUS 358. Instructional Design VIII: Integrating Music into Classroom Instruction (2) F, S

See MUS for course description.

PEWS 359. Instructional Design IX: Integrating Movement into Classroom Instruction (2) F, S

See PEWS for course description.

410. Field Experience in Middle Grades (4) F, S

Prerequisite: Admission to Student Teaching. Pass/Fail.

Four weeks of fulltime, supervised student teaching in the middle grades (5-8) for candidates seeking an additional license in middle grades education.

411. Field Experience in Elementary School (4) F, S

170 Prerequisite: Admission to student teaching. Pass/Fail.

Four weeks of full time, supervised student teaching at the elementary school level for candidates seeking an additional license in an elementary education licensure area.

414. Field Experience in Early Childhood Education (4) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

Four weeks of full time, supervised student teaching at the preschool level for candidates seeking an additional license in early childhood education.

416. Field Experience in Secondary School (4) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

Four weeks of full time, supervised student teaching at the secondary school level for candidates seeking an additional license in a secondary education licensure area.

417. Teaching Art in the Secondary School (3) F

Prerequisite: EDU 326 and TEP Admission.

A materials and methods course in the teaching of art. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

418. Teaching Science in the Secondary School (3) F, S

Prerequisite: EDU 326 and TEP Admission.

A course for those who plan to teach biology, physics, or chemistry in secondary school. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

419. Teaching Business in the Secondary School (3) F

Prerequisite: EDU 326 and TEP Admission.

A materials and methods course in the teaching of general business subjects in secondary school. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

420. Teaching English in the Secondary School (3) F

Prerequisite: EDU 326 and TEP Admission.

A survey of methods and materials used in teaching English. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

421. Teaching Health and Physical Education in the Secondary School (3) F, S

Prerequisite: EDU 326 and TEP Admission.

A course to prepare the student to carry out the health and physical education program at the secondary level. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

422. Teaching Mathematics in the Secondary School (3) S

Prerequisite or corequisite: MAT 211. Prerequisite: EDU 326 and TEP Admission.

A course in methods for high school teachers of mathematics. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

423. Teaching Modern Language in the Secondary School (3) F

Prerequisite: EDU 326, TEP Admission, 6 hours of UL language credit.

A study of principles, practices, and methods of teaching modern languages in secondary school. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor in two language laboratories or an equivalent approved experience. Requires different levels of instruction in the same language or instruction in two languages.

424. Teaching Music in Secondary School (3) F

Prerequisite: EDU 326 and TEP Admission.

A methods and materials course for those who plan to teach public school music and instrumental music in middle and high school. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

425. Teaching Social Studies in Secondary School (3) F

Prerequisite: EDU 326 and TEP Admission.

A materials and methods course in the teaching of social studies. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

426. Teaching Speech and Theatre Arts (3) F

Prerequisite: EDU 326 and TEP Admission.

A materials and methods course in the teaching of speech and theatre arts. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

430. Enhanced Student Teaching/Extended Field Experience in Early Childhood (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of student teaching with full-day supervised experience working with infants and young children in early childhood settings. No other courses may be taken during the semester. Students are required to participate in regular seminars.

431. Enhanced Student Teaching in Elementary School (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of student teaching in Grades K-4 and 5-8 under supervision. In addition to full-day student teaching, students will participate in regular seminars. No other courses may be taken during the semester.

432. Enhanced Student Teaching in Middle Grades (14) F, S

Prerequisite: Admission to Student Teaching. Pass/Fail.

A semester, 15 weeks, of supervised student teaching in Grades 5-8. In addition to full day student teaching, students will participate in regular seminars. No other courses may be taken during this semester.

433. Enhanced Student Teaching in Secondary School (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of student teaching in Grades 7-8 and 9-12 under supervision. In addition to full-day student teaching, students will participate in regular seminars. No other courses may be taken during the semester.

435. Enhanced Student Teaching in Grades K-12 (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of student teaching in Grades K-6 and 7-12 under supervision. In addition to full-day student teaching, students will participate in regular seminars. No other courses may be taken during the semester.

437. Enhanced Student Teaching in Grades PreK-12 (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of supervised student teaching in Grades PreK-6 and 7-12. In addition to full-day student teaching, students will participate in regular seminars. No other courses may be taken during the semester.

Special Education (SE)

With the exception of SE 225, all special education courses have as a prerequisite, admission to the Teacher Education Program. All courses with field experience and each enhanced student teaching course require proof of liability insurance.

() Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

225. Survey of Exceptionalities (3) F, W, S, Su

Prerequisite: PSY 213.

A study of emotional, learning, and behavioral characteristics of persons with exceptionalities examined from a theoretical and experimental point of view.

320. Early Childhood Instructional Design I (4) F

Reciprocal credit: EDU 341.

See EDU 341 for course description.

321. Early Childhood Instructional Design II (4) S

Reciprocal credit: EDU 342.

See EDU 342 for course description.

331. Characteristics and Needs of Pupils with Exceptionalities I (3) S

Prerequisite: SE 225 and TEP Admission.

Trends for educational and psychological classifications, as well as the needs, the law, mainstreaming, and the emotional and behavioral characteristics with respect to individuals with exceptionalities. Includes field experience.

332. Characteristics and Needs of Pupils with Exceptionalities II (3) F

Prerequisite: SE 225 and TEP Admission.

Emotional behavioral characteristics, assessment and intervention strategies and theories are examined. Education of individuals with severe and profound handicaps are studied in relation to current trends and legislation. Includes field experience.

340. Teaching Mathematics and Science to Students with Exceptionalities (3) S

Prerequisite: SE 331 or 332, and TEP Admission.

The content, objectives, materials, and methods of mathematics and science teaching in grades K-8 with special attention given to meeting the needs of students with exceptionalities. Includes field experience.

343. Teaching Perspectives and Practices for the Severe and Profound Handicaps (3) S

Prerequisite: SE 332 and TEP Admission.

Perspectives and practices for teachers of individuals with severe and profound handicaps, including practices related to integration, communication, socialization, and transition. Personal living, vocational skills and maintenance training are included.

345. Teaching Language Arts and Social Studies to Pupils with Exceptionalities (3) F

Prerequisite: SE 331 or 332, and TEP Admission.

The content, objectives, materials, and methods of language arts and social studies teaching in grades K-8 with special attention given to meeting the needs of students with exceptionalities. Includes field experience.

348. Teaching Individuals with Severe and Profound Handicaps (3) F

Prerequisites: SE 332, 343, and TEP Admission.

Teaching and training in the curricular areas for individuals with severe and profound handicaps including special and adaptive equipment, techniques and materials, and 25 hours of field experience.

405. Educational Assessment of Students with Exceptionalities (3) S

Prerequisite: SE 331 or 332, and TEP Admission.

Terms and constructs used in describing and interpreting test results will be studied with the uses, purposes, nature, and procedures of formal and informal tests. A brief history of psychometric testing will be presented. The student will be able to transform the assessment data into programmatic guidelines for instructional objectives.

410. Behavior Management With Pupils with Exceptionalities (3) F

Prerequisite: SE 331 or 332, and TEP Admission.

Theories and techniques for managing behavior of pupils with exceptionalities. Attention is given to related practical, moral, and legal issues.

415. Field Experience in Special Education (4) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

Four weeks of full time, supervised student teaching in a special education classroom for candidates seeking an additional license in special education.

430. Student Teaching/Extended Field Experience in Early Childhood Special Education (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of student teaching with full-day supervised experience working with infants and young children with exceptionalities in early childhood education settings. No other courses may be taken during the semester. Students are required to participate in regular seminars.

435. Enhanced Student Teaching in Special Education (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of student teaching under supervision. In addition to full-day student teaching, students will participate in regular seminars. No other courses may be taken during the semester.

Available in each departmental prefix:

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

498-9. Seminar (1-4) On Demand

To be used at the discretion of the department.

Teacher Education Program

School of Education and Human Studies

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

Mission Statement

The mission of the Teacher Education Program is to prepare highly effective teachers within an environment of sensitivity, reflection, and faith; teachers who are sensitive to the diverse learning needs of their students; competent teachers who embrace reflective scholarship and a spirit of inquiry; and teachers who carefully consider their world view and integrate in their classrooms Christian values such as stewardship of the environment, belief in the dignity and worth of each individual, and grace to lead, empower, and motivate every student to enjoy learning and to continue learning for a lifetime.

Goals

On completion of the Teacher Education Program, students will have developed:

- Understanding of the growth and development of children and adolescents and sensitivity to their diverse learning needs;
- Academic competence in a broad base of general education and in a major appropriate for the licensure being sought
- Knowledge of a variety of effective teaching methods and materials which utilize skills that effectively apply content knowledge and knowledge of children and adolescents to the learning environment;
- Awareness that teachers need continuing professional growth to remain effective and desire to pursue further study;
- Knowledge of the ethical and professional responsibilities of teachers and an understanding of the teacher's role as a leader in the community;
- A desire to have a lifestyle that demonstrates Christian values.

Program Leadership

Dottie Myatt (1994). Associate Professor of Education and Director of Teacher Education. B.S., Lambuth University; M.Ed., Union University; Ed.D., University of Memphis.

Melessia Mathis (1998). Instructor of Education and Director of Clinical Experiences. B.S., University of Alabama; M.Ed., University of Memphis. Additional study, Cumberland University.

NCATE Accreditation:

The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) 2010 Massachusetts Ave., N.W., Suite 500, Washington, DC 20036; phone 202-466-7496. This accreditation covers initial teacher preparation programs and advanced educator programs.

Profile of the Teacher Education Program

To be licensed to teach in the State of Tennessee, prospective teachers must earn a bachelor's degree with a major in an academic field and meet specific competencies needed in the teaching profession.

Areas of licensure: Union offers both initial licensure and additional endorsement in the following areas:

Biology, 7-12
 Business Education, 7-12
 Business Technology, 7-12
 Chemistry, 7-12
 Early Childhood Educ., PreK-4
 Economics, 7-12
 Elementary, K-8
 English, 7-12
 English as a Second Lang., PreK-12
 French, 7-12
 Government, 7-12
 Health, K-12
 History, 7-12
 Marketing, 7-12
 Mathematics, 7-12

Middle Grades, 5-8
 Music Education:
 Vocal/General, K-12
 Instrumental, K-12
 Physical Education, K-12
 Physics, 7-12
 School Social Worker, PreK-12
 Spanish, 7-12
 Special Education:
 Modified, K-12
 Comprehensive, K-12
 Early Childhood, Birth-Grade 1
 Speech Comm., 7-12
 Theatre, K-12
 Visual Art, K-12

Admission To & Continuation In The TEP And Admission To Student Teaching

Admission to the TEP: Undergraduate students must meet the following requirements for admission to the Teacher Education Program:

1. Minimum of 24 semester hours in general education.
2. Minimum GPA of 2.5 in all course work at Union University.
3. Interview with the Teacher Education Screening Committee.
4. Field experience in education at the appropriate grade level; field experience acquired through transfer credit must be verified with a course description or syllabus indicating the total hours completed and the placement.
5. Satisfactory scores on the PPST (Reading=174, Math=173, Writing=173), **or** ACT (Composite of 22e), **or** SAT(R) (Combined score of 1020).
6. Approval of the Education Department.
7. Approval of the Teacher Education Committee.

Application to the TEP. EDU 150, Foundations of American Education, should be taken during the second semester of the freshman year or during the first semester after transfer. The application to the TEP is submitted during this course, and a 20-hour field experience in an approved setting is also completed. By completing the admission process early in the college career, a student is able to take courses that require admission to the TEP when they are offered. A student who has transferred the equivalent of EDU 150 should make application to the TEP immediately upon entrance to Union.

Continuation in the TEP. In order to remain in the TEP following admission, the student must maintain a GPA of 2.5 in all course work, in the major, and in the professional education core. A recommendation from the student's major department is required during the junior year for continuation in the TEP. As required of all graduates, the student must pass the English Proficiency Exam before accumulating 45 hours of college credit; a student transferring 45 or more hours to Union must take the examination during the first semester of attendance. Students must successfully complete assessment stages 1 and 2 of the portfolio process.

Admission to student teaching. Students must file an application in order to be admitted to student teaching before the posted deadline during the semester prior to student teaching. Applications are available in the Education Department. Other requirements for student teaching are as follows:

1. Minimum scores on all applicable portions of the Praxis II series.
2. Minimum GPA of 2.5 in all course work.
3. Minimum GPA of 2.75 in the major; some major departments require a higher minimum GPA in the major.

4. Minimum GPA of 2.75 in the professional education core.
5. Portfolio assessment stage 3 must be successfully completed.
6. Completion of the professional education core.
7. Lack no more than one course for completion of the endorsement requirements.
8. Recommendation from the major department.
9. Approval of the Dean of Students.
10. Approval of the Teacher Education Committee.

While no courses may be taken during the semester of student teaching, student teaching seminars are held on Thursday afternoon from 3:30-5:00, and **attendance is mandatory**.

Application for teacher licensure. Applications for Tennessee teacher licensure are completed during a student teaching seminar and are filed by the licensing officer with the Tennessee State Department of Education when all course work (including student teaching) is completed.

Academic Policies

Minimum GPA requirements. Minimum GPA's are listed above. Following admission to the TEP, if the GPA drops below the minimum, the student is removed from the TEP and may not take any courses that require admission to the TEP. In this case it is strongly recommended that the student repeat courses that caused the GPA to fall below the minimum required. When the GPA is at or above the minimum, the student will be submitted for readmission to the TEP.

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

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

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

Assessment of student outcomes. Students are required to submit a professional portfolio at 4 stages throughout the program. The portfolio verifies acquisition of knowledge, skills, and dispositions required by institutional, state and national standards. To be admitted to student teaching, students must also acquire passing scores on all appli-

cable portions of the Praxis II (NTE) as determined by the Tennessee State Department of Education. The NTE should be taken at least one semester prior to the beginning of student teaching to assure receipt of passing scores.

Financial Information

In addition to tuition, a fee of \$125 will be charged all students engaged in enhanced student teaching. A fee of \$35 is charged for extended field experience. This fee is used to meet part of the expenses of the cooperating teacher stipend and travel expenses incurred by the university supervisor.

A materials fee is also charged for student teaching and appropriate courses throughout the education curriculum and elsewhere in the university to cover costs directly related to the course or laboratory. Current materials fees are indicated in the "Financial Information" section of the *Catalogue*.

Programs of Study in Teacher Education

Students seeking licensure in secondary areas must complete the major in the endorsement area and the **Secondary Professional Education** consisting of EDU 150, 250, 326, Secondary methods course within the content area, 433 or 435; PSY 213, 318; SE/PSY 225.

Programs of study for each endorsement area are as follows:

Business Education 7-12: Complete the Accounting, Economics/Finance, Management, or Marketing major as outlined in the McAfee School of Business Administration section of the *Catalogue* plus the Secondary Professional Education.

Business Education 7-12 & Business Technology 7-12: Complete the Accounting, Economics/Finance, Management, or Marketing major as outlined in the McAfee School of Business Administration section of the *Catalogue*, MGT 310, plus the Secondary Professional Education.

Business Technology 7-12: Complete the Accounting, Economics/Finance, Management, or Marketing major as outlined in the McAfee School of Business Administration section of the *Catalogue*, MGT 310, plus the Secondary Professional Education. This endorsement area is offered as dual licensure with Business Education 7-12.

Biology 7-12: Complete the Biology major as outlined in the Dept. of Biology section of the *Catalogue* (including BIO 221, 222, 315, 318); PHY 213 & 214 (or 231 & 232) & PHY 112; plus the Secondary Professional Education. General/Specific Core must include CHE 111 & 112; MAT 114.

Chemistry 7-12: Complete the Chemistry major as outlined in the Dept. of Chemistry & Physics section of the *Catalogue* (including 319) plus the Secondary Professional Education. General/Specific Core must include PHY 112, 231, 232; MAT 211 & 212.

Chemistry 7-12 & Physics 7-12 dual endorsements: Complete the Chemical/Physics major (including PHY 317, 325, 498, & CHE 498) as outlined in the Dept. of Chemistry & Physics section of the *Catalogue* plus the Secondary Professional Education.

Early Childhood Educ., PreK-4: Complete the Learning Foundations major and the Professional Education tailored for licensure in Early Childhood Education PreK-4 as outlined in the Dept. of Education section of the *Catalogue*.

Economics 7-12: Complete the Economics/Finance major as outlined in the McAfee School of Business Administration section of the *Catalogue* plus the Secondary Professional Education. This program leads to dual licensure in Economics 7-12 and Basic Business/Accounting 7-12.

Elementary K-8: Complete the Learning Foundations major and the Professional Education tailored for licensure in K-8 as outlined in the Dept. of Education section of the *Catalogue*.

English 7-12: Complete the English major with either Literature or Writing concentration as outlined in the Dept. of English section of the *Catalogue*, plus the Secondary Professional Education.

English as a Second Language PreK-12: Complete the TESL major as outlined in the Dept. of Language section of the *Catalogue* plus the Secondary Professional Education including PSY 324.

French 7-12: Complete the French major, Teacher Education track, as outlined in the Dept. of Language section of the *Catalogue* plus the Secondary Professional Education.

Government 7-12: Complete the Political Science major (including PSC 313 & 325) as outlined in the Dept. of History & Political Science section of the *Catalogue* plus the Secondary Professional Education.

Health K-12: Complete the Physical Education and Health major as outlined in the Dept. of Physical Education, Wellness, and Sport section of the *Catalogue*; plus PEWS 113, 301, 322, 325, & 327; plus the Secondary Professional Education. General/Specific Core must include BIO 221 or 222; MAT 114. This program leads to dual endorsements in PEK-12 and Health K-12.

History 7-12: Complete the History major as outlined in the Dept. of History & Political Science section of the *Catalogue* plus the Secondary Professional Education. General/Specific Core must include GEO 112; 215 or 216; PSC 211.

Marketing 7-12: Complete the Marketing major as outlined in the McAfee School of Business Administration section of the *Catalogue* plus the Secondary Professional Education. This program leads to dual licensure in Marketing 7-12, Economics 7-12, and Basic Business/Accounting 7-12.

Mathematics 7-12: Complete the Mathematics major (including MAT 208, 315, and 413) as outlined in the Dept. of Mathematics and Computer Science section of the *Catalogue* plus the Secondary Professional Education.

Middle Grades 5-8: Complete the Liberal Studies Major and Professional Education tailored for licensure 5-8 as outlined in the Dept. of Education section of the *Catalogue*. 179

Music Education, Instrumental K-12: Complete the Bachelor of Music degree core with emphasis in Music Education, Track for Instrumental/Band Instructor as outlined in the Dept. of Music section of the *Catalogue* plus the Secondary Professional Education.

Music Education, Vocal/General Music K-12: Complete the Bachelor of Music degree core with emphasis in Music Education, Track for General/Choral Instruction as outlined in the Dept. of Music section of the *Catalogue* plus the Secondary Professional Education.

Physical Education K-12: Complete the major in Physical Education and Health as outlined in the Dept. of Physical Education, Wellness, and Sport section of the *Catalogue* plus the Secondary Professional Education. General/Specific Core must include BIO 221 or 222; MAT 114.

Physics 7-12: Complete the Physics major as outlined in the Dept. of Chemistry & Physics section of the *Catalogue* plus the Secondary Professional Education.

School Social Worker, PreK-12: Complete the major in Social Work and the prescribed Human Studies minor outlined in the Social Work section of the *Catalogue*.

Spanish 7-12: Complete the Spanish major, Teacher Education track, as outlined in the Dept. of Language section of the *Catalogue* plus the Secondary Professional Education.

Special Education Comprehensive K-12: Complete the major in Special Education, the Comprehensive K-12 emphasis, and the Professional Education tailored for licensure in Special Education as outlined in the Dept. of Education section of the *Catalogue*.

Special Education Early Childhood PreK-Grade 1: Complete the major in Special Education, the Early Childhood PreK-Grade 1 emphasis, and the Professional Education tailored for licensure in Special Education as outlined in the Dept. of Education section of the *Catalogue*.

Special Education Modified K-12: Complete the major in Special Education, the Modified K-12 emphasis, and the Professional Education tailored for licensure in Special Education as outlined in the Dept. of Education section of the *Catalogue*.

Speech Communication 7-12 & Theater K-12 dual endorsements: Complete the Theatre & Speech major with the Teacher Licensure emphasis as outlined in the Dept. of Communication Arts section of the *Catalogue* plus the Secondary Professional Education.

Visual Art K-12: Complete the major in Art as outlined in the Dept. of Art section in the *Catalogue* (include 216, 242, 311, 323; 2 areas in the secondary concentration may be used to facilitate this requirement): ART 325; plus the Secondary Professional Education.

Additional endorsement: Courses required for additional endorsement(s) total roughly the equivalent of a minor but include specified courses to meet the knowledge and skills as determined by the Tennessee State Department of Education. Lists of add-on requirements are available through the Director of Teacher Education.

Student Services/General Information

Academic advisor. Students are assigned an academic advisor within the major department. For example, the student seeking to teach English will pursue an English major and therefore be assigned to a member of the English Dept. as advisor.

Practicum/Student teaching supervision. Students enrolled in practicum experiences and student teaching are assigned a university supervisor who observes the student regularly in the teaching environment and provides feedback regarding strengths and areas that need strengthening. Weekly meetings are held with the student teacher and the university supervisor.

Director of Teacher Education. The Director of Teacher Education is available during regular office hours to answer questions regarding programs of study, testing requirements, teacher licensure, employment opportunities, and other topics related to the TEP. The student is responsible for scheduling an appointment with the Director of Teacher Education for a Graduation Audit during both the junior and senior years to assure completion of requirements for graduation and licensure.

Director of Clinical Experiences. The Director of Clinical Experiences is responsible for placement of all field experiences including observations, practica, and student teaching.

Department of Physical Education, Wellness, and Sport

School of Education and Human Studies

Faculty

Linn M. Stranak (1980). University Professor of Physical Education and Department Chair. B.S., Union University; M.S., University of Kentucky; D.A., Middle Tennessee State University. Additional study, United States Sports Academy.

David Blackstock (1973). Professor of Physical Education and Director of Athletics. B.S., Union University; M.Ed., University of Memphis; Ed.D., University of Southern Mississippi.

Mark Campbell (1996). Instructor of Physical Education. B.S., David Lipscomb University; M.Ed., Union University.

Gary Johnson (1994). Assistant Professor of Physical Education. B.S., Union University; M.S., University of Memphis; Additional study, University of Memphis and Middle Tennessee State University.

Cliff Pawley (2001). Instructor of Athletic Training and Clinical Program Director. B.S., Southern Illinois University; M.S., University of Louisiana, Monroe.

Julie Powell (1995). Instructor of Sport Management. B.S. and M.Ed., Union University.

Andy Rushing (1988). Assistant Professor of Physical Education. B.S., Union University; M.S., University of Memphis. Additional study, United States Sports Academy.

Robert Stiegmann (1997). Assistant Professor of Athletic Training. B.A., University of Missouri; M.Ed., University of Mississippi; Additional Study, Middle Tennessee State University.

Ralph Turner (1994). Instructor of Physical Education. B.S., David Lipscomb University; M.S., Tennessee State University.

Sandra Williams (1983). Associate Professor of Physical Education. B.S., Union University; M.S., University of Tennessee at Knoxville; M.R.E., Southern Baptist Theological Seminary.

The Department believes physical education to be that part of the total educational program which adds its unique contribution through the medium of activity or movement. The Department emphasizes the acquisition of motor skills as of value for lifetime physical recreation activities, the development of socially desirable habits and attitudes, and knowledge, which contribute to the overall aims of education.

Aims of the Department are: to develop physical skills for lifetime use; to develop scientific knowledge and attitudes for optimum development of health through fitness; to cultivate socially desirable characteristics; to offer wholesome recreation; to develop ideals; to prepare teacher coaches, physical educators, athletic trainers, and sport managers for many career channels; and to develop the total person through physical activity.

More specifically, the Department has as its center the philosophy to develop a greater quality of life for all people. To ensure this, the faculty stress leadership and communication through each program affected. Growth and development of the individual as exposed to activity should occur. Another significant aspect of education enveloped by

the department is meaningful use of leisure under the concept of wellness. Prescription programs are emphasized in exercise/wellness. Education of sport management students includes moral and ethical responsibility in the business of sport.

Education of athletic trainers includes preventive measures and rehabilitation techniques (care) of athletic injuries. The program is taught with an extensive clinical requirement. Upon graduation with the Bachelor of Science and the Athletic Training major, the student is eligible to sit for the NATABOC, athletic training certification examination.

Knowing education is a continuous process, the program should create and maintain an environment through movement experiences where values clarification and experiential learning occur; leadership develops; a serving attitude, lifestyle, and commitment are fostered; and problem-solving opportunities exist.

MAJORS

The Department offers majors in Physical Education leading to Tennessee Teacher Licensure, Athletic Training, Exercise Science/Wellness under Sports Medicine; and Sport Marketing and Sport Communication under Sport Management. The Physical Education Major requires the completion of the Professional Education Minor as noted below. Athletic Training, Sports Medicine and Sport Management are exempt from the requirement for a minor. The Department of PEWS, with the Department of Christian Studies, also offers a major in Christian Ministries/Recreation.

I. Major in Physical Education and Health with Teacher Licensure in PE (Grades K-12)

- A. Major requirements—33 hours
 1. Select one of: PEWS 103, 105, or 203.
 2. Select one of: PEWS 104, 110, 111, 119.
 3. Required Courses: PEWS 120, 130, 201, 222, 316, 324, 350, 410, 414, 415, 416, 419.
- B. Professional Education: EDU 150, 250, 326, 421, 435; PSY 213, 318; SE 225.
- C. Completion of applicable portions of the Praxis II series.
- E. For additional information, see the Director of Teacher Education.

If licensure is not desired in this major, see Department Chair or Registrar for approval of program.

II. Major in Sports Medicine

- A. General and B.S. Specific Core Science requirements for both emphases
 1. BIO 221, 222
 2. BIO 322, CHE 111 and PHY 213 are recommended.
- B. Exercise Science Emphasis—51 hours
 1. Core: PEWS 113, 222, 240, 301, 318, 343, 410, 414, 415, 416; PSY 328, 330—36 hours
 2. Emphasis requirements—15 hours
 - a. Select 3 courses from: PEWS 103, 104, 106, 107, 110, 111, 119.
 - b. PEWS 435, 461; SOC 321
- C. Recommended electives toward fitness management or corporate fitness director may be completed in addition to an emphasis: PEWS 342, 419; ECF 323; MGT 318; MKT 328, 350.

III. Major in Athletic Training—64 hours

- A. PEWS 113, 218, 222, 240, 343, 414, 415, 416
- B. AT 265, 275; PSY 330
- C. AT 360, 361, 370, 450, 455, 460

- D. AT 365, 375, 465, 475
- E. General/B.S. Core requirements: BIO 221-2; BIO 322; CHE 105 or 111; PHY 213.

IV. Major in Sport Management—51 hours

- A. Core for all majors—PEWS 201, 343, 419, 421, 435 (6 hours); ACC 211; ECF 323; MGT 250, 318, 348; MKT 328; COM 120 or 323—39 hours
- B. Sport Marketing Emphasis—12 hours
 - 1. PEWS/MKT 340, 425
 - 2. MKT 330, 433
- C. Sport Communication Emphasis—12 hours
 - 1. PEWS/MKT 341; COM 360; PEWS/COM 205
 - 2. COM 220 or 230
- D. Sport Ministry Emphasis, with modified core—54 hours
 - 1. Major core (A., above) modifications
 - a. Substitute CHR 113, 231, 243, and 333 for ACC 211 and ECF 323.
 - b. COM 120 and 323 are both required.
 - c. PEWS 435 must be taken for a minimum of 4 hours
 - 2. Required: PEWS 251, 300, and 400
 - 3. Choose one: PEWS 231, 250, 317, 331, 425

MINORS

The Department offers minors in Physical Education, Health Education, and Athletic Coaching. The Department with the Department of Christian Studies offers the minor in Christian Ministries/Recreation. Some minors are noted to satisfy an add-on endorsement to a valid Tennessee Teacher License; check with the Director of Teacher Education for additional information.

I. Minor in Physical Education—21 hours

- A. PEWS 201, 222, 414, 416, 419—15 hours.
- B. Select 6 Electives from PEWS courses.

II. Minor in Physical Education (add-on teaching endorsement, PE Grades K-12)—23 hours

- A. PEWS 120, 130, 201, 222, 316, 410, 414, 416, 419.
- B. BIO 221 or 222; EDU 421.
- C. Completion of applicable portions of the Praxis II series.
- D. For additional information, see the Director of Teacher Education.

III. Athletic Coaching—21 hours

- A. Open only to non-PEWS majors.
- B. PEWS 218, 414, 415, 419, 421.
- C. Choose 6 hours from PEWS 351, 352, 353, 354.

IV. Health Education—21 hours: PEWS 113, 222, 301, 322, 324, 325, 327.

V. Health Education (add-on teaching endorsement, Health Grades K-12)—21 hours.

- A. PEWS 113, 222, 301, 322, 324, 325, 327
- B. BIO 221 or 222; PSY 318; SE 225; EDU 421.
- C. Completion of applicable portions of the Praxis II series.
- D. For additional information, see the Director of Teacher Education.

Mission Statement

The Department of Physical Education, Wellness, and Sport hopes to instill in its student majors a lifetime desire to help others gain in total health through the medium of human movement. Curriculum is designed accordingly.

For the entire student body, our task is to introduce them to knowledge and skills in order to develop a healthy lifestyle for optimum living.

Assessment of Majors

Physical Education majors are required to take a written exit examination the semester prior to or during the semester of graduation. This will consist of an equivalent form exam with questions furnished by all members of the department according to their area of emphasis. The exit exam is a general, broad-based test, covering the major areas of professional preparation and requiring a minimal mastery level of 70% correctness.

Student Organization

Sigma Delta is an academic fraternity that desires to improve scholarship and professional development among physical education students. Membership is open to any student attending Union who is seeking a degree (major or minor) in physical education or related field. To be eligible, a student must have completed at least one semester of college work with a 2.75 overall GPA and 3.25 in physical education.

Student Awards

The **Academic Excellence Medal** is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

The **Fred DeLay Memorial Award** has been established by the late Mr. DeLay in memory of his father and is presented to the honor athlete of the Senior Class. The recipient of this award must be, in addition to being the outstanding athlete, a person of high academic standing, unquestionable loyalty, and good character. The late Mr. Fred DeLay was Head of Athletics at Union University from 1937 to 1945 and again in 1948 to 1949.

184 Course Offerings in Physical Education, Wellness, and Sport (PEWS)

() Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

100. Fitness for Health (1) F, W, S

The effects of good personal fitness on each individual, of fitness training on the various systems of the body and how the body responds to exercise will be areas of emphasis. Includes lecture and selected physical activities which are designed to aid each student in achieving a greater degree of total body fitness.

*103. Beginning Swimming (1) F, S

A course to equip the non-swimmer with basic water safety skills and knowledge in order to make him/her reasonably safe while in, on, or about water.

*104. Racquetball (1) F, W, S

Beginning skills, rules and strategy. A life-time sport that will focus on health development through vigorous activity.

*105. Intermediate Swimming (1) F, S

Prerequisite: PEWS 103.

For deep-water swimmers to familiarize the student with safety rules, and skills, recreational possibilities, and physiological benefits of swimming. Emphasis is on mastery of basic strokes necessary to be a safe and competent swimmer.

*106. Tennis (1) F, S

*107. Bowling (1) W

Introduction to the rules, techniques, scoring, and etiquette of bowling.

110. Volleyball (1) W**111. Badminton (1) F, W****113. Elementary Nutrition (3) S**

Elementary principles of nutrition and their application to the individual and the family.

***115. Snow Skiing (1) W**

An introduction to skills, proper dress, safety, and conditioning techniques; application of skills learned through a week-long field trip.

***116. Canoe and White Water Rafting (1) S**

An introduction to canoeing and white water rafting to develop skills, enhance the enjoyment of both sports, and provide proper instruction in the areas of safety.

***117-27. Karate I (1) F, S and Karate II (1) S**

Blocks, kicks, strikes, and punches and necessary stances for their execution will be taught to develop skill, strength, and general health. Instruction will be primarily by demonstration.

119. Archery (1) W*120. Team Sports (1) F**

Fundamental skills, rules, techniques, and strategy of team sports.

121. Golf (1) F

The fundamentals of golf: basic strokes, strategies, rules, and etiquette as taught for skill development and health values. Instruction primarily by demonstration.

122. Weight Training (1) S

An introduction to the basics of weight training as a method of gaining strength. Includes proper techniques, safety, benefits and risks. Taught by demonstration and participation.

125. Scuba Diving (1) S

An introduction to open water scuba diving and snorkeling including safety procedures, technique, and equipment use and care. Scuba certification is possible upon completion.

126. Advanced Tennis (1) F

An advanced level course designed to teach advanced skills and techniques for tennis as taught through conditioning, drills and match play.

130. Individual-Dual Sports (1) S

Fundamental skills, rules, techniques and strategy of individual-dual activities to include bowling, wallyball, golf, horseshoes, table tennis, gymnastics stunts and tumbling, and wrestling.

201. Introduction to Physical Education and Sport (3) S

The historical background, general scope, principles, philosophy, and objectives of health and physical education in its relationship to education as a whole.

***203. Lifeguard Training (1) S**

A course to provide the strong swimmer with the knowledge and skills designed to save his/her own life or the life of another in the event of emergency.

205. Sport Journalism (3)

An overview of the industry, including the history of event coverage of print and electronic media. Topics to include fundamentals of sport coverage, broadcast rights and contracts and their effects on revenue stream, analysis of great broadcasters. Reciprocal with COM.

218. Athletic Injuries (3) F, W

Theory and practice in treating the more common injuries in physical education and athletic activities. Attention will be given to massage; bandaging; treatment of sprains, bruises, and wounds; diet; and conditioning of athletes. Experience in the training room will be given.

222. First Aid (3) F, W, S, Su

An in-depth study into the nature of injury and the immediate care required of the First Aid. Bandaging and cardio-pulmonary resuscitation will be studied carefully as well as all general First Aid practices. Students completing the course will be awarded the National Safety Council Green Cross Certificate.

230. Outdoor Education and Hunter Safety (3) S

An introduction to outdoor activities: camping, hunting, backpacking, field safety, survival, wildlife management, conservation. Includes outdoor exercises, such as skeet shooting, compass reading, archery, and rifle range. Stresses outdoor ethics and responsibility. The Tennessee Hunter Safety program is included; upon completion, the student will receive state certification.

231. Camping and Outdoor Recreation (3) S—Odd Years

A course preparing students to lead in outdoor recreation activities; campcraft skills, safety, and techniques will be taught for the beginning camper as well.

240. Introduction to Sports Medicine (3) F

An introduction to sports medicine with emphasis on the global approach to sports medicine and contemporary topics. Special attention will be given to the basis of sports medicine, physiology of activity.

250. Introduction to Recreation (3) S

A foundations course in recreation, introducing students to the nature and philosophy of recreation. A major part or project will be a study of Southern Baptist literature from the Church Recreation Department. General programs of recreation will be studied.

251. Recreational Sports and Games (3) F

High and low organizational games classified according to age levels for playground and recreation. Special activities and recreation for large groups, drama, indoor/outdoor games, songleading, storytelling, and mixers for the first half of the semester. Includes an on-campus practicum.

300. Sport Sociology (3) S—Even Years

Reciprocal credit: SOC 300.
See SOC 300 for course description.

301. Drug Education (3) W, Su

Psycho-social, medical, legal, and health aspects of drugs and their abuse, plus a current analysis of the problem in our society.

316. Physical Education in the Elementary Schools (3) F, W, Su

Techniques of teaching and curriculum planning including selection of materials suitable for different age levels in Grades 1-8. Movement Education concepts are stressed.

317. Organization and Administration of Intramural/Recreation Sports (3) F

Planning, organizing, and directing a coordinated program of recreation within a school. Attention is given to units, time, activities, points, awards, rules, finances, publicity, co-recreation, and administrative problems.

319. Officiating Major and Minor Sports (2) S—Even Years

Techniques and mechanics of officiating and interpreting the official rules of major sports. This course will prepare you for membership in local and state officials' associations.

322. School Health Education (3) F—Odd Years, Su

Aims, methods, and materials for teaching health in Grades 1-12. Includes the study of human relations in mental hygiene, family relations, and community relations.

324. Personal Hygiene (3) F, S, Su

A broad introductory health course focusing on the care of the body health-wise looking at fitness, drugs, nutrition, diet and weight control, disease control and treatment, along with structure and function.

325. Problems in Family Health (3) S—Odd Years

An opportunity for the student to participate in individual or group study in specialized problems identified in family health.

327. Environmental and Community Health (3) S—Even Years

Problems of sanitation, water supply, waste disposal, insect and rodent control, sanitary control of milk and foods, school and restaurant sanitation, and inspection services. Emphasis is on problems in house heating, ventilation, lighting, and other community health problems.

331. Methods and Materials for Recreation Leaders (3) F—As Needed

Practical methods and resources for recreation practitioners. Attention will be given to conducting recreational programs, creativity, and a variety of recreation projects.

340. Sport Marketing (3) S

Prerequisite: MKT 328. Reciprocal credit: MKT 340.

Basic marketing concepts in the sports industry. Fundamental techniques of advertising, sales, promotion, fund-raising, and journalism will be explored in relation to sports.

341. Sport Information Management (3) F

Prerequisite: MGT 318 and MAT 114. Reciprocal credit: MKT 341.

The study of operations management incorporates both theoretical and practical elements. Topics include the design, operation, and control of productive systems, demand forecasting and management, inventory timing and control, facility location, and resource assignment.

342. Facilities and Equipment Management in Physical Education and Sport (3) F alternate years

Planning of areas and facilities related to physical education, recreation, and athletics. The course addresses topics related to selecting, purchasing, and maintaining equipment.

343. Sport Law (3) F

Reciprocal credit: MGT 343.

See MGT 343 for course description.

***350. Rhythms (2) S**

A practical activity course to instruct the student in modern methods of movement education through the use of rhythmical activities.

351. Coaching Football (2) F—Odd Years

Modern techniques of coaching and training in the sport of football.

352. Coaching Basketball (2) F—Even Years

Theory and practice in the fundamentals of men's and women's basketball designed to benefit teachers going into the coaching field.

353. Coaching Baseball (2) S—Odd Years

Modern techniques of coaching and training in the sport of baseball.

354. Coaching Volleyball and Softball (2) Even Years

This course is designed to acquaint students with the fundamentals and strategy utilized in coaching the sports of volleyball and softball and to benefit teachers going into the coaching field and others planning a career in recreation/church recreation.

359. Instructional Design IX: Integrating Movement into Classroom Instruction (2) S

Design and implementation of instruction in elementary school physical education with attention to curriculum content and current problems and practices in the field including physical intelligence, movement education, rhythms, motor learning, personal health and safety and first aid, national standards, inclusion, diversity, integration with other subjects, faith and ethics.

400. Ethics in Sport (3)

A study of the development of a code of ethics in sport management including the effect of relativism and rationalism on ethical behavior, personal moral development levels, and the effects of personal ethics on organizational responsibility. Reciprocal with CHR.

410. Adaptive Physical Education (3) S

A course to acquaint the student with physical education techniques and procedures involved in teaching typical and atypical students.

411. Practicum: Adaptive Physical Education (4) F, S

A course designed to provide prospective teachers of Adaptive Physical Education experiences in working with special populations. A minimum of 140 clock hours, to include orientation, seminars, and other duties deemed necessary by supervisor is required.

414. Kinesiology (3) F

Prerequisite: BIO 221 or 222.

A study of the human musculature and the body's structural relationship to exercise and skilled motor performances.

415. Physiology of Exercise (3) S

Prerequisite: BIO 221 or 222.

Physiological changes which occur during and after physical activity including circulatory, respiratory, endocrine, and nervous systematic adjustments.

416. Tests and Measurements in Health and Physical Education (3) F

A course to acquaint the prospective teacher with basic statistical procedures, use of standardized tests, norms, screening tests, grading procedures, and test construction for skills and lecture materials pertaining to health and physical education. MAT 114 recommended before taking this course.

419. Organization and Administration of Physical Education and Sport (3) F

Administrative problems in a department of physical education in the city school system, rural districts, elementary and high schools and colleges.

421. Sport Psychology (3) S—Even Years

Prerequisite: PSY 213. Reciprocal credit: PSY 422.

Applying basic psychological principles to coaching situations. Designed to aid coaches in motivation, communication, and coaching methods other than skills development.

425. Current Issues in Sport (3)

Contemporary trends and controversial issues in sport with an emphasis on finance, management, ethics, sociology, marketing and legal issues. Includes an ongoing review of sport business journals and publications as well as event coverage.

431. Church Ministry Internship/Field Experience (3) As Needed

A full semester in a local church recreation program, YMCA or FCA. The student will direct a lock-in, organize a day camp program, survey for recreation needs, conduct a special recreation day, etc. The student will keep a log of his/her activity, write a major paper and spend 6 hours per week on site.

435. Intern (1-6) F, W, S, Su

Internship opportunities under appropriate supervision for a specified time, with specific requirements determined by the department supervisor(s). 35 hours internship experience (minimum of 140 hours) required for each hour of credit. Prerequisite: Junior standing and consent of the department.

461. Exercise Testing and Prescription (3) S

Prerequisite: PEWS 415, 416.

A study of the controlled use of exercise to evaluate the fitness level, especially the cardiovascular function of persons, specifically those in middle and older age groups. Emphasis will be placed on the scientific basis of recommending exercise programs as a prevention of heart disease. Concepts of exercise testing and prescription will follow the guidelines of the American College of Sports Medicine.

* Physical Activity Courses applicable to the General Core Curriculum

Athletic Training Major and Program**Mission Statement**

The mission of the Athletic Training Education Program is to prepare highly effective Athletic Training professionals within an environment of medical science and Christian faith. In accordance with Tennessee state code an Athletic Trainer is a person, who upon the advice, consent and oral or written prescriptions or referrals of a physician carries out the practice of prevention, recognition, evaluation, management, disposition, treatment, or rehabilitation of athletic injuries. By providing a quality didactic and clinical education experience to our students, we will prepare them for advanced education or an entry level career in athletic training.

Admission to the Athletic Training Education Program (ATEP)

Applicants must apply for program entrance by **April 1** before the Fall Semester they anticipate entering the ATEP and AT 360. Each must meet minimum criteria described below. Program size is limited by the Committee on Accreditation of Allied Health Education Programs (CAAHEP) standards; consequently, admission is competitive in nature. Union University makes every effort to accommodate applicants with disabilities. Technical standards have been established for the profession of Athletic Training and are published in the Union University *Student Trainer Handbook*. The applicant's ability to meet these standards will be evaluated as part of the Health History and Physical Examination described in item five below.

1. Admission to Union University.
2. PEWS 218 & 240 with a 3.0 average.
3. AT 265 & 275 with a 2.5 average. Students may meet this requirement with 300 hours AT Experience with high risk sport supervised by a certified AT in the year preceding program application. Requires demonstration of formal instruction and clinical experience in the basic clinical proficiencies as covered in AT 265 & 275 and documentation by the supervising AT.
4. Cumulative GPA of 2.5.
5. Fully completed program application form and ATEP Health History & Physical Examination Form. Documentation of immunizations must include a tetanus booster within the past 10 years, an acceptable Hepatitis B titer, and evidence of Rubella immunization. Documentation of a negative screen for tuberculosis within the past 12 months is also required. Both forms are available from and submitted to the ATEP Director.
6. CPR certification (Professional Rescuer) must be maintained throughout the ATEP.
7. Participation in AT clinicals requires proof of liability insurance.

Applicants meeting the above minimum criteria may be invited for personal interview whereby the student will become acquainted with the ATEP. The interview Committee will be given opportunity to evaluate the student's potential for athletic training education in further consideration of their admission to the program.

Course Offerings in Athletic Training (AT)

() Hours credit; F–Fall; W–Winter; S–Spring; Su–Summer

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265. Athletic Training Clinical I (3) F

Pre/Corequisite: PEWS 218, 222, 240.

Includes further instruction in first aid and basic athletic training concepts, introduction to athletic training room environment, begins development of skills in working with acute athletic injuries. Includes skill evaluation from PEWS 218 and 222 as well as new material presented in this course.

275. Athletic Training Clinical II (3) S

Pre/Corequisite: PEWS 218, 222, 240; AT 360.

Primarily laboratory based instruction covering the hands-on psychomotor skills presented in AT 360. Students will be evaluated on their ability to apply knowledge gained in 360 as well as new material presented in this course.

350. Administration of Athletic Training Program (3) S

An overview of managerial skills necessary for an effective Athletic Training program including record keeping, group organization and recruitment, athletic training room design, scheduling and insurance procedures.

360. Advanced Athletic Injuries I: Therapeutic Modalities (3) F

Prerequisite: PEWS 218.

A detailed study of the therapeutic modalities normally utilized by athletic trainers to treat sports-related injuries. Students will be exposed to a wide variety of clinical techniques utilized by sports medicine. Students will be required to demonstrate both practical and theoretical knowledge of these modalities.

361. Upper Body Evaluation and Treatment in Athletic Training (3) F

Prerequisite: PEWS 218, 414, BIO 221.

A study of the signs, symptoms, and mechanics of sports injuries, and current methods of treatment for these injuries.

365. Athletic Training Clinical III (3) F

Pre/Corequisites: PEWS 218, 222, 240; AT 360, 361.

Primarily laboratory based instruction covering the hands-on psychomotor skills presented in AT 361. Students will be evaluated on their ability to apply knowledge gained in 361 as well as new material presented in this course.

370. Lower Body Evaluations & Treatment in Athletic Training (3) S

Prerequisite: AT 361.

Advanced training for the care of common athletic injuries of the lower body.

375. Athletic Training Clinical IV (3) S

Prerequisites: AT 365, 370.

Further instruction in lower body evaluations and therapeutic modalities. Includes skill evaluation as taught in course and in AT 360, 370.

455. General Medicine & Pharmacology in Athletic Training (4) S

Integrates pharmacologic applications, organized by body systems, with general medical conditions and disabilities of those involved in physical activity.

465. Athletic Training Clinical V (3) F

Further instruction in exercise rehabilitation techniques and AT management. Includes skill evaluation as taught in course and in AT 450, 460. Includes off campus clinical to develop skills in working with athletic injuries.

475. Athletic Training Clinical VI (3) S

Prerequisites: AT 455, 465.

Further instruction in pharmacology and general medical conditions. Includes skill evaluation as taught in course and in AT 455.

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Available in each departmental prefix.

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-3) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

498-9. Seminar (1-3) On Demand

To be used at the discretion of the department.

Department of Psychology

School of Education and Human Studies

Faculty

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

Jinni Leigh Blalack (1991). Associate Professor of Psychology. B.S., Union University; M.A., Middle Tennessee State University; additional study, Tennessee State University.

Paul Deschenes (2000). Assistant Professor of Psychology and Director of Counseling Services. B.A., University of Florida; Psy.D., Rosemead School of Psychology.

Joanne Stephenson (1988). Associate Professor of Psychology. B.S. and M.S., University of Tennessee at Martin; Ed.D., University of Memphis.

David Vickery (1981). Professor of Psychology. B.A., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Georgia.

Statement of Mission

Committed to academic excellence and development of the whole person, the Department of Psychology strives to challenge and support students in developing a better understanding of human relations and individual adjustment by applying concepts to their personal living. Within a Christian context, the psychology major gives students the preparation for graduate study and the foundation for effective interaction with others in a variety of career settings.

I. Major in Psychology—30 hours

Psychology 213, 311, 410 and 412 are required of all majors.

II. Minor in Psychology—21 hours

Psychology 213 and 410 are required of all minors.

Student Awards

The **Academic Excellence Medal** is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

Student Organization

The **Psychology Club** is open to all students. Its purpose is to provide information regarding various graduate programs and job opportunities for Psychology majors and minors; to provide information about and encourage the reading of current writings in the field; to encourage association among Psychology students that will strengthen the Department; to promote scholastic achievement in Psychology; and to provide information to students who want to learn more about the Psychology major.

Psi Chi is the National Honor Society in Psychology founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to majors who have completed 3 semesters including 9 semester hours in PSY courses with a CUM GPA of 3.0 and PSY GPA of 3.5.

Course Offerings in Psychology (PSY)

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

213. Introduction to Psychology (3) F, W, S, Su

A survey of the various areas included in the field of psychology, using the bio-social and scientific approaches to understanding behavior.

219. Developmental Psychology (3) W, S

Prerequisite: PSY 213.

Human development from the prenatal stage through older adulthood. Emphasis is placed on emotional, social, physical, motor, and psychological development of the individual.

220. Adult Psychology (1) As Needed

Prerequisite: PSY 213.

Developmental processes in adulthood, designed for students who have had Child Psychology or Adolescent Psychology.

*225. Survey of Exceptionalities (3) F, W, S, Su

See SE 225 for course description.

311. Statistics for the Behavioral Sciences (3) F, S

Prerequisite: PSY 213. Recommended: MAT 114 .

Basic statistical measures and concepts necessary to understand psychological literature, with emphasis upon the application of statistics to the behavioral sciences with emphasis on experimental design.

312. Industrial Psychology (3) F

Prerequisite: PSY 213.

An overview of psychology in the work place, relating to motivation, personnel selection and training, leadership styles, and human relations.

313. Adolescent Psychology (3) S

Prerequisite: PSY 213.

A study of the individual during adolescent years with emphasis on the development of self-identity and the problems faced by the American adolescent.

315. History of Psychology (3) As Needed

Prerequisite: PSY 213.

The development of psychology from its early beginnings to the present with emphasis upon the various schools of psychology and contributions of outstanding individuals.

316. Behavioral and Cognitive Theories of Learning (3) F, S

Prerequisite: PSY 213.

Prominent theories of learning in the context in which they were originated, their influence upon contemporary psychological thought, and their present applications.

317. Abnormal Psychology (3) F, S

Prerequisite: PSY 213.

Causes and types of abnormal phenomena, mental hygiene, and therapeutic methods.

318. Psychological Foundations of Education (3) F, S

Prerequisite: PSY 213.

Applying psychological principles to education. Learning, motivation, human growth and development are emphasized.

323. Theories of Personality (3) F

Prerequisite: PSY 213.

An introduction to the various theoretical positions regarding the development of personality placed in a general context of psychological theory and related to the psychological adjustment of the individual.

324. Child Growth and Development (3) F, S

Prerequisite: PSY 213.

Physical, cognitive, social and emotional growth of children from the prenatal period through adolescence. Emphasis on the major theories of development, the significance of these theories and issues for teachers and other professionals who work with children.

328. Physiological Psychology (3) S

Prerequisite: PSY 213.

The physiological bases of behavior with emphasis upon the neural substrates and biochemical bases of behavior, the sensory functioning and response capabilities of the organism and the genetic determinants of behavior.

330. Health Psychology (3) S

Stress, its effects and how to deal with it will be studied from a conceptual and application basis. Related topics include smoking, obesity, hypertension, headaches, insomnia, type A behavior, gastrointestinal disorders, cancer, and diabetes.

410. Advanced General Psychology (3) F, S

Prerequisite: 15 hours of PSY.

An extensive and in-depth study of the field of psychology, emphasizing current research, issues in the field, and methodology that psychology as a science uses. In-depth coverage of the major areas of psychology. Serves as the exit course in the assessment procedure for graduating majors.

412. Experimental Psychology (3) F, S

Prerequisite: PSY 213.

Theoretical and practical aspects of experimental psychology with emphasis on experimental designs and results, practical applications of theoretical concepts and principles using individual and class projects, research techniques, written reports of projects, and journals readings.

413. Psychological Measurement and Assessment (3) S

Prerequisite: PSY 213. Suggested: PSY 311 & 317.

Methods of evaluation of individuals, including Exceptionalities, and the nature of administration and interpretation of intelligence, interest, personality, achievement and aptitude tests.

418. Social Psychology (3) F

Prerequisite: PSY 213 & SOC 211. Reciprocal credit: SOC 418.

Factors which underlie the development of social behavior, social aspects of personality development and interaction between the individual and groups.

422. Sport Psychology (3) S—Even Years

Prerequisite: PSY 213. Reciprocal credit: PEWS 421.

See PEWS 421 for course description.

425. Introduction to Counseling (3) S

Prerequisite: PSY 213, 317, and consent of the instructor.

An introduction to the field of counseling. Various approaches will be studied, as well as job opportunities and the history of the counseling relationship itself. Supervised practice is a part of the course requirements.

435. Contemporary Issues in the Family (3) S

Reciprocal credit: SOC 435.

See SOC 435 for course description.

490. Practicum (3) F, W, S, Su

Prerequisites: PSY 213, 317, 12 additional PSY hours, and prior departmental approval. Field experience in a community agency. A journal and research paper are required. Purchase of professional liability insurance is required.

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

498-9. Seminar (1-3) F On Demand

To be used at the discretion of the department for majors only.

Department of Sociology and Social Work

School of Education and Human Studies

Faculty

Naomi Larsen (1996). Associate Professor of Sociology and Department Chair. B.A. and M.A., Mankato State University; Ph.D., Iowa State University; Certified Family Life Educator.

Antonio A. Chiareli (1997). Associate Professor of Sociology. B.A., Macalester College; M.A., and Ph.D., Northwestern University.

Mary Anne Poe (1996). Associate Professor of Social Work and Social Work Program Director. B.A., Vanderbilt University; M.S.S.W., University of Louisville; M.Div., Southern Baptist Theological Seminary, A.C.S.W. Certification.

Roslyn Wilson (1995). Associate Professor of Social Work and Social Work Field Director. B.S., Tennessee State University; M.S.S.W., University of Tennessee.

Mission Statement

The mission of the Sociology and Social Work Department is to educate students in various aspects of human society and human relationships from a Christian perspective. The Department offers three majors: Sociology, Family Studies, and Social Work; and three minors: Sociology, Human Studies, and Family Studies.

Sociology

The courses in Sociology are designed for two types of students: (1) those who desire pre-professional training for sociology or other related fields of human relations, and (2) those who seek to understand underlying principles in human relations, the role of custom and group psychology in collective behavior, the structure of society, the problems of group living, and the tendencies toward the improvement or the disintegration of society. Courses are designed to present both a practical and a scientific analysis of human relationships in the various areas of social life.

I. Sociology major—30 semester hours

- A. SOC 211, 417, 422
- B. Twenty-one SOC hours 15 of which must be junior and senior level.

II. Sociology minor — 21 semester hours

- A. SOC 211, 417
- B. Fifteen SOC hours, 6 of which must be upper-level

III. Human Studies minor — 21 semester hours

- A. Courses chosen from EDU, PSY, SE, SOC, and SW.
- B. Include two of the following: PSY 213, SOC 211, SE 225.
- C. Fifteen hours, 9 of which must be upper-level.

Family Studies

The family, as a basic building block of society, is critical to the functioning of society as a whole. The contribution of the Christian community to the development of leaders in family relations is crucial. The Family Studies major focuses on the development of the individual in the context of family and society. The program is designed to prepare students for (a) professional careers in a variety of human service areas; (b) leadership roles in church, school, and community; (c) personal roles in family living; and (d) graduate education.

The family studies curriculum covers the family life cycle, human development from infancy to old age, family relational dynamics, the family relationships with the other social systems. In addition, courses in methods of social research and an internship provide students with knowledge and skills necessary to either continue their study in graduate school or seek employment immediately following graduation.

Students graduating with a major in family studies who do not go on to graduate school typically seek employment as youth services workers, program directors, family life educators, and child life specialists, in public and private agencies dealing with family issues.

I. Family Studies major—42 hours

- A. Prerequisites: SOC 211, PSY 213, SW 200.
- B. SOC 313, 319, 333, 370, 400, 422, 425
- C. CHR 244, COM 235, ECF 415, PSY 219
- D. Select 9 hours from 2 different areas:
 1. SOC 310, 321, 411, 420
 2. PSY 313, 324, 418, 425, 435
 3. PEWS 113, 301, 325
- E. Optional experience: a semester of study at Focus on the Family Institute may substitute for one or more courses above. See the Department Chair for details.

II. Family Studies minor—21 hours

- A. SOC 313, 425
- B. 15 semester hours from 2 different areas shown in II. B., C., D. of the major.

Student Organizations

Pi Gamma Mu, Tennessee Kappa Chapter, is a national social science honor society which seeks to improve scholarship in social studies; to inspire social service to humanity by an intelligent approach to the solution of social problems; and to engender sympathy towards others with different opinions and institutions. Students who have completed twenty semester hours of social science with a “B” average or above are eligible for election to membership. 197

Sociologists in Motion involves Sociology, Family Studies and Human Studies majors/minors in a University organization offering opportunities for fellowship, sociological networking, and to guide individuals in the field of Sociology; to open the field of Sociology to prospective students; and to demonstrate Christian love through ministry opportunities.

Student Awards

The Academic Excellence Medal is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

The **Pi Gamma Mu Scholarship Medal** is presented to the graduating member of the society with the highest academic average.

Course Offerings in Sociology (SOC)

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

211. Principles of Sociology (3) F, W, S, Su

An introduction to the scientific study of human behavior in group settings.

213. Social Problems (3) S—Odd Years

A practical introduction to some of the specific contemporary social issues such as crime, domestic violence, and alcohol and drug addiction.

300. Sport Sociology (3) S—Even Years

Reciprocal credit: PEWS 300.

Application of sociological principles to sport and athletics. Exploration of sport as a social institution in American society and how it is an agent of social change.

310. Social and Economic Justice (3) S

Prerequisites: CHR 111 and 112. Reciprocal credit: SW 310.

See SW 310 for course description.

313. Relationships, Marriage and Families (3) F, S, Su

Prerequisite: SOC 211. Reciprocal credit: SW 313.

An investigation of the sociocultural and historical factors influencing relationships, marriage and families emphasizing challenges, prevention and intervention.

316. Criminology (3) S

Prerequisite: SOC 211. Reciprocal credit: SW 316.

A study of the sources of crime and delinquency, theories of punishment, treatment of crime, etc.

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317. Sociology of Community (3) F—Even Years

Prerequisite: SOC 211.

An introduction to sociological theory and research on community life, both rural and urban. The emergence and transformation of communities will be examined through anthropological, ecological, economic, historical, and political analytic frameworks.

319. Sociology of Religion (3) S

Prerequisite: SOC 211.

A sociological analysis of religious practice and belief. The intersection of religion with personal, family and social life is emphasized. Cults, sects, fundamentalism and radicalism are all examined in this context.

321. Social Gerontology (3) F

Prerequisite: SOC 211. Reciprocal credit: SW 321.

A brief, comprehensive introduction to the subject of aging. The social and socio-psychological aspects will be examined.

333. Parent-Child Relations (3) S

Prerequisite: SOC 211.

Social and historical context of parent-child interaction over the life course; analysis of theories, research and educational programs related to parent-child interactions; socialization into the family; examination of parenting as a developmental process. Overview of the parenting process in diverse cultural and familial structures. Current issues in child rearing.

355. Cultural Anthropology (3) F

Prerequisite: SOC 211.

A study of humanity, both biologically and culturally, including its origins, changes, and present-day manifestations utilizing a cross-cultural approach. Major areas to be examined include language, food gathering, kinship, economic structures, social stratifications, political structures, religious structures, and culture change.

370. Gender and Society (3) S

Prerequisite: SOC 211. Reciprocal credit: SW 370.

Analysis of gender and human sexuality in American society and cross-culture with consideration to the role of gender in structuring identity, male and female interaction, and constraining or expanding opportunities. Sexual development, function and dysfunction, and cultural and socio-psychological issues are examined. Christian, ethical and moral responses regarding gender and sexual issues are emphasized.

400. Families Across Cultures (3) F

Reciprocal credit: SW 400.

This course examines the family as an object of sociological inquiry within the context of cross-cultural, multi-cultural and historical bases. Both continuity and change, similarities and differences are emphasized.

411. Internship (3) F, W, S, Su

Prerequisites: SOC 417, 422, 15 additional SOC hours and prior departmental approval.

A specified time in a field situation in a community agency, public or private. Supervision will be provided by both the agency and this department. A journal and research paper are required.

417. The History of Social Thought (3) F

Prerequisite: 9 hours of SOC including SOC 211.

The origin and development of social thought with an emphasis on contemporary social theory.

418. Social Psychology (3) F

Prerequisites: SOC 211 and PSY 213. Reciprocal credit: PSY 418.

See PSY 418 for course description.

419. Social Diversity and Inequality (3) F, S

Prerequisite: SOC 211. Reciprocal credit: SW 419.

A study of the social, cultural, historical, political-economic, and psychological dimensions of minority-majority group relations with an emphasis on American society. Problems and intervention strategies will be examined.

420. Death and Dying (3) S—Even Years

Prerequisite: SOC 211. Reciprocal credit: SW 420.

An interdisciplinary investigation of death and dying. Contributions from anthropology, ethics, health sciences, history, literature, psychology, religion, and sociology will be explored. Self-discovery through critical analysis of the student's assumptions, orientations, and predispositions will be emphasized. Strategies of counseling with dying persons and their families will be a central thrust of the course.

421. Social Stratification (3) F—Odd Years

Prerequisite: Six hours of SOC including SOC 211.

A study of the systems of inequality in the distribution of reward structures existing in all societies.

422. Research Methods (3) S

Prerequisite: MAT 114, SOC 211 and six additional hours in SOC.

A study of basic sociological research design, applied techniques, and data analysis methods. Special emphasis will be placed on instructing the student in how a complete research project, from problem formulation to research report, is carried out.

425. Strengthening Marriage and Families (3) F

Prerequisites: SOC 211, 313.

An examination of the broad scope of family theories and models from sociological and family studies perspectives exploring historical roots, basic assumptions, core concepts, and applications for strengthening interpersonal and family relationships. Emphasizes premarital and family life education, marriage and family enrichment and social implications.

435. Contemporary Issues in the Family (3) S

Prerequisites: SOC 211, 313. Reciprocal credit: PSY 435.

An in-depth look at the family, life issues, threats and challenges facing the family today. Biblical principles related to such issues as parent-child relationships, work and family, divorce and family violence are discussed. Preventive techniques and solutions are considered.

Social Work Program

School of Education and Human Studies

Mission Statement

The Social Work Program seeks to prepare students for entry level generalist social work practice with individuals, families, groups, organizations and communities. The program emphasizes the importance of a solid liberal arts foundation and of Christian and social work values that promote social and economic justice and an understanding and appreciation for human diversity.

Program Leadership

Mary Anne Poe (1996). Associate Professor of Social Work and Social Work Program Director. B.A., Vanderbilt University; M.S.S.W., University of Louisville; M.Div., Southern Baptist Theological Seminary, A.C.S.W. Certification.

Roslyn Wilson (1995). Associate Professor of Social Work and Social Work Field Director. B.S., Tennessee State University; M.S.S.W., University of Tennessee.

Profile of the Social Work Program

A student majoring in Social Work will receive the Bachelor of Social Work degree. The student must take the General Core requirements and B.S.W. specific requirements as outlined below:

General Core Requirements: (44 hours)

CLU 111, 112; ENG 111, 112, 201, 202; ART 210; HIS 101, 102; Science Group A; BIO 121; MAT 114; PEWS 100, PEWS Activity; CHR 111, 112; PSY 213.

B.S.W. Specific Requirements: (21 hours)

CSC 105, SOC 211, PSC 211, PSY 317, SW 421 or SOC 422, and 6 hours Modern Foreign Language **201**

I. Social Work Major—45 hours

- A. SW 200, 201, 310—do not require admission to the program
- B. SW 300, 301, 315, 335
- C. SW 400, 401, 402, 423, 490
- D. SW Elective—3 hours

II. Teacher Licensure in School Social Work

- A. Complete major and core requirements as detailed above
- B. Complete Human Studies Minor, modified for SW licensure
 1. EDU 150; PSY 213, 317, 318; SOC 211; SE 225—17 hours
 2. SW 340—3 hours
 3. Elective in EDU, SE, PSY, SOC or SW—1 hour
- C. Admission to SW Program and completion of requirements as specified by the Tennessee Department of Education. SW 490 will take place in a school setting.

Admission Requirements to the Social Work Program

A student may declare a major in Social Work upon admission to the university but must make application for entry into the Social Work program during the Spring semester of his/her sophomore year. The following are requirements for admission to the program in the sophomore year:

- Complete an application form.
- Two faculty references, one personal reference.
- Have at least 2.25 minimum GPA in all college courses, with at least a “C” in the following courses: ENG 111, 112; BIO 121; PSC 211; SOC 211; PSY 213; CSC 105;

MAT 114; SW 310.

- Complete SW 200 and SW 201 with at least a grade of “C.” These two courses may be taken in the first semester after admission to the program, though it is advisable to complete these two courses prior to admission to the program.
- Pass all courses listed as General Core and B.S.W. specific core. It is advisable that students complete all core requirements prior to admission to the program.
- Complete an interview with the Social Work Program Admissions Committee. Knowingly making a false oral or written statement during the admission process can result in denial of admission to the program. The Social Work Program Admissions Committee may require outside evaluations, assessments, and/or opinions of professionals as is deemed necessary.
- Possess the following personal qualities: Self-awareness, empathy, objectivity, appreciation of diversity, professional commitment, and a liberal arts base of knowledge.
- Sign a statement indicating that he/she has read and will follow the Code of Ethics of the National Association of Social Workers.

Transfer Students

Students transferring from CSWE accredited social work programs will be able to transfer credit for Social Work classes as approved by the Registrar of the university and the Social Work faculty. Students transferring from non-accredited social work programs will be evaluated individually. The course syllabus, course objectives, outline, learning activities, theoretical frameworks, and bibliographies for the course will be evaluated by Social Work faculty for acceptable comparison to the courses in this program. A recommendation regarding transfer of those credit hours will then be made to the Registrar’s office. Field Practicum courses may not be transferred from an unaccredited program. Academic credit for life or work experience will not be awarded.

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Progression in the Social Work Program

- After being approved for admission to the Social Work Program, the student will enroll in Social Work classes according to the prescribed sequence.
- Students must complete a minimum of 424 clock hours in an approved social service agency during the Spring semester of their senior year, after successful completion of the required prerequisite courses and completing an application for Field Practicum. Students take SW 423 with the Field Practicum and no other courses. Social Work Field Practicum must be completed with a passing grade and at least a “B” earned in Senior Seminar in order to be eligible for graduation.
- Graduation requirements follow the guidelines of Union University.
- Termination/Probation Process: A student may be placed on probation or terminated from Union University’s Social Work Program if, in the professional judgment of the Social Work faculty, violations of professional and/or ethical codes have occurred. Any decision regarding probation/termination will be made by consensus of the entire full-time Social Work faculty and will follow the process outlined in the Social Work Program Manual for Students. An appeals process and a grievance procedure that complies with the University’s grievance procedure is also detailed in the Program Manual.

General Information

Accreditation. The Social Work Program is accredited by the Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457.

Director of the Social Work Program. The Director of the Social Work Program is responsible for the overall administration of the Social Work Program. The director is available during regular office hours to answer questions regarding the program of study, employment opportunities, professional associations and licensures, and any other questions related to the social work profession or program of study.

Social Work Field Director. The Social Work Field Director has primary responsibility for the field education component of the Social Work Program. This includes implementation of field processes and procedures and maintaining effective working relationships with placement sites, field instructors, and students.

Agency Field Instructor. Agency Field Instructors supplement the educational program in social work by providing supervision to senior students who are completing 424 hours of field work in an approved agency. These instructors provide on-the-job instruction and supervision, hold weekly conferences with the student, and assist in the evaluation of student performance and learning.

Insurance. A student who is completing his or her Community Social Service Experience (SW 201) or Social Work Field Practicum (SW 490) will be required to purchase Professional Liability Insurance. The annual fee, approximately \$25.00, will be charged to the student's account during the semester in which he/she is registered for either of these two courses.

Social Work Program Student Handbook. A student handbook is available in the office of the Director of the Social Work Program that describes in detail all aspects of the social work program.

Student Organizations

The **Student Association of Social Workers (SASW)** is for students majoring in social work and for those interested in social work. The organization assists in developing professional social work identity and provides an opportunity to be involved in volunteer community social service. Social service opportunities include child mentoring and advocacy, nursing home activities, community organizing, and resource development. The organization gives students regular opportunity to interact with others having similar interests.

Phi Alpha, National Honor Society for Social Work Students, Eta Phi Chapter, fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Social Work majors with an overall GPA of 3.2 and a GPA of 3.6 in social work courses are invited to become members. Students become eligible for membership at the end of their Junior year in the Social Work Program.

Student Awards

Academic Excellence Medals. This award is given to the graduating major who has the highest academic average in the discipline, provided the average in the subject is not less than 3.5 and provided the student has completed, before Awards Day, a minimum of 15 hours in the discipline at Union University in courses for which precise grades are computed (as distinguished from courses graded pass or fail).

Course Offerings in Social Work (SW)

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

200. Introduction to Social Work (3) F, S, Su

Prerequisite or Corequisite: ENG 112.

The profession of social work and the institution of social welfare will be surveyed in terms of their evolution in America. Emphasis will be on social work knowledge and values, the professional education needed, practice methods, the variety of social services available, and occupational settings of the social work profession.

201. Community Social Service Experience (3) F, W, Su

Pre/Corequisite: SW 200.

An opportunity for the beginning social work major to be exposed to the principles of social work within a community social service agency, approved by the department. A minimum of 4 clock hours a week, for a total of 40 minimum clock hours for the semester, is to be spent in the agency setting. Participation in a seminar class, where experiences will be processed and material addressed on how to become a helper, is required. An evaluation will be completed by the agency supervisor at the end of the semester. Students are required to purchase professional liability insurance when taking this course.

300. Human Behavior and the Social Environment I (3) F

Prerequisite: SW Program Admission.

An exploration of the theories and knowledge of human bio-psycho-social-spiritual-cultural development from birth through young adulthood in the context of the range of social systems in which individuals live: families, groups, organizations, and communities. The impact of social and economic forces on human development will be explored with special attention to evaluating theory and its application to issues of human diversity.

301. Human Behavior and the Social Environment II (3) S

Prerequisites: SW Program Admission and SW 300.

This course continues to make use of the people-in-systems theoretical orientation and related concepts as human development and diversity are studied from adulthood to old age.

310. Social and Economic Justice (3) W, S

Prerequisite: CHR 111 or 112. Reciprocal credit: SOC 310.

204 Dynamics and consequences of injustice including oppression, poverty and discrimination with particular attention to biblical and theological teachings about justice. Strategies to alleviate poverty and for intervention in all forms of human oppression and discrimination will be examined to provide students with skill to promote change and advance the causes of social and economic justice.

313. Relationships, Marriage and Families (3) F, S, Su

Reciprocal credit: SOC 313.

See SOC 313 for course description.

315. Social Work Practice I (3) F

Prerequisite: SW Program Admission. Corequisite: SW 300.

Various processes, skills and the theoretical practice framework utilized in generalist social work practice will be examined. Beginning skills in assessment, interviewing and problem-solving for working with individuals, families, groups, organizations and communities will be introduced within the context of social work values, knowledge and with appreciation for human diversity.

316. Criminology (3) S

Prerequisite: SOC 211. Reciprocal credit: SOC 316.

See SOC 316 for course description.

321. Social Gerontology (3) F

Prerequisite: SOC 211. Reciprocal credit: SOC 321.

See SOC 321 for course description.

335. Social Policy (3) S

Prerequisite: SW Program Admission. Corequisite: SW 301.

Social welfare policy, both historically and currently, focusing on its major elements and basic structure, as well as providing a basis for evaluation of social welfare policies, programs, and services.

340. Social Work Services in Schools(3)

Knowledge and skills for effective social work practice in a school setting. The school social worker provides a link between school, student, home, and community, primarily using case management and advocacy skills.

370. Gender and Society (3) S

Prerequisite: SOC 211. Reciprocal credit: SOC 370.

See SOC 370 for course description.

400. Populations-at-Risk (3) F

Prerequisites: SW Program Admission and SW 301, 310, 335 and 401.

Patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression will be presented. The curriculum includes content on people of color, gay and lesbian persons, those distinguished by age, ethnicity, culture, class, and physical and mental ability. Course content includes strategies for micro, mezzo, and macro interventions designed to empower these groups and individuals.

401. Social Work Practice II (3) S

Prerequisite: SW Program Admission, SW 315, 421; PSY 317.

A continuation of SW 315 with further development of skills for working with individuals, families and groups using various approaches.

402. Social Work Practice III (3) F

Prerequisite: SW Program Admission and SW 335, 401

The last of the practice sequence continues to use the theoretical framework introduced in SW 315 and 401. Practice methods for work with organizations and communities will be explored. Knowledge, values and skills for building professional relationships and working to enhance human well-being by organizational and community development through assessment, problem-solving and advocacy strategies will be examined.

405. Families Across Cultures (3) F

Reciprocal credit: SOC 400.

See SOC 400 for course description.

419. Social Diversity and Inequality (3) F, S

Prerequisite: SOC 211. Reciprocal credit: SOC 419.

See SOC 419 for course description.

420. Death and Dying (3) S—Even Years

Prerequisite: SOC 211. Reciprocal credit: SOC 420.

See SOC 420 for course description.

421. Research Methods in Social Work (3) F

Prerequisites: MAT 114.

An introduction to the basic research methods and techniques of social research as applied to the social problems and human situations that a generalist social worker will encounter. Emphasis will be placed on problem formulation, development of research design, instrument construction, data collection and analysis, and report writing.

423. Senior Seminar in Social Work Practice (3) S

Prerequisites: Admission to SW Field Practicum.

This course is designed to aid graduating seniors in the integration of course work and field practice. Students will review various social work processes, including ecological systems theory, contact and contract phases of social work intervention, social work values and ethics, and interventive roles and methods. Class presentations and a case study paper are required. Field Practicum experiences will be processed as they relate to classroom content.

490. Social Work Field Practicum (9) S

Prerequisites: Admission to the Field Practicum. Corequisite: SW 423.

This course is a professional field experience in a faculty-approved community agency; public or private, with supervision by an on-site field instructor, also approved by the department. Students must meet with the designated field instructor for one hour per week in a face-to-face supervisory conference to discuss cases and student progress in the field placement. The student will complete a minimum of 424 clock hours in the agency. These hours will be documented on a weekly time sheet. A weekly journal is also required. The application for field placement must be submitted for approval of the Social Work Field Director no later than mid-term of the Fall semester preceding the Spring semester that this course will be taken. Pass/Fail. Students taking this course must purchase Professional Liability Insurance.

Available in each departmental prefix:

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

498-9. Seminar (1-3) F On Demand

To be used at the discretion of the department for majors only.

School of Nursing

Dean

Susan R. Jacob (1999). Dean of the School of Nursing and Professor of Nursing. B.S.N., West Virginia University; M.S.N., San Jose State University; Ph.D., The University of Tennessee, Memphis.

Mission Statement

The mission of the School of Nursing is to be excellence-driven, Christ-centered, people-focused, and future-directed while preparing qualified individuals for a career in the caring, therapeutic, teaching profession of nursing.

Faculty

Tharon Kirk (1992). Associate Professor of Nursing and Chair of the School of Nursing, Jackson. B.S.N., Duke University; M.S.N., University of Tennessee Center for Health Sciences.

Sandra Brown (1972-89; 1991). Associate Professor of Nursing. B.S.N., University of Tennessee College of Nursing, Memphis; M.Ed., University of Memphis; M.S.N., University of Tennessee Center for the Health Sciences.

Ruth Chastain (1992). Associate Professor of Nursing. Diploma, Norton Memorial Infirmary School of Nursing; B.S.N., University of North Alabama, Florence; M.S.N., University of Alabama, Birmingham; Ed.D., University of Memphis.

Gail Coleman (1994). Associate Professor of Nursing. Diploma, Baptist Memorial Hospital School of Nursing; B.S.N., Union University; M.S.N., University of Tennessee, Memphis; N.D., Rush University.

Nancy Dayton (1979). Professor of Nursing, Germantown. B.S.N., Duke University; M.S.N., University of Tennessee Center for Health Sciences; M.S., Ed.D., University of Memphis.

Cynthia Fish (1994). Assistant Professor of Nursing. A.S.N., B.S.N., Union University; M.S.N., University of Tennessee, Memphis.

Sherry Hickey (1989). Professor of Nursing. B.S.N. and M.N.Sc., University of Arkansas; Ed.D., University of Memphis.

Sandra Kirkland (1999). Associate Professor of Nursing. A.S.N., University of South Carolina; B.S., University of Tennessee, Chattanooga; B.S.N., and M.S.N., University of Mobile; DNSc., Louisiana State University.

Donna Latham (1974). Georgia Wilson Distinguished Assistant Professor of Nursing. A.A., Union University; B.S.N., Texas Christian University; M.S.N., University of Alabama at Birmingham.

Melanie Matthews (1976). Associate Professor of Nursing. B.S.N., University of Mississippi; M.S.N., University of Tennessee Center for Health Sciences; additional study, University of Memphis.

Rosemary McLaughlin (1995). Assistant Professor of Nursing. B.S.N., Harding University; M.S.N., University of Arkansas.

Cathy Parrett (1993). Associate Professor of Nursing. B.S. and A.A., University of Tennessee, Martin; M.S.N. University of Tennessee, Knoxville; additional study, Union Uni-

versity; DNSc., University of Tennessee Health Sciences Center.

Carla Sanderson (1982). Professor of Nursing and Provost. Diploma, Baptist Memorial Hospital School of Nursing; B.S.N., Union University; M.S.N., University of Tennessee Center for Health Sciences; Ph.D., University of Florida.

Geri Smith (1993). Associate Professor of Nursing, Germantown. B.S., University of Tennessee, Martin; B.S.N., University of Tennessee, Memphis; M.S., University of Memphis; M.S.N., University of Tennessee, Memphis; additional study, University of Memphis.

Charlotte Ward-Larson (1999). Associate Professor of Nursing. Diploma, Baptist Memorial Hospital; B.A., Stephens College; M.S., Texas Women's University; Ph.D., St. Louis University.

Jill Webb (1987). Associate Professor of Nursing and Director of the Master of Science in Nursing Program. B.S.N., Murray State University; M.S.N., University of Evansville; Ph.D., University of Tennessee, Memphis.

The programs of the School of Nursing are approved by the Tennessee Board of Nursing and accredited by the Commission on Collegiate Nursing Education. CCNE may be contacted at One Dupont Circle, NW Suite 530, Washington, DC 20036-1120 or 202-887-6791.

The program leads to the Bachelor of Science in Nursing degree (RN to BSN track or Basic BSN track). The RN to BSN track offers a curriculum of study leading to the BSN degree for registered nurses who have graduated from associate degree programs or diploma programs. Details of the RN to BSN track are found in the *Catalogue*, "Adult Studies." The School of Nursing also offers the Basic BSN track, a curriculum of study leading to the BSN degree as the first professional degree in nursing, to students who have completed two years of pre-nursing study. In addition, the School of Nursing offers an LPN to BSN track.

The nursing student qualifies as a full participant in the intellectual community of the liberal arts college. Students majoring in nursing share with other students at Union University a basic foundation in the social and physical sciences, as well as in general knowledge. The faculty of the School of Nursing expresses the belief that nursing is a dynamic discipline reflecting change based on an ever-expanding body of knowledge. Through application of principles from the physical and social sciences, nursing is directed toward helping to meet society's health needs. The professional nurse with a BSN degree applies principles from a diverse supporting curriculum to the science of nursing and functions as a care provider, manager, health teacher, advocate, and change agent. All BSN program tracks provide nursing knowledge and clinical experiences which encourage expanded roles, innovation, non-traditional practice opportunities, use of independent nursing judgment in health care planning, and use of the research process and findings. To this end, the BSN student's curriculum provides a professional practice base and preparation for future specialized graduate studies.

In addition to learning alternate ways of organizing and delivering nursing care for hospitalized clients, the BSN student learns to practice in community settings where health promotion and maintenance is the principal concern. The student works with individuals, families, and communities to identify potential physical or environmental health problems into the health care system.

Admission to the Basic BSN Track

1. Applicants to the School of Nursing (SON) should apply in the Fall or early Spring of their sophomore year in college. A minimum of 65 prescribed semester hours must be completed before enrollment in the first nursing class in the Fall Semester. A minimum of a 2.5 GPA is required for acceptance. Applicants will be required to have a "C" grade or better in all prerequisite natural science, social science, math and English courses (with no more than 7 credit hours accepted below a C grade in other pre-nursing courses). A transfer student may be allowed to take the religion requirements (6 hours of the 65 prescribed semester hours) after admission to the School of Nursing.
2. An applicant must make a minimum Enhanced ACT composite score of 20.
3. Official transcripts must be submitted to Enrollment Services from all institutions of higher learning. Any applicant with Anatomy and Physiology (A&P) course credit that is more than five years old must either take an NLN A&P Achievement Test and achieve a set passing score or retake the A&P courses for credit.
4. Fully completed Health History and Physical Examination Form (obtained in the School of Nursing), must be submitted to the School of Nursing office prior to beginning the first semester. This form must include documentation of current immunizations, including the following: tetanus booster within the past 10 years; Hepatitis B vaccination series; MMR; Varicella (Chicken Pox) immunization or certain history of the disease or vaccination series (Students who are unsure of immunity to Chicken Pox may submit documentation of a Varicella titer); negative screen for tuberculosis (skin test or chest x-ray) within the past 12 months or documentation of compliance with CDC guidelines for tuberculosis screening. The student must update this information annually. Failure to have current health information on file will result in the student being asked to withdraw from clinical nursing courses. The SON follows guidelines of the Southern Regional Education Board Council on Collegiate Education for Nursing Education. 209
5. An interview with a nursing applicant may be requested. The interview allows the student an opportunity to become acquainted with the School of Nursing and allows the interview committee an opportunity to evaluate the student's potential for nursing education.
6. Each accepted applicant will be notified and given a reasonable length of time to indicate a commitment to attend Union University. The student must submit an acceptance reply accompanied with a \$200.00 non-refundable deposit.
7. The Licensure Application, which is completed prior to graduation, asks the question, "Have you ever been convicted of a violation of the law other than a minor traffic violation?" A reported conviction (and/or any license revocation) does not necessarily mean that the graduate will be denied licensure. Any nursing school applicant who would be affected by this disclosure requirement is recommended to schedule an appointment with the Dean of the School of Nursing for a confidential discussion of the specific situation and concern.
8. Current health care provider CPR certification must be maintained throughout the nursing program of study.

Requirements for Progression in the BSN Program

The student enrolls in the courses in nursing education according to the prescribed sequence. At least a C grade in each clinical nursing course is required for progression in the nursing curriculum. Students who receive a grade of less than C in any clinical course may not proceed to the next clinical course until the failed course has been re-

peated with a final grade of C or above. Nursing courses may be repeated only once. Permission to progress must be obtained from School of Nursing faculty and will be dependent upon meeting course prerequisites and corequisites. In non-clinical nursing courses, a grade of C or above is required. A student who receives a grade of D or below will be allowed to repeat the non-clinical course the next time it is offered in the scheduled sequence of courses. A student who receives a grade less than C in two nursing courses will not be allowed to progress in the Nursing Program. To progress to the final year of the program, a student must have a minimum GPA of 2.0.

Continuation in the program is also contingent upon compliance with ethical and professional standards of conduct. Students who remove school or hospital property without permission will be subject to immediate disciplinary action. Graduation requirements follow the guidelines of Union University.

Readmission to the BSN Program

A student who wishes to reenter the nursing program should submit a letter to the Dean of the School of Nursing requesting readmission to the School of Nursing well in advance of the semester in which they wish to enroll. Their request for readmission will be considered along with other applicants to the program.

A student who receives a final grade less than C in two Nursing courses will not be readmitted to the Nursing Program but will be advised to seek another major. Withdrawal from a nursing course does not guarantee readmission.

Students readmitted to the program may be asked to repeat courses in which they previously earned a C in consideration of the length of absence or change in curriculum.

Uniforms

Students must purchase appropriate uniforms. The School of Nursing will provide necessary forms for ordering the uniforms.

Insurance

Students will be charged for the school's group policy liability insurance when participating in a nursing course that requires clinical experience.

Degree Requirements for the Bachelor of Science in Nursing, initial RN licensure tracks:

- A. Non-nursing courses required for both tracks
 1. CLU 111, 112; ENG 111, 112; CHE 105; PSY 213, 219; PEWS 100; CHR 111, 112; BIO 211; SOC 211—Curriculum Model Year 1.
 2. ENG 201, 202; BIO 221, 222; HIS 101, 102; MAT 114; ART 210; BIO 300; PEWS Activity Elective—Curriculum Model Year 2.
 - B. Basic BSN Track
 1. NUR 302, 305, 308, 309, 310, 318, 320, 340, 410, 423, Upper level Elective—Curriculum Model Year 3.
 2. NUR 330, 418, 420, 421, 425, 430, 440, 499—Curriculum Model Year 4.
 - C. Licensed Practical Nurse to BSN Track
 1. NUR 322 (Transition course) after successful challenge of NUR 302 & 308 or (if unsuccessful in challenge) enrollment in NUR 302 & 308.
 2. NUR 305, 309, 310, 318*, 320, 340, 410, 423, Elective, Upper level Elective—Curriculum Model Year 3.
 3. NUR 330, 418*, 420, 421, 425, 430, 440, 499—Curriculum Model Year 4.
- *NUR 318 and 418 are available for challenge by testing for the LPN.

LPN TO BSN TRACK

For all information concerning the LPN to BSN Track, please contact the School of Nursing.

Assessment of Majors

Nursing majors are required to take standardized nursing tests at specific points throughout the program of study. As a part of NUR 499, students will take the HESI Comprehensive Exam to evaluate readiness to take the NCLEX licensure exam. Successful completion of 499 includes scoring at least the current national passing standard. During NUR 440, Community Health Nursing, the comprehensive baccalaureate standardized test is given which measures baccalaureate level knowledge. Student assessments include, but are not limited to, communication skills, therapeutic nursing interventions and critical thinking skills. Basic Nursing students are expected to take the NCLEX-RN after completion of the program of nursing to become registered nurses.

Course Offerings in Nursing (NUR)

() Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

200. Survey of Professional Nursing (3) As Needed

An exploratory course for the student interested in the nursing profession. Students will be introduced to the broad scope of nursing roles, settings and specialties.

302. Foundations of Pharmacology (2) F

A study of arithmetic dosages and solutions and introduction to basic drug classifications and principles of pharmacology. Legal and ethical responsibilities of the professional nurse for the well or ill person are emphasized.

305. Introduction to Professional Nursing (2) F

Prerequisite: Admission to Basic BSN track.

The philosophy of nursing and the four main concepts of person, environment, health, and nursing. The basic concepts in health promotion and health maintenance are emphasized.

308. Foundations for Nursing Practice (6) F

Prerequisite: Admission to Basic BSN track.

This course focuses on the nursing interventions and skills necessary for basic nursing practice in the care of individuals of all age groups in diverse settings. Introduction of the nursing process provides a basis for development of decision-making and critical thinking skills in the formation of nursing diagnosis.

309. Skills Practicum (1) S

A practical hands-on experience in nursing skills. Students work with faculty to perform specific clinical skills using scientific principles basic to nursing knowledge and application.

310. Health Assessment (3) F

Prerequisite: Admission to the School of Nursing or by permission of the faculty.

The use of the nursing model in developing skills and knowledge related to history taking, assessing the health status of an apparently healthy individual, and recognizing deviations from the normal. Communication technique is further developed by emphasis on student interviewing skills. Emphasis will be on functional health patterns throughout the life span.

318. Nursing Care of Childbearing Families (5) S

Prerequisites: 302, 305, 308, 310, 320. Corequisite: 410, 423.

Promotive and preventive health care for members of childbearing families along the wellness-illness continuum. Emphasis is placed on the developmental aspect of families and on high-risk families.

320. Theoretical Bases for Nursing Practice (1) W, S

Prerequisite: Admission to the School of Nursing.

An examination of the scientific knowledge base of nursing. There is an introduction to nursing theories as a bases for nursing practice.

322. LPN Transition Course (1) W, Su

Prerequisite: Successful challenge of NUR 302 & 308.

This course transitions the licensed practical nurse to the role of the professional nurse and the nursing process as taught in the baccalaureate program. It prepares students to meet program outcomes and includes validation of nursing knowledge and skills.

330. Introduction to Research in Nursing (3) F

Prerequisite: MAT 114; Admission to the School of Nursing.

The role of the professional nurse in critiquing and in utilizing nursing research literature. Critical thinking skills and the steps of scientific inquiry are applied to develop a research project.

340. Community-Based Nursing (2) F

An introduction to concepts related to the care of individuals and families in the community setting integrating knowledge from the humanities, social and biological sciences, and nursing to holistically address client needs. The nursing process is applied to actual and potential health needs of clients with emphasis on health promotion and disease prevention.

345. Case Management (3) As Needed

Case management as a model for organizing health care for persons of all ages and cultures. Emphasis is placed on defining the changing role of the R.N. case manager. A nursing process approach is used to explore the skills of problem solving, interpersonal communication, critical thinking, organization, negotiation, networking and creativity. The certification process is also discussed.

350. Philosophical and Ethical Foundations in Health Care (3) TBA

A study of the foundations of philosophy and ethics with emphasis on developing the student's ability to perform philosophical inquiry and generate philosophical arguments related to ethical issues and concerns in health care.

353. Health Promotion (3) As Needed

Focuses on in-depth, scientifically accurate information for all dimensions of wellness and helps students identify realistic options for a healthy lifestyle and emphasizes the importance of making healthier choices. The course assesses and utilizes the tools for integrating these changes into everyday lives and uses the nursing process as a guide for enabling persons to achieve and maintain optimal health and wellness.

355. Spiritual Care in Nursing (3) On Demand

An examination of Christian values as a basis for providing spiritual care to clients and exploration of the role of the professional nurse in providing spiritual care. Resources will include the Bible, nursing literature, clergy, the community and personal spiritual resources.

410. Pharmacotherapeutics in Nursing Practice (3) S

Prerequisite: NUR 301, 305, 310.

The biochemical and psychological effects of drugs on the wholistic person in a multicultural society. Nursing process with different classifications of drugs is emphasized. Historical, economic, legal, and ethical issues are identified.

418. Nursing Care of Childrearing Families (5) F

Prerequisite: NUR 318, 410, 423.

Promotive and preventive health care for members of childrearing families along the wellness-illness continuum. Emphasis is placed on the developmental aspect of children from infancy to adolescence and on children with special problems.

420. Issues in Professional Nursing (2) W, S

Prerequisite: NUR 320.

The nurses's role in change through evaluation of historical and current issues impacting the profession and health care delivery systems. Consideration is given to the legal, ethical and moral obligations of the professional nurse.

421. Nursing Care of Adults in Health and Illness I (6) F

Prerequisites: NUR 318, 410, 423.

Professional nursing practice and further development in nursing process application with adults from multicultural backgrounds along the wellness-illness continuum. There will be emphasis on integration of pathophysiology and psychosocial dynamics with complex illnesses and human response patterns in the acute care setting. Use of critical thinking, decision making, and research will be incorporated into the teaching, caring, and collaborative role of the nurse.

423. Mental Health-Psychiatric Nursing (5) S

Prerequisites: NUR 305/308, 310.

The focus of this course is on individuals, families, and community groups at any position on the health continuum. Through selected clinical experiences the student will utilize the nursing process in applying mental health concepts in a variety of settings. Intervention modes are observed or practiced in one-to-one, small group, family, and milieu settings. Emphasis is placed on use of therapeutic communication and the social, political, and economic context of practice is considered.

425. Nursing Care of Adults in Health and Illness II (6) S

Prerequisites: NUR 421. Prerequisite or Corequisite: NUR 420 and 430.

A continuation of NUR 421. There will be additional development of the role of the professional nurse as a health teacher and advocate.

430. Leadership and Management in Nursing (4) S

Prerequisites: NUR 330, 418, 421.

A study of health care organizational structures and the professional nurse's role as a patient advocate, leader, manager, and change agent. Emphasis is on the application of the theoretical principles of leadership and management in the context of the health care delivery system. Use of the research process is identified as a management tool to test alternative solutions on which to base decision-making.

440. Community Health Nursing (4) S

Pre/Corequisite: BIO 300 and all other nursing courses.

A culminating experience in population-focused health care in diverse settings. Health needs are addressed using nursing theory and research with knowledge from the humanities, biological and social sciences. The nursing process provides the framework for critical thinking and decision-making regarding the holistic health needs of aggregates and communities.

452. Intercultural Issues (3) As Needed

A study of culturally appropriate and wholistic professional nursing care of persons in this pluralistic global society. Emphasis is placed on sensitivity to and respect for cultural diversity, communication, critical thinking, research and theories of intercultural nursing, cultural assessment, and strategic planning for competent nursing care which will result in positive health care outcomes for intercultural populations.

499. Senior Seminar (1) S

Prerequisite: NUR 430. Corequisites: NUR 420, 425, 440.

This course focuses on concept synthesis in order to prepare the new graduate for entry into the nursing profession. Emphasis is placed on critical thinking skills needed by the generalist to address health care dilemmas.

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4)

Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4)

Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4)

Individual research under the guidance of a faculty member(s).

School of Nursing Sponsored Organizations

The **Baptist Student Nursing Fellowship** is open to all nursing and pre-nursing students. It provides Christian fellowship, professional educational programs, and service activities; it encourages nursing practice evolving from a personal commitment to Jesus Christ. Meetings are monthly.

The **National Student Nurses Association (NSNA)** is the largest health professional student organization in the United States and the only one for nursing students. All basic BSN students are encouraged to participate. The organization provides opportunity for contributing to nursing education, to provide programs of professional interest and to aid in the development of the whole person, thereby providing for the highest quality health care. The chapter meets monthly; members may also attend state and national meetings. In addition, RN to BSN students are strongly encouraged to hold membership in Tennessee Nurses Association (TNA).

Nu Lambda is a chapter of **Sigma Theta Tau International**, the Nursing Honor Society. Its purposes are to recognize superior achievement, to develop leadership qualities, to foster high professional standards, to encourage creative work, and to strengthen commitment to the ideals and purposes of the profession. Membership is by invitation to students who have completed one-half of the upper division nursing curriculum,

achieved a 3.0 GPA, and rank in the highest 35 percent of their class. After graduation, students continue their membership in the society as alumni.

School of Nursing Student Awards

The **Academic Excellence Medal** is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses.

The **Fannie J. Watt, R.N., Psychiatric Nursing Award** is to be presented annually to the basic nursing student who has demonstrated the greatest potential for effective practice in a psychiatric setting.

The **Fannie J. Watt, R.N., Professional Nursing Award** is presented to the graduating Bachelor of Science in Nursing RN-BSN student at each program site who has shown sensitivity to the psycho-social needs of patients and has shown potential for making a serious contribution to the field of nursing.

The **Nursing Faculty Award** is presented annually to the outstanding graduating baccalaureate degree nursing student (either basic or RN-BSN) who has demonstrated an above average level of theoretical knowledge in the classroom and a high degree of skill in the clinical setting. This student shows promise of achievement in the field of nursing.

The **Terry Robinson Nursing Award** is presented annually to the student who has evidenced an extraordinary degree of motivation toward nursing with a quiet, steady and courageous persistence toward their goal.

The **Emily Saffel Nursing Award** is established in memory of Emily Saffel. Emily was born with a congenital heart defect that was resistant to treatment, and she only survived 2 1/2 weeks. Her only contact with God's world was in the caring voices and touch of her parents, grandparents, doctors, and nurses. This award is to recognize characteristics of the kind of nursing that her family hopes she received during her brief life.

The **Wilson Nursing Award** was established by Miss Georgia Wilson to be presented to the member of the Bachelor of Science in Nursing (basic) graduating class who is deemed by the nursing faculty to have been the most outstanding in clinical nursing.

School of Nursing Scholarships

The School of Nursing offers several types of scholarships which are awarded on different bases such as academics and financial need. Applications for nursing scholarships may be obtained in the School of Nursing office. Completed applications should be submitted no later than April 15 for consideration of the award for the following academic year.

Adult Studies

Special Programs

Union University provides non-traditional programs and services aimed toward the adult student. Appropriate contact personnel are noted below as each program and its requirements are detailed. Each program office provides service for admissions, registration, academic counseling and a variety of other services which are located in a number of different offices for the traditional undergraduate student. By concentrating these services in one office, Union University hopes to provide better and simpler service to the adult learner.

The McAfee School of Business Administration offers a program of study which leads to the Bachelor of Science in Business Administration majoring in Professional Public Accounting. The McAfee School of Business Administration offers a degree completion program in management, the *LAUNCH* Program, leading to the Bachelor of Science in Organizational Leadership degree. The School of Nursing offers a program for Registered Nurses to complete the Bachelor of Science in Nursing degree. The R.G. Lee Center for Christian Ministry offers two programs in church ministry leading to the Diploma in Christian Ministry and the Associate of Divinity degree.

Admissions Policies

Adult students will normally apply as transfer students from another college or university or as readmitted Union students. Adults who have already taken college courses will apply to Union as transfer students if they have completed more than 12 semester hours of transferable credit at an accredited college. Otherwise, the applicant must meet freshman admission requirements found elsewhere in the *Catalogue*. Degree programs may have additional requirements for entry into the program.

216 Transfer Students

The academic status of a transfer student will be based on his/her cumulative GPA of all accredited post-secondary work attempted. The admission file of a student having less than a 2.0 cumulative GPA will be presented to the Undergraduate Admissions/Readmissions Committee. The student may be denied admission, admitted on probationary status (as stated in *Academic Catalogue*), or admitted in good standing. The determination of the above decision shall be the full academic record, recommendations, and the explanation of any extenuating circumstances.

- A. BEFORE ADMISSION INTO UNION UNIVERSITY MAY BE GRANTED, an adult transfer student must file the following information with the appropriate program director/coordinator:
1. A completed admissions application.
 2. Application fee (non-refundable), \$25.
 3. A completed official transcript from all institutions of higher learning attended.
- B. BEFORE REGISTRATION FOR COURSES, a student must be admitted to the University or be granted status as a "provisional student" (as stated below).

Readmitted Students

Any student once having been admitted to Union University and then missing one or more semesters (fall or spring) must be readmitted by the following process:

1. Complete a new application (fee is not required).
2. Clear all previous academic, social, and financial obligations.
3. Submit official transcripts from any undergraduate institutions attended since leaving Union.

Provisional Students

Students may be admitted on a provisional basis to allow those with acceptable credentials but without immediate access to official documents to register for classes. A student may be admitted to any course(s) for which he/she is qualified to enter but not admitted to a formal degree program and not eligible to graduate in this status. Any credit taken while in this status will not be transferred as regular matriculated credit until the status has officially been changed; credit will be marked “non-matriculated, non-transferable.”

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

The student will sign a contract at the time of admission accepting the limitation of that status. The student must also sign a waiver allowing Union University to request those documents needed to complete the admission file. By federal guidelines, the university is not allowed to file financial aid and Veterans benefits enrollment forms on provisionally admitted students.

A student may remain on provisional status for only one semester and the subsequent short term unless special circumstances exist and permission for an extension is given in writing by the Admissions Committee. Admission to a provisional status does not guarantee admission later as matriculated. A personal conference with the Director of Admissions or Program Director is required before the student is accepted for admission on a provisional basis.

Students Not Seeking A Degree

Adults desiring to take courses for personal enrichment, special interest or to enhance employment opportunities without formally pursuing a college degree may apply to do so as non-degree seeking students. A special application form and streamlined Admissions process have been created for this purpose.

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Students may have non-degree status for a maximum of 12 hours at Union after which a degree must be declared. Classes may be taken for credit or audit; however, courses are offered for audit on a space-available basis to attempt to ensure that students seeking credit are served. For certain programs, audit will not be permitted.

Non-degree students may change to degree-seeking status by meeting all requirements for admission. A personal conference with the Coordinator of Adult Studies is required before the student may be accepted for admission to courses offered in Jackson as a non-degree student. R.G. Lee Center non-degree students are referred to the Program Director; students wishing to take courses as a non-degree in Germantown, should contact the Germantown, Coordinator of Programs.

Academic Forgiveness Program

Union’s Academic Forgiveness Program is designed for students who, at an earlier period in their life earned a poor college academic record. The second chance is available to students who can demonstrate they are now prepared to be academically successful. Information is available through the student’s program director/coordinator.

Special Advanced Placement Policies

Nationally recognized programs will grant credit at Union University upon successful completion. A maximum of 32 semester hours toward graduation will be accepted from the Advanced Placement Program of the College Entrance Examination Board (CEEB), the College Level Examination Program (CLEP), DANTES SST and Correspondence

dence. Credit will be awarded to veterans for training received in the military service in accordance with recommendations of the American Council on Education (ACE). Specific policies for each program may be found in the Admissions section of this *Catalogue*.

Financial Policies

Tuition and payment plans are program-specific. For additional information, see the program director/coordinator of your program. Union University reserves the right to change the tuition and fees without notice. Student Service fees for students in non-traditional programs are \$20 per semester (Fall, Spring) and \$10 per term (January, June, July). Certain courses in special programs will carry an additional fee. For a listing of fees for materials, laboratory, nursing clinicals, music and private lessons, and testing, see the Financial Information section of this *Catalogue*. Evening courses taken through cross registration at another college will be billed at the rate appropriate for day or evening. Audited courses are billed at a rate of \$110 per semester hour plus any course-specific fees.

University refund policies are printed in the Financial Information section of the *Catalogue*. Questions regarding program specific financial policies should be directed to the program director/coordinator.

Financial Aid

Students enrolled in non-traditional programs may apply for financial assistance to attend Union University. Acceptance to the program is required. The student must file an institutional application for financial assistance and the Free Application for Federal Student Aid (FAFSA). Undergraduate students will be awarded Pell Grant based upon eligibility and may apply for Stafford Loans. Check with your program director/coordinator for forms and details.

218 Employee Reimbursement

Union University offers financial arrangements for students employed by companies which have tuition reimbursement programs. Forms and instructions on taking advantage of these arrangements are available through your program director/coordinator. Forms must be submitted each semester or term to qualify for the arrangement.

Academic Policies

Academic policies of the university are considered in force throughout the Adult Studies programs unless specifically noted otherwise within the program description. Program-specific policies and evaluations of course credit toward graduation are not automatically transferrable between programs; reevaluation is required with a change of program.

The General Core Curriculum requirements for Union University degrees are outlined in the "Academic Program" section of this *Catalogue*. These requirements are to be followed to the fullest extent possible for students lacking general education credits. Course descriptions of core curriculum and prerequisites courses are found in their respective academic departments of the *Catalogue*. The pattern outlined below may be followed as a guide for accepting transfer credits and for completing general education credits when substitutions for the General Core Curriculum are necessary.

A. Composition/Speech, 9 hours:

ENG 111 & 112 (Composition I & II) 6 hours
 COM 112 or 235 (previously earned credits in Oral Communication,
 Speech or Business Communication will apply) 3 hours

B. Humanities, 9 hours:

ENG 201 or 202 (previously earned credits in literature will apply) 3 hours
 Humanities Electives (previously earned credits in Literature,
 English, Ethics, Humanities, Philosophy, Language, Music, Art, Theatre,

- Christian Studies will apply) 6 hours
- C. BIO 100 & PHY 111 (previously earned credits in Biology, Chemistry, Physics, Physical Science, Earth Science, Astronomy, Environmental Science, Geology will apply) 8 hours
- D. Social Science, 9 hours:
 HIS 101 or 102 (previously earned credits in History will apply) 3 hours
 Social Science (previously earned credits in History, Economics, Political Science, Sociology, Psychology, Geography, Anthropology will apply) 6 hours
- E. CHR 111 & 112 (previously earned credits in Bible, Religion will apply) 6 hours
- F. Mathematics (MAT 111 or higher) 3 hours
- G. Computer Science (CSC, Programming, Data Processing, Microcomputing, Computer Applications will apply) 2 hours

The General Core Curriculum courses will be taught on the Jackson Campus in a 2-year rotation in the following formats: 16-week semesters in Fall and Spring, two 8-week sessions in each semester/Fall—August (Au) & October (Oc); Spring—February (Fe) & April (Ap), and one 4-week session in each term/Winter (W), June (Jn) & July (Jl). Eight-week sessions meet 4 hours one day a week; 4-week session meet 4 hours twice a week. Core courses will be taught in the following sequence:

Fall Semester, Even Years	Fall Semester, Odd Years
16 Weeks ENG 111	August MAT 111 and CHR 111
August CHR 111, HIS 101	October MAT 114, ENG 201,
October CHR 112	CHR 112
Winter Term, Odd Years	Spring Semester, Even Years
ART 210	16 Weeks BIO 100
Spring Semester, Odd Years	February COM 235 or COM 112
16 Weeks ENG 112	April ENG 202
February HIS 102, CSC 105	Summer Terms, Even Years
April PHY 111	June PSY 213 or SOC 211

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To graduate with a bachelors degree, students must demonstrate proficiency in the use of the English language. Before earning 45 semester hours, all students take an English Proficiency Examination administered by the Director of Testing. Students transferring 45 or more hours must take the examination during their first semester. Check with your program director/coordinator or the Director of Testing for additional information.

Second Bachelors Degree

Students who have earned a bachelors degree through a regionally accredited college or university may complete a second bachelors degree by completing a new major and its prerequisites. The new hours presented for the second degree must total no less than 30 hours and include 15 upper level hours earned in the major in residence at Union University.

Post-Baccalaureate Teacher Licensure

The Post-Baccalaureate Teacher Licensure Program is designed to provide initial teacher licensure or additional endorsements to teach in Tennessee for students with a bachelors degree from an accredited college or university. Candidates for admission should contact the Director of Teacher Education.

Adult Studies Program

Bachelor of Science in Business Administration with Major in Accounting, Professional Public Accounting Track

Jackson Office: Adult Studies
Contact: Sam Myatt, Coordinator of Adult Studies
and Professor of Business Administration
Phone: 731-661-5370
EMail: smyatt@uu.edu
FAX: 731-661-5101

Germantown Office: UU/Germantown Campus
Contact: Scott Lawyer, Assistant Professor of Management
Phone: 901-759-0029
EMail: slawyer@uu.edu
FAX: 901-759-1197

ADULT STUDIES

The McAfee School of Business offers its Accounting Major with an emphasis in Professional Public Accounting leading to the Bachelor of Science in Business Administration degree through the Office of Adult Studies. The educational requirements for a CPA certificate include a baccalaureate degree with a minimum of 150 hours earned with specifics in general business and accounting. The B.S.B.A. in Accounting as offered here satisfies the specific requirements in general business and accounting; its 130 hours apply toward the 150 minimum hours.

- I. Program Specific Policies: Minimum Age 24 years.
- II. Program Admission Requirements: none except as shown in IV., BSBA Specific Core.
- 220 III. General Core Curriculum Requirements and Transfer.
Guidelines modifications: none except exempt from CSC in General Education (see BSBA).
- IV. B.S.B.A. Specific Core Curriculum requirements, each upper level course must be earned with a grade of C or higher:
 - A. ACC 211, 212; ECF 211, 212
 - B. MAT 111, or higher, & MAT 114
 - C. MGT 250, 318, 321, 435, 445; MKT 328
 - D. CSC 105.
- V. Accounting Major Requirements, Professional Public Accounting Track—48 hours
 - A. ECF 323, 415; MGT 324
 - B. ACC 311, 312, 313, 314, 315, 319, 350, 413, 414, 450, 460, 470
 - C. Upper level ACC or Business Elective—3 hours
- VI. Minor requirements: none
- VII. Assessment of Majors
 - A. Proficiency in accounting, economics, finance, management, marketing, quantitative concepts, and the integration thereof will be assessed through the administration of the ETS business major field test. Each student pursuing a BSBA degree will be required to take this test while enrolled in MGT 445.
 - B. Demonstrated ability to assess and analyze relevant data and other pertinent information in order to identify and resolve managerial problems will be evaluated based on students' successful completion of the BSBA capstone course, MGT 445.
 - C. Students will be able to communicate effectively, both orally and in writing as demonstrated through successful completion of the English Proficiency Exam and MGT 250.

- VIII. Tennessee CPA minimum qualifications to sit for the exam—see *Catalogue* section, “McAfee School of Business Administration” for current requirements.
- IX. Student Organizations and Student Awards, see the “McAfee School of Business Administration” section of the *Catalogue* for details.
- X. Financial Information: \$250 per semester hour for all accounting and non-accounting courses in addition to any applicable course fees.

BSBA Specific Core Curriculum Courses:

ACC 211. Principles of Accounting I (3) F—Even, A1

An introductory course including study of professional accounting, sole proprietorship and partnerships.

ACC 212. Principles of Accounting II (3) F—Even, A2

Prerequisite: ACC 211.

A continuation of ACC 211 with an emphasis on corporations and the use of accounting in managerial decision making.

CSC 105. Survey of Microcomputing Applications (3) W—Odd Years

An introduction to computers and their applications for non-computer science majors/minors. A study of types of hardware associated with computer systems and how computers function with an emphasis on the use of applications programs for microcomputers. Software packages will include a word processing package, an electronic spreadsheet package and a database management system.

ECF 211. Principles of Macroeconomics (3) F—Even, A1

A survey of economic theory dealing with GNP, depression, unemployment, inflation, fiscal policy, and monetary policy.

ECF 212. Principles of Microeconomics (3) F—Even, A2

A survey of economic theory dealing with prices, market, production, distribution of goods, and allocation of resources.

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MAT 114. Introduction to Statistics and Probability (3) June—Odd Years

Prerequisite: MAT 100 or equivalent.

Descriptive statistics with introduction to inferential statistics. Topics include organization of data into frequency distribution tables and histograms, measure of central tendency, measure of dispersion (standard deviation), basic mathematical probability, continuous distributions through the normal distribution, introduction to sampling theory and hypothesis testing.

MGT 250. Managerial Communication (3) June—Odd Years

The preparation and presentation of reports for management decision making with emphasis on collecting/analyzing pertinent business information and appropriate presentations of both written and oral business reports. Computer technology is utilized for graphics and final presentations of reports.

MGT 318. Principles of Management (3) July—Odd Years

An introduction to the management process through the functions of planning, organizing, leading and controlling for industrial and other organizations.

MGT 321. The Legal Environment of Business (3) S—Odd Years, A2

An introduction to the legal, practical and ethical environments in which business and managers operate. Topics include select areas of common law affecting business, constitutional law, administrative agencies and a survey of the law of employment, consumer protection, securities, antitrust, and labor.

MGT 435. Business Ethics and Social Responsibility (3) F—Even, A1

Prerequisite: Senior standing.

Development of ethical paradigms which underlie contemporary value systems. Extensive use of cases highlighting value choices and resulting consequences.

MGT 445. Business Policy (3) F—Even, A2

Prerequisite: ACC 212; ECF 211, 212; MGT 318, MKT 328 and senior standing.

Capstone course which introduces the concepts of strategic management. Extensive use of case analysis.

MKT 328. Principles of Marketing (3) S—Odd, A1

Prerequisite: ECF 212.

Exploration of the role of marketing in a free enterprise system through the development, implementation, control and evaluation of marketing strategies. Emphasis is placed upon marketing models and concepts utilized in management decision making.

Courses in the Accounting Major:**ACC 311. Cost Accounting (3) S—Odd Years, A1**

Prerequisite: ACC 212.

A study of methods of accounting for materials, labor and factory overhead in job order and process cost systems.

ACC 312. Managerial Accounting (3) S—Odd Years, A2

Prerequisite: ACC 212.

Uses of accounting information in management decision making. Topics include budgeting, standard costing and analyses of costs and profits.

222 ACC 313. Intermediate Accounting I (3) S—Odd Years, A1

Prerequisite: ACC 212.

Intensive review of the accounting process and financial statements with emphasis on the asset section of the balance sheet.

ACC 314. Intermediate Accounting II (3) S—Odd Years, A2

Prerequisite: ACC 313.

Corporation formation and changes in the equity structure after formation. Topics include long-term investments, bonds, earnings per share, and income recognition.

ACC 315. Federal Income Tax Accounting I (3) F—Odd Years, A1

Prerequisite: ACC 212.

A study of the Internal Revenue Code as it affects individual income tax returns.

ACC 319. Federal Income Tax Accounting II (3) F—Odd Years, A2

Prerequisite: ACC 315.

A study of the Internal Revenue Code as it affects partnerships, corporations and fiduciaries.

ACC 350. Accounting Information Systems (3) S—Even Years, A1

Prerequisite: ACC 212.

Principles and problems of accounting system design and implementation. Organization for accounting control, internal control procedures, and internal reports. Attention given to computerized accounting systems and to traditional information flows.

ACC 413. Auditing I (3) F—Even Years, A1

Prerequisites: ACC 313, and 314 or 460.

An examination of ethics in accounting practice, internal control auditing standards and procedures and audit programs for various accounts.

ACC 414. Auditing II (3) F—Even Years, A2

Prerequisite: ACC 413.

An advanced course in auditing, applying concepts and techniques mastered in ACC 413. Special attention is given to variations of the audit report, statistical sampling and current topics in the profession.

ACC 450. Governmental and Not-for-Profit Accounting (3) W—Even Years

Prerequisite: ACC 313.

Operation of the accounting structure and financial reporting for governmental and not-for-profit entities to include colleges and universities, medical care facilities and social service agencies.

ACC 460. Intermediate Accounting III (3) S—Even Years, A2

Prerequisite: ACC 313.

A study of the Financial Accounting Standards Board pronouncements for general accounting use. Emphasis given to the interpretation of pronouncements and applications in problem solving.

ACC 470. Advanced Accounting (3) June—Even Years

Prerequisite: ACC 313.

A comprehensive study of partnerships and consolidated entities.

ECF 415. Personal Financial Management (3) F—Odd Years, A2

An introduction to personal finance from a Christian perspective. Principle topics include taxes, investing, insurance, buying your first home, vehicles, credit and debt, and budgeting.

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MGT 324. Commercial Law (3) F—Odd Years, A1

A survey of the basic principles of law important for an understanding of business transactions and business entity creation and operation. Topics include an in-depth review of contract laws and selected uniform commercial code provisions, business associations, and bankruptcy.

Adult Studies Program**Bachelor of Science in Nursing with Major in Nursing, RN to BSN Track**

Jackson Office: School of Nursing, Jackson Campus

Phone: 731-661-5200

FAX: 731-661-5504

E-Mail: jdulberg@uu.edu

Contact: Judy Dulberg, Administrative Assistant

Germantown Office: UU/Germantown Campus

Contact: Lindy Hannah, Coordinator of Nursing Programs
and Assistant Registrar

Phone: 901-759-0029

E-Mail: lhannah@uu.edu

FAX: 901-759-1197

The Union University School of Nursing offers its program leading to the Bachelor of Science in Nursing (Basic BSN track and RN to BSN track). The RN to BSN track for Registered Nurses is offered on both the Jackson and Germantown Campuses. The program is approved by the Tennessee Board of Nursing and accredited by the Commission on Collegiate Nursing Education. CCNE may be contacted at One Dupont Circle, NW Suite 530, Washington, DC 20036-1120 or 202-887-6791.

The School of Nursing encourages the educational mobility of registered nurses holding the associate degree or diploma in nursing. All registered nurse students take NUR 333 upon entering the B.S.N. program. Upon successful completion of NUR 333, the student is awarded 37 hours of Nursing credit.

The University shares articulation agreements with area colleges (Jackson State Community College, Dyersburg State Community College, Northeast Mississippi Community College, Northwest Mississippi Community College, Southwest Tennessee Community College, University of Memphis) for the purpose of accommodating the learning needs of students while minimizing the repetition of non-nursing learning experiences.

RN to BSN students are strongly encouraged to hold membership in the Tennessee Nurses Association (TNA).

- I. Program Specific Policies: current RN licensure
- II. Program Admission, in addition to University admission requirements
 - A. Make special application to the RN-BSN Program, form supplied in the School of Nursing Office
 - B. Provide evidence of graduation from a state-approved school of nursing
 - C. Verify licensure or eligibility to apply for licensure as a Registered Nurse in Tennessee
 - D. Demonstrate professional liability insurance coverage. Students may elect to purchase malpractice insurance through the school.
 - E. Maintain current CPR for Health Care Provider certification throughout the nursing program of study.
 - F. Fully complete a University Health History Form and a Physical Examination Form signed by a practitioner qualifying the applicant for nursing education. Provide documentation of current immunizations, including tetanus booster within the past 10 years, an acceptable Hepatitis B titer and Rubella immunization. Documentation of a negative screen for tuberculosis (skin test or chest x-ray) within the past 12 months is required. This data should be submitted on the form supplied by School of Nursing.
- III. General Core Curriculum modifications
 - A. Composition/Speech
 1. ENG 111 and 112—6 hours
 2. Speech: met in clinicals' oral communication components
 - B. MAT 114 is specified as the Math requirement
 - C. Upper level (300/400 level) Electives—6 hours
 - D. Science
 1. Natural Science—8 hours (A&P, Microbiology, Chemistry, etc.)
 2. BIO 300—3 hours
- IV. Prerequisite Course Requirements: incorporated into General Core
- V. Major Requirements, 30 hours plus 37 basic nursing education hours
 - A. Basic^{oo} Nursing Education—37 hours held in escrow until successful completion of NUR 333
 - B. NUR 310, 320, 330, 333, 410, 420, 430, 440—24 hours
 - C. NUR Upper Level Electives—6 hours

- VI. Renewal of Tennessee Nursing Licensure (non-degree student)—see the department chair for details.
- VII. Assessment of Major
Nursing majors are required to take National League of Nursing (NLN), or other standardized nursing tests throughout the program of study. During NUR 440 a comprehensive baccalaureate standardized test is given.
- VIII. Student Organizations and Student Awards, see the School of Nursing section of the Catalogue for details.
- IX. Financial Information
 - A. \$275 per semester hour for all nursing and non-nursing courses in addition to any applicable course fees.
 - B. Fees for Challenge Exams (NUR 310, 410) and Clinical Fees are listed in the *Catalogue* under “Financial Information.”
- X. Requirements for Progression/Readmission to the Program—see policies printed in the “School of Nursing” section of the *Catalogue*.

Course Descriptions of Prerequisite Courses

() Hours Credit; J–Jackson; G–Germantown; F–Fall, W–Winter, S–Spring, Su–Summer, Ju–June, Jl–July, Au–August

BIO 300. Pathophysiology (3) J; W; G; F

Prerequisite: BIO 211,221,222.

This course will build on foundations established in previous science and nursing courses to facilitate further comprehension of the various states of altered health observed within the health care arena. Topics include stress, shock, altered acid-base balance, altered fluid and electrolyte balance, neoplasia, hypertension, immunodeficiency, genetic disorders, altered cardiac rhythms, renal failure and uremia.

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MAT 114. Introduction to Statistics and Probability (3) J; F—Odd Years, A2; G; Su I—Day & Evening

Prerequisite: MAT 100 or equivalent.

Descriptive statistics with introduction to inferential statistics. Topics include organization of data into frequency distribution tables and histograms, measure of central tendency, measures of dispersion (standard deviation), basic mathematics probability, continuous distributions through the normal distribution, introduction to sampling theory and hypothesis testing.

Course Descriptions of Courses in the Nursing Major

() Hours Credit, F–Fall, W–Winter Term, S–Spring, Ju–June, Jl–July, III–August, E–Even year, O–Odd year

NUR 310. Health Assessment (3) F–Day, F–O–Evening, J; Ju–Day; G; S–Day & Evening

Prerequisite: Admission to the School of Nursing or by permission of the faculty.

The use of the nursing model in developing skills and knowledge related to history taking, assessing the health status of an apparently healthy individual and recognizing deviations from the normal. Communication technique is further developed by emphasis on interviewing skills. Emphasis will be on functional health patterns throughout the life span.

NUR 320. Theoretical Bases for Nursing Practice (1) J; W & S–Day, W–O–Evening, Ju–Evening; G; F–Day & Evening

Prerequisite: Admission to the School of Nursing.

An examination of the scientific knowledge base of nursing including an introduction to nursing theories as a basis for nursing practice.

NUR 330. Introduction to Research in Nursing (3) J: F-Day, F-O-Evening, Ju-To Be Arranged; G: F-Day & Evening

Prerequisite: MAT 114, Admission to the School of Nursing.

The role of the professional nurse in critiquing and utilizing nursing research literature. Critical thinking skills and the steps of scientific inquiry are applied to develop a research project.

NUR 333. Concepts of Professional Nursing (4)

The focus of this course is to acclimate the returning RN student to the professional nursing concepts found in wholistic nursing as derived from theory or research and include critical thinking and communication. This course also provides an emphasis on elements of professional writing, portfolio development and life-long learning.

NUR 350. Philosophical and Ethical Foundations in Health Care (3) J: To Be Arranged; G: W-Day & Evening

A study of the foundations of philosophy and ethics with emphasis on developing the student's ability to perform philosophical inquiry and generate philosophical arguments related to ethical issues and concerns in health care.

NUR 353. Health Promotion (3) As Needed

Focuses on in-depth, scientifically accurate information for all dimensions of wellness and helps students identify realistic options for a healthy lifestyle and emphasizes the importance of making healthier choices. The course assesses and utilizes the tools for integrating these changes into everyday lives and uses the nursing process as a guide for enabling persons to achieve and maintain optimal health and wellness.

NUR 355. Spiritual Care in Nursing (3) On Demand

An examination of Christian values as a basis for providing spiritual care to clients and exploration of the role of the professional nurse in providing spiritual care. Resources will include the Bible, nursing literature, clergy, the community and personal spiritual resources.

NUR 410. Pharmacotherapeutics in Nursing Practice (3) J: S-Day, S-O-Evening, JI-To Be Arranged; G: F-Day & Evening

The biochemical and psychological effects of drugs on the wholistic person in a multicultural society. Nursing process with different classifications of drugs is emphasized. Historical, economic, legal and ethical issues are identified.

NUR 420. Issues in Professional Nursing (2) J: W & S-Day; W-E-Evening, Ju-To Be Arranged; G: Ju-Day & Evening

The nurse's role in change through evaluation of historical and current issues impacting the profession and health care delivery systems. Consideration is given to the legal, ethical and moral obligations of the professional nurse.

NUR 430. Leadership and Management in Nursing (4) J: W-Day, S-O-Evening; G: S-Day & Evening

Prerequisite: NUR 333.

A study of health care organizational structure and the professional nurse's role as a patient advocate, leader, manager and change agent. Emphasis is on the application of the theoretical principles of leadership and management in the context of the health care delivery system. Use of the research process is identified as a management tool to test alternative solutions on which to base decision-making.

NUR 440. Community Health Nursing (4) S

Pre/Corequisite: BIO 300 and all other required NUR courses.

A culminating experience in population-focused health care in diverse settings. Health needs are addressed using nursing theory and research with knowledge from the humanities, biological and social sciences. The nursing process provides the framework for critical thinking and decision-making regarding the holistic health needs of aggregates and communities.

NUR 452. Intercultural Nursing (3) As Needed

A study of culturally appropriate and wholistic professional nursing care of persons in this pluralistic global society, Emphasis is placed on sensitivity to and respect for cultural diversity, communication, critical thinking, research and theories of intercultural nursing, cultural assessment, and strategic planning for competent nursing care which will result in positive health care outcomes for intercultural populations.

NUR 395-6-7. Special Studies (1-4)

Upper level group studies which do not appear in the regular departmental offerings.

NUR 495-6-7. Independent Study (1-4)

Individual research under the guidance of a faculty member(s).

Adult Studies Program**The LAUNCH Program, The Bachelor of Science in Organizational Leadership**

	Office: The LAUNCH Program Office, Jackson Campus	227
	Director: Barbara Perry, Assistant Professor of Management	
	Phone: 731-661-5363	
	EEmail: bperry@uu.edu	
	FAX: 731-661-5101	
	Recruiter: Luanne Powell	
	Phone: 731-661-5341	
	EEmail: lpowell@uu.edu	
Director CPL and Testing:	Cindy Shirley	
	Phone: 731-661-5487	
	EEmail: cshirley@uu.edu	
Secretary:	Karen Miller	
	Phone: 731-661-5472	
	EEmail: kmiller@uu.edu	

The McAfee School of Business Administration offers the Leadership for Adult Undergraduate Cohorts, *LAUNCH*, degree completion program designed to meet the needs of working adults. The program allows admitted students to complete the Bachelor of Science in Organizational Leadership, BSOL, degree in as little as 18 months. The program is for adults with two or more years of college credit and at least two years of relevant work experience. Each student will be a member of a cohort group that will remain together for the 14 courses of the BSOL major, delivered through instructional modules. The BSOL degree is designed to enable adult students to become more effective managers and leaders. The mission of the *LAUNCH* program is to deliver contemporary business education within a Christian context for adult learners.

On occasion, the BSOL major may be modified for a cohort to focus on a particular profession or field of interest. Check with the LAUNCH office for details.

- I. BSOL Program Admission Requirements
 - A. Official transcripts documenting completion of at least 60 semester hours of acceptable coursework including 21 hours applicable to the General Core Curriculum.
 - B. ENG 111.
 - C. At least 24 years of age
 - D. Documentation of at least two years of relevant work experience.
 - E. Minimum cumulative grade point average of 2.0 on the 4.0 scale.
- II. Program Specific Policies
 - A. Pre-BSOL Program admission allows students who have not met Program Admission Requirements to take General Core and General Electives by meeting only University Admission requirements. Courses will be offered in the evenings in an accelerated format.
 - B. Credit for Prior Learning, CPL, may be awarded for experiential learning using portfolio-style documentation of learning. Students must be fully accepted and registered in the BSOL Program before submitting the portfolio. A maximum of 15 hours may be awarded toward the BSOL through CPL. Check with the CPL Director for application and full details.
 - C. Union University participates in several credit by examination programs following the guidelines of the American Council on Education. A maximum of 32 semester hours of credit by examination, including the maximum 15 CPL hours, may be applied toward the BSOL degree. See the Admissions section of the Catalogue for additional information.
 - D. BSOL students are exempted from the requirement that the last 12 hours must be completed in residence.
- III. General Core Curriculum Modifications—MAT 111 (College Algebra) or a higher level Math is required.
- IV. Specific Core Curriculum Requirements—none
- V. BSOL, Major Requirements—40 hours, in the order in which the courses are scheduled in the cohort: BSOL 401, 355, 402, 425, 432, 365, 350, 421, 415, 418, 435, 450, 448, 455
- VI. Minor Requirements—none
- VII. Assessment of Majors

Students will be tested to determine if program learning outcomes have been met. The ability to analyze data, solve problems, think critically, and communicate effectively in oral and written form will be evaluated in BSOL 418 & 455.
- VIII. Student Organizations and Student Awards, see the McAfee School of Business Administration section of the *Catalogue*.
- IX. Program Specific Financial Information

A. Enrollment Deposit	\$100
B. Credit for Prior Learning, per course	75
C. Books/Materials	\$1,050
D. Graduation Fee	\$50
E. Tuition	\$10,000
- X. Calendar

The academic calendars for the *LAUNCH* cohort groups do not parallel those shown in the *Catalogue*; the *LAUNCH* student will follow those calendars only if needing core curriculum or elective courses. *LAUNCH* calendars, specific to each cohort group are available for the 18 months with time off as noted on the calendars. Due to the accelerated nature of the cohort program, students must spend 4 hours/week outside of class in group study at a site approved by the university.

Bachelor of Science in Organizational Leadership Courses:

350. Personal and Managerial Finance (2)

Financial planning and management techniques, procedures, laws and assessment tools principally relating to one's personal finances but with significant overlap with corporate financial matters. Topics include personal accounting and budgeting, time value of money, credit and housing decisions, insurance products, investment vehicles, and retirement and estate planning.

355. Quality Management (3)

The concepts of Total Quality as they relate to the manufacturing and service environment. The uniqueness of quality is analyzed in relation to a systematic management process that improves customer satisfaction. The principles of quality management are integrated with the phases of a continuous improvement process. An assessment tool is presented to evaluate how well a company is doing in pursuing a quality improvement process.

365. Systems Supporting Quality Service (3)

An examination of organizational systems that are critical to quality service. Participants evaluate conditions necessary for change and techniques for promoting and managing change. Emphasis is placed on application of theoretical concepts to the participant's work environment in such areas as quality service opportunities, the role of manager, total employee involvement, customer identification and customer report cards. Participants design a training program and a recognition system that foster quality and customer service.

401. Principles of Self-Management (2)

Group interaction skills and the management of individual and professional priorities. Includes behavioral style analysis, communication processes within groups, versatility in dealing with supervisors and subordinates, goal setting, setting priorities and time management. **229**

402. Management and Leadership (3)

Techniques of management and leadership and their application to the development of improved managerial effectiveness.

415. Accounting for Managers (3)

Financial and managerial accounting related to business and non-profit entities. This user-oriented, rather than accountant-oriented, course will focus on the accounting process, financial statements, reports and control techniques to give perspective and skill necessary to read, analyze and interpret reports created by accountants. The course is aimed at understanding control techniques, and operational budgeting, used by firms to assess and improve efficiency in the firm's operations and use of assets.

418. Management of Communication & Information Systems (3)

Drawing on communication theory, students will learn to develop effective organization communication systems. Emphasis on diagnosing information needs and communication patterns. Students will learn the positive and negative aspects of all types of information storage, retrieval, manipulation and transmission methods.

421. Principles of Marketing (3)

An integrated analysis of the role of marketing within an organization. An examination will be made of the factors affecting consumer behavior, the development of marketing strategies, and the cognition of marketing variables.

425. Issues in Ethics (3)

A study of representative ethical theories as they relate to various contemporary problems in management. Special consideration will be given to the application of Christian ethical principles to values clarification and decision-making in the business world.

432. Organizational Behavior (3)

A study of organizational theory and application. The managerial functions of planning, controlling, staffing, directing and motivating are explored in the contexts of both individual and group behavior.

435. Human Resource Management (3)

The development of policies and techniques necessary to ensure effective management within complex organizations. Civil Service regulations, unions in the public and private sectors, and organizational training and development will be examined.

450. Negotiation and Conflict Resolution (3)

Using simulation, case studies and field work assignments, this course focuses on the development of the communication and management skills essential for successfully resolving conflict situations involving both labor and management practices and the structural dysfunctions of organizations.

448 Strategic Planning (3)

Students will develop or improve skills in the critical areas of applied organizational research and managing the planning process with a focus on strategic and operational planning.

455. Seminar in Business (3)

230 This capstone course in business administration is designed to integrate the content of the core courses into an applied management framework. Elements of this course include decision-making in a wide variety of areas on advanced level case analyses. Substantial reading of various managerial perspectives and applications of those perspectives to the student's work setting is required.

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular departmental offerings.

Adult Studies Program

The R. G. Lee Centers: Associate of Divinity Degree

Office: Church Services
Director: Charles A. Fowler, Vice President for Development,
Church Relations/Denominational Support and
Assistant Professor of Education
Phone: 731-661-5160
Email: jmoore@uu.edu
FAX: 731-661-5495
Contact: Joanna Moore, Assistant Director for Church Services

Offered at sites throughout West Tennessee, this program is designed primarily as an adult education degree for the non-traditional student. It is a professional degree which incorporates an exposure to the liberal arts through the general education requirements.

A minimum of 66 semester hours must be completed and a grade point average of 2.0 is required for all courses attempted.

- I. Program Specific Policies: During the first year the associate degree is offered at a center, students may transfer as many as 39 semester hours of approved credit toward the Associate of Divinity degree. Up to 24 of these 39 hours may be earned through the Seminary Extension Department of the Southern Baptist Convention restricted to those approved by the American Council on Education.
- II. Program Admission:
 - A. At least 25 years of age
 - B. Have served in some capacity in their church for at least three years.
 - C. A letter of recommendation from his/her church.
- III. Associate of Divinity Specific General Education requirements—15 hours
 - A. ENG 111 and 112—6 hours
 - B. PHL 240; HIS 101; MAT (3 hours)—9 hours
- IV. Other Associate of Divinity Requirements—51 hours
 - A. Three Old Testament courses from: RGL 314, 317, 415, 416, one of RGL 320-358.
 - B. Three New Testament courses from: RGL 300, 301, 302, 423, one of RGL 359-378.
 - C. Three Theological courses: RGL 113, 243, 304.
 - D. General Studies: RGL 303.
 - E. Ministry Studies: RGL 261, 263, 305.
 - F. Three Electives from: RGL 306, 307, 308, 309, 310, 311, 454.
 - G. Practicum: RGL 481
- V. Minor Requirements: None
- VI. Assessment of Majors: Students pursuing the Associate of Divinity degree are required to take RGL 481, Christian Ministries Internship.

Description of Associate of Divinity Courses

RGL 113. Introduction to Bible Study and Interpretation (3)

The study of the process of hermeneutics or interpretation. Special emphasis is given to the methodology of step-by-step Bible study.

RGL 243. Approaches to Moral Decision Making (3)

An introduction to Christian ethics, focusing on methodology with a survey and comparison of philosophical, secular, and theistic perspectives on the moral life, then moves on to develop a comprehensive evangelical approach.

RGL 261. Introduction to Christian Education (3)

The origin, purposes, officers and curriculum of the organizations of the local church.

RGL 263. Homiletics (3)

A study of the basic techniques of sermon preparation and delivery.

RGL 314. Studies in the Pentateuch (3)

An intensive study in the first five books of the Old Testament.

RGL 317. Minor Prophets (3)

A study of the minor prophets.

RGL 300. The Life of Christ (3)

A study of the life of Christ as recorded in the Synoptic Gospels.

RGL 301. Pauline Epistles (3)

An exegetical study of selected Pauline epistles.

RGL 302. Hebrews, General Epistles, Revelation (3)

An exegetical study of Hebrews, Revelation, and selected General Epistles.

RGL 303. Contemporary Life and Practice (3)

Contemporary issues as they relate to practical and ethical issues from a Christian perspective. Topics include vocation, time and resource management, marriage relationships, conflict resolution, evangelism, church involvement, Christian world view, devotional life, and practical ethics.

RGL 304 . Christian Doctrine (3)

232 Major theological doctrines of Christianity such as the Trinity, revelation, God, creation, sin, the fall of man, Christology, the Atonement, the Holy Spirit, the church, the Christian life, and eschatology.

RGL 305. Pastoral Ministries (3)

A course designed to deal with the practical work of the pastor.

RGL 306. Introduction to Christian Evangelism (3)

The Biblical and doctrinal basis for evangelistic preaching, planning, and programming.

RGL 307. Church Ministry with Preschool and Children (3)

Curriculum for preschoolers and children and focusing on issues relating to children and their parents.

RGL 308. Church Ministry with Youth (3)

Youth ministry within the local church focusing on church organizations, practical aspects of youth ministry, meeting the needs of youth, and the unique role of the minister with youth.

RGL 309. Church Ministry with Adults (3)

Adult ministry as it deals with adult curriculum and the church's responsibility to minister with families and marriages.

RGL 310. Youth Ministry Issues (3)

Issues facing youth as they deal with the developmental nature of youth and the issues affecting youth and their families.

RGL 311. Survey of Missions (3)

A survey of missions and mission outreach with a particular focus on Southern Baptist missions.

RGL 415. Poetry & Wisdom Literature of the Old Testament (3)

An intensive study of Hebrew poetry and wisdom literature. (Job, Psalms, Proverbs, Ecclesiastes).

RGL 416. Major Prophets (3)

The origin and development of Hebrew prophecy; an exegetical study of some of the major prophetic books of the Old Testament.

RGL 423. The Johannine Literature (3)

An intensive study of the Gospel of John and the Johannine Epistles.

RGL 454. Southern Baptist Life (3)

A survey of the history, structure and activities of the Southern Baptist Convention.

RGL 481. Christian Ministries Internship (3)

Applied church ministry. Students will spend 3 weeks in the classroom followed by a minimum of 115 hours in a church or Christian related organization.

RGL 320-378

A study of the book(s) indicated below with attention to its exposition, historical setting, and meaning for Christians today, as well as an emphasis on how to teach the book in a local church.

RGL 320. Genesis (3)

RGL 321. Exodus (3)

RGL 322. Leviticus (3)

RGL 323. Numbers (3)

RGL 324. Deuteronomy (3)

RGL 325. Joshua (3)

RGL 326. Judges (3)

RGL 327. Ruth (3)

RGL 328. I Samuel (3)

RGL 329. II Samuel (3)

RGL 330. I Kings (3)

RGL 331. II Kings (3)

RGL 332. I Chronicles (3)

RGL 333. II Chronicles (3)

RGL 334. Ezra (3)

RGL 335. Nehemiah (3)

RGL 336. Esther (3)

RGL 337. Job (3)

RGL 338. Psalms (3)

RGL 339. Proverbs (3)

RGL 340. Ecclesiastes (3)

RGL 341. Song of Songs (3)

RGL 342. Isaiah (3)

RGL 343. Jeremiah (3)

RGL 344. Lamentations (3)

RGL 345. Ezekiel (3)

RGL 346. Daniel (3)

RGL 347. Hosea (3)

RGL 348. Joel (3)

RGL 349. Amos (3)

RGL 350. Obadiah (3)

RGL 351. Jonah (3)

RGL 352. Micah (3)

RGL 353. Nahum (3)

RGL 354. Habakkuk (3)

RGL 355. Zephaniah (3)

RGL 356. Haggai (3)

RGL 357. Zechariah (3)

RGL 358. Malachi (3)

RGL 359. Matthew (3)

RGL 360. Mark (3)

RGL 361. Luke (3)

RGL 362. John (3)

RGL 363. Acts (3)

RGL 364. Romans (3)

RGL 365. I Corinthians (3)

RGL 366. II Corinthians (3)

RGL 367. Galatians (3)

RGL 368. Ephesians (3)

RGL 369. Philippians (3)

RGL 370. Colossians (3)

RGL 371. I Thessalonians (3)

RGL 372. II Thessalonians (3)

RGL 373. The Pastoral Epistles: I, II

Timothy; Titus; Philemon (3)

RGL 374. Hebrews (3)

RGL 375. James and Jude (3)

RGL 376. I, II Peter (3)

RGL 377. I, II, III John (3)

RGL 378. Revelation (3)

Adult Studies Program

The R. G. Lee Centers: Diploma in Christian Ministry

Office: Church Services
Director: Charles A. Fowler
Phone: 731-661-5160
Email: jmoore@uu.edu
FAX: 731-661-5495
Contact: Joanna Moore

ADULT STUDIES

This program is designed primarily as an adult education diploma which incorporates an exposure to the liberal arts through the general education requirements.

A minimum of 30 semester hours must be completed. A grade point average of 2.0 is required for all courses attempted.

Credit earned through the Diploma of Christian Ministry program will apply toward the Associate of Divinity degree as outlined above.

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- I. Program Specific Policies: During the first year the diploma program is offered at a center, a student may transfer as many as 18 semester hours of approved credit into the diploma program. Up to 12 of these 18 hours may be earned through the Seminary Extension Department of the Southern Baptist Convention restricted to those courses approved by the American Council on Education
- II. Program Admission: Students in this degree program must be at least 25 years of age and have served their church in some capacity for at least three years. Persons under the age of 25 may earn up to 6 hours of credit with special permission from the Director of the R. G. Lee Center. In addition to university admissions requirements applicants must present a letter of recommendation from their church.
- III. Diploma in Christian Ministries General Education Requirements—6 hours
 - A. Two courses from: ENG 111, 112; PHL 240; HIS 101; Math (3 hours).
- IV. Christian Ministries Requirements—24 hours
 - A. Two Old Testament courses from: RGL 314, 317, 415, 416, one of RGL 320-358.
 - B. Two New Testament courses from: RGL 300, 301, 302, 423, one of RGL 359-378.
 - C. Two Theological courses from: RGL 113, 243, 304.
 - D. Two Ministry Studies courses from: RGL 261, 263, 307, 454.
- V. Minor Requirements: None
- VI. Assessment of Majors:

Description of Courses in the Diploma in Christian Ministries are included above with those for the Associate of Divinity.

College Life at Union

Special Programs

Co-Director: Susan Hopper (1989) B.S., Union University; M.A.T., University of Memphis; Additional study, University of Memphis.

Co-Director: Sherry Tignor (1996). B.S., Union University; M.Ed., University of Memphis; Additional study, University of Memphis.

Union University is committed to the two-fold purpose of academic excellence within a strong Christian environment. The goals of the College Life at Union Program embrace both aspects of this purpose. Using a wide range of cultural and academic experiences, the program is coordinated to give each student the tools to develop his/her full academic and spiritual potential. Freshmen discuss Union's heritage and affiliation with Southern Baptists as well as the need for ongoing spiritual growth as an integral part of scholastic achievement. Integrated in this program is a unique process of discovering motivational patterns which have been entrusted in each student according to God's purpose for his/her life.

College Life at Union consists of two one-hour courses which foster student success at Union. Freshmen are required to take CLU 111 during their first semester and CLU 112 during their second semester.

Students in CLU 111 discuss Union's academic programs and how to plan effectively for successful completion of the requirements for graduation. CLU 111 not only aids in the understanding of the Union community and its traditions but also allows the development of significant relationships with other freshmen.

CLU 112 is designed to assist students in discovering and understanding how they are uniquely gifted. Application of these gifts will be an invaluable tool as students impact people and circumstances at school, work, community and church. Confidence is gained through a process which allows students to recognize their strengths and enable them to more effectively make academic and career decisions.

The Transfer Orientation Program, administered by the Office of Admissions and Retention, is an introduction to activities and services available to transfers. The no-cost, no-credit voluntary program is offered as a half-day informal seminar at the beginning of the Fall and Spring Semesters. It provides information about Union's programs such as academic requirements, tutoring, social opportunities and regulations, career counseling, library services, the *Catalogue*, and the *Campus Life Handbook*.

Course Offering in College Life at Union (CLU)

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

111. College Life at Union I (1) F, S

An introduction to the experiences of college life at Union University which promotes adjustment to academic development, cultural appreciation and spiritual growth. Required of all full-time "first-time" freshmen and transfers with fewer than 12 hours earned. Graded Pass/Fail.

112. College Life at Union II (1) F, S

An opportunity for the discovery of personal gifts, talents and strengths with application to the student's decisions in academic and career choices. Required of all freshmen in their second semester. Graded Pass/Fail.

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular departmental offerings.

Interdisciplinary Honors Studies

Special Programs

Randall B. Bush (1991). Interdisciplinary Honors Director, Professor of Christian Studies and Philosophy. B.A., Howard Payne University; M.Div., and Ph.D., Southwestern Baptist Theological Seminary; D.Phil., University of Oxford.

In contemporary society, over-specialization has forced blinders upon many individuals. As a consequence, they have developed tunnel vision. In almost every field—medicine, education, business, politics, and economics—the majority of people are incapable of looking beyond the narrow confines of their particular area of interest and expertise to comprehend how the pieces of the puzzle of human existence fit together. As a result, they suffer the debilitating symptoms of dehumanization, social fragmentation and misdirection, personal meaninglessness, and the general loss of purpose in life. By enabling students to perceive a broader picture of how various fields of academic inquiry interrelate, the Interdisciplinary Honors Program enriches them intellectually and spiritually and helps them avoid the pitfalls and consequences of tunnel vision.

The Interdisciplinary Honors Program combines methods of teaching such as the Socratic method, logic and dialectic, tutorials, mentoring, lectures, seminars, and discussion groups in order to produce the highest degree of academic success. The program is designed to be four years in length to encourage a solid development of the student's knowledge base and critical thinking apparatus.

Mission Statement

236 One goal of Honors/Interdisciplinary Program is to sharpen the student's ability to assess ideas and situations critically and to think about these creatively. A second goal is to encourage students to think freely and constructively across the various academic disciplines offered at the University. A third and all-encompassing goal is to help students understand how all truth is God's truth. Because our Christian confession holds that God is the creator and sustainer of the universe as well as the redeemer of humankind, this means that our pursuit of truth will always be governed by the context of this confession.

Program Acceptance Requirements and Standards

Members of departments across the University serve as faculty and mentors for students in the Interdisciplinary Studies Program. The program is designed to be challenging and intensive. For this reason, only select persons are invited to participate: 1) Freshmen students with an enhanced ACT of 25 or higher and/or a record of excellence in academic work, and 2) second semester freshmen who have maintained a GPA of 3.5 during the first semester at the University. Transfer or other students who desire admission must petition the Director. The final decision to admit any student rests with the Interdisciplinary Honors Council, which is appointed by the Provost for the purpose of determining the program's policies, standards, guidelines, and goals.

Students admitted into the program are expected to maintain a grade average of "B" or better in all Honors courses. Students who fall below this expectation will be placed on probation, and their status in the program will be subject to review by the Interdisciplinary Honors Council. If the Council determines that a student's work fails to satisfy the program's standards, the Council may suggest that the student pursue the Interdisciplinary Studies Minor (see below) as an alternative to the Minor in Interdisciplinary Honors.

Minor in Interdisciplinary Honors—18 hours

- I. Interdisciplinary Core Requirements—12 hours
 - A. HON 210 and 220—Freshmen year
 - B. HON 320 and 340—Sophomore year
- II. Electives—2 hours
These include opportunities for travel and study abroad, study with the Scholar-in-Residence, and approved courses across the University that are of an interdisciplinary nature.
- III. HON 411—4 hours
The capstone of the Interdisciplinary Honors Program is the writing of the Honors thesis, a major project that is expected to be of the highest quality.

Minor in Interdisciplinary Studies—18 semester hours

The Interdisciplinary Studies minor was designed for students who determine in the course of pursuing the Interdisciplinary Honors minor that they are unable, for whatever reason, to undertake or complete the writing of a thesis. This minor is an alternative open only to students officially accepted into the Honors Program.

- I. Interdisciplinary Core Requirements—12 hours
 - A. HON 210 and 220—Freshmen year
 - B. HON 320 and 340—Sophomore year
- II. Electives—6 hours
Opportunities for overseas travel and study, study with the Scholar-in-Residence, and approved courses across the University that are of an interdisciplinary nature.

Scholar-in-Residence Program

A scholar of worldwide reputation is invited each year to deliver a series of lectures at the University. Students may take the Scholar-in-Residence course which involves research, writing, and tutorials. Prerequisites: HON 210 and 220.

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Student Organization

Incorporated into the Interdisciplinary Honors Program is the **Honors Student Association (HSA)** whose purpose is to serve as the social arm of the program. It functions as any social organization does, choosing its officers from among the student participants and organizing its functions to further the academic programs of the minor. Any student who has participated in any of the Honors classes is eligible for membership in HSA. Students interested in pursuing a minor in Interdisciplinary Honors are also invited to come to meetings but are not allowed to be voting members.

Student Awards

Academic Excellence Medal is given to the graduating minor who has the highest academic average in the minor, provided the GPA in the subject is not less than 3.5 and provided the student has completed, before Awards Day, a minimum of 15 hours in the discipline at Union University in courses for which precise grades are computed as distinguished from courses graded pass or fail.

The **Honors Student of the Year** Awards are presented to the students active in the Program who have shown the most intellectual and perceptive growth in the year's time. The awards are determined by the Honors Council.

Course Offerings in Honors (HON)

()-Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

210. Introduction to Interdisciplinary Studies (3) F

Influences and processes contributing to the formation of worldviews and their alteration through time. In order to accomplish this objective, students will be taught how to live appreciatively within given cultural and theoretical perspectives while at the same time learning how to evaluate these critically and constructively. Encouragement to think creatively about the interrelation between the various disciplines of the university, and about the implications of the fields of human inquiry for Christian faith and practice, will help students to develop a worldview that will prepare them to take their place as leaders in the twenty-first century.

220. Great Ideas (3) S

Prerequisite: HON 210.

A survey of the interdisciplinary nature of the ideas, thoughts, and theories of human culture. This course will examine many of the great ideas of the Western cultural and intellectual heritage that are important for the humanities, natural sciences, social sciences arts and professional studies. The interdependence of ideas will be considered along with the way ideas operate in a variety of unique historical and cultural contexts. This course will progress from a survey of Western cultural and intellectual history to presentation of papers by students in a seminar fashion.

320. Great Books I (3) F

Prerequisite: HON 220.

238 Seminal works from the fields of philosophy, theology, history, literature, the natural sciences, or the social sciences will be read and studied with special attention to ways these works reflect historical trends, political situations, philosophical ideas, cultural and religious traditions, and socioeconomic conditions. Students will be encouraged to think critically and creatively about these works by considering them from selected intellectual and cultural perspectives that lie outside the time-frame and thought world to which each work specifically belongs.

340. Great Books II (3) F

Prerequisite: HON 320

Students will read and critically assess significant books related to their major field of study. Students in professional or technical studies may choose to read from great books that will help them to formulate ethical principles that will aid them in the practice of their profession. The Director of Interdisciplinary Honors will determine the book list for each student by consulting with the student and the department of the student's major. Students will meet for lectures during the early part of the semester, but for the most part they engage in self-motivated research and writing. Each student will present a paper focusing upon one book written during a particular period in the history of ideas. In the paper, students will discuss interdisciplinary connections that exist between the work they are considering and the thought world of the time period in which they are working. Professors from the department of the student's major will be invited to participate in the seminars and encouraged to give critical and constructive feedback to students.

411. Thesis (4) On Demand

Prerequisite: Interdisciplinary Core—12 hours.

The thesis shall be presented and defended before a committee of three faculty members appointed by the Interdisciplinary Honors Council. Students planning to submit a thesis their senior year should choose a topic by the end of their sophomore year and

submit a proposal by the beginning of their junior year, leaving the junior and senior years open for the conducting of research and writing. Students will officially sign up for the thesis with the registrar during the first semester of their senior year. The thesis may be done in conjunction with senior performance requirements already established by such departments as Music, Art, Biology, Chemistry and others at the discretion of the Council and the department.

One or more of the following courses must be chosen to fulfill the requirements of the program. All are subject to the approval of the Interdisciplinary Honors Council unless otherwise stated in the published schedule of class offerings.

395-6-7. Special Studies (2 or 3)

Upperlevel group studies which do not appear in the regular departmental offerings. Includes, but not restricted to, offerings of the Scholar-in-Residence Program.

495-6-7. Independent Studies (2-4)

Individual research under the guidance of a faculty member(s).

Institute for International and Intercultural Studies

Special Programs

Cynthia Powell Jayne (1976). Professor of Language, and Director of the Institute for International Studies. B.A., Mississippi College; M.A. and Ph.D., Louisiana State University; Additional study, Vanderbilt University, University of Kentucky and The Intercultural Communication Institute.

Phillip G. Ryan (1997). Assistant Professor of Language and Coordinator of the ESL Program. B.A., Union University; M.A., University of Memphis; Additional Study, Indiana University of Pennsylvania.

Melinda L. Jordan (1996). International Student Liaison. B.S. and M.S., University of Tennessee.

Contact: Carol Johnson

Email: cjohnson@uu.edu

Phone: 731-661-5057

The Institute is established to promote initiatives developed in response to growing needs to reach beyond traditional models for higher education, bridging into the 21st century where globalization and cross-discipline endeavors will be on the forefront.

The mission of the Institute is the

- Advancement of Intercultural Initiatives
- Promotion of International Education
- Coordination of International Student Services
- Development of International Studies
- Promotion and Coordination of ESL Initiatives
- Facilitation of Interdisciplinary Course and Program Implementation

Through the institute students and faculty are supported in their efforts to engage in international, cross-cultural and cross-discipline learning opportunities. The Institute supports a number of study-abroad programs sponsored by affiliated organizations such as the Council of Christian Colleges and Universities and the Consortium for Global Education. On campus, the Center develops programs and services that enhance the international and cross-cultural awareness of the entire campus community, with particular focus on cross-discipline and global service-learning endeavors.

Major and Minor in Intercultural Studies

The Institute offers two programs in Intercultural Studies, a 54-hour comprehensive major that does not require minor and a 25-hour minor for students majoring in another area. Both programs are designed to enable students to develop theoretical and practical knowledge needed to live and work effectively in culturally complex environments.

I. Major in Intercultural Studies—54 hours

A. Required Core—27 hours

1. Language 200 or above—6 hours
2. PSC 214; GEO 215 or 216; SOC 355
3. LANG 320—required prior to beginning Emphasis
4. ICS 245 and 498
5. Intercultural Experience—3 hours

B. Select 18 hours from one Emphasis and 9 from the other—27 hours

1. Global Emphasis: CHR/PHL 243, 349; ECF 211, 212, 425; MGT 327, 420; MKT 433; PSC 324, 332, 333, 355; SOC 319, 417, 421; SOC/SW 370, 310; SOC 400, SW 405.

2. Regional Emphasis: HIS 317, 320, 322, 420; PSC 318, 319, 325, 350, 411; SOC/SW 419; SPA/FRE 319, 419; SPA/FRE 395/495. Special Topics in Literature/Language/Culture as approved by the Director; SPA/FRE Literature Survey or Genre Courses as approved by the Director.

The Intercultural Experience, pre-approved by the Director, is to be taken as an existing internship in the department of concentration, service learning project, or international experience. If no appropriate experiential course is available, the student may register for ICS 445.

II. Minor in Intercultural Studies—25 hours

- A. Required Core—19 hours
 1. Language 200 or above—6 hours
 2. PSC 214; GEO 215 or 216; SOC 355, LANG 320—12 hours
 3. ICS 498 (last semester enrolled)—1 hour
- B. Select 6 hours from one of the following seven groups:
 1. CHR 243, CHR/PHL 349, CHR 265
 2. HIS 312, 317, 320, 322, 420
 3. PSC 318, 324, 325, 332, 333, 355, 350, 358, 411
 4. SPA/FRE 419, 499 or Special Topics in Literature or Culture or Literature or Genre Courses as approved by the Director
 5. SOC 370, 400, 417, 419, 421; SW 200, 310
 6. ECF 211, 212, 425, MGT 327, 420; MKT 433
 7. Study Abroad—6 hours as pre-approved by the Director

Course Offerings in Intercultural Studies (ICS)

()Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

105. Introduction to Intercultural Studies for International Students (3) As Needed

An introduction to cross-cultural communication examining some of the basics of intercultural theory using the United States culture as a point of reference for developing a conceptual framework.

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110. Introduction to Intercultural Studies (3) As Needed

An introduction to the theoretical and practical issues related to cross-cultural communication and the effective managing and transferring of knowledge within different cultures.

245. Research Methodologies for Intercultural Study (3) As Needed

An introduction to representative research methodologies that are used in intercultural studies.

445. Intercultural Experience (1-3) As Needed

A service learning project or international experience.

498. Intercultural Studies Capstone Seminar (1 or 3) As Needed

Prerequisite: Must be taken in the student's last semester of major/minor coursework. Students will prepare and present a paper which demonstrates their ability to integrate knowledge and experiences of the program. Majors take the course for 3 hours credit; minors, for 1 hour.

180-280-380-480. Study Abroad Programs (1-4) As Needed

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

195-6-7. Special Studies (1-4) On Demand

Lower-level group studies which do not appear in the regular offerings.

395-6-7. Special Studies (1-4) On Demand

Upper-level group studies which do not appear in the regular offerings.

495-6-7. Independent Study (1-4) On Demand

Individual research under the guidance of a faculty member(s).

Centers of the University

Special Programs

The Centers of the University were established to promote the ideals of different academic departments to deal Christianly with issues. Each Center is headed by a Director, who also serves the University as a faculty member or in other capacities.

Below is a list of the Centers along with their purpose statements and directors.

R. C. Ryan Center for Biblical Studies

Director: Ray F. Van Neste

The Center exists to promote the skills of effective Bible study and the art of biblical interpretation among students at Union University as well as members of the broader Body of Christ. The Center houses a model library for inductive study of the Scriptures, hosts an annual conference on interpretation and provides resources for local churches in pursuit of ongoing training in Bible study.

Center for Business & Economic Development

Director: M. Kenneth Holt

The purpose of this Center is to be the premier provider of economic and business information to Jackson and West Tennessee and to promote avenues that enhance the study and practice of Christian business principles. The Center publishes "Economic Updates" for area Chambers of Commerce, sponsors conferences and provides other services to area businesses such as seminars and employee training.

Carl F. H. Henry Center for Christian Leadership

Director: Gregory A. Thornbury

The Center for Christian Leadership is designed to equip Christians serving in various vocations with the worldview and skills necessary to be high impact servant leaders and change agents in the 21st century. 243

Center for Educational Practice

Director: Ralph G. Leverett

The purpose of the Center for Educational Practice is to:

- (a) Encourage and edify contemporary practice in education
- (b) Foster scholarship in education among faculty at Union University;
- (c) Publish a CEP Research journal as a forum for students, faculty and the community;
- (d) Bring scholars and events in education to the Union University campus.

With national recognition and accreditation of the University's teacher education programs and burgeoning graduate programs for teachers, the Center exists to assist and coordinate efforts internally and externally to promote the excellence of new ideas in education.

Edward P. Hammons Center for Scientific Studies

Director: Wayne Wofford

The Edward P. Hammons Center for Scientific Studies was formed to show, by example, how science and Christianity are not only compatible, but also synergistic. Science at Union University is seen from a Christian vantage point. The Center operates with the presupposition that science as observed truth need not conflict with revealed truth and that science is impossible apart from the recognition that God has created an orderly universe. Accordingly, the Center strives to provide a fertile environment for the exploration of the nature of the universe, in order to afford a greater appreciation of the com-

plexity and glory of God's creation. The Center seeks to accomplish this by the encouragement of excellence in research and publication by our faculty and by sponsorship of conferences, lectures by outstanding scholars, and community outreach programs.

R. G. Lee Center for Christian Ministry

Director: Charles A. Fowler

The purpose of the R. G. Lee Center for Christian Ministry is to equip bi-vocational pastors, staff, and laity for Christian service by offering the Diploma in Christian Ministry and the Associate of Divinity. Details of these programs can be found under Special Programs, Adult and Evening Studies.

An integral part of the Center is the R. G. Lee Society of Fellows Program whose purpose is to enhance and encourage the preaching of the Gospel of Jesus Christ. Upon invitation, a pastor builds a sermon from the resources of the R. G. Lee Library. The sermon is published in an anthology by the Center and distributed to Southern Baptist pastors.

Center for Faculty Development

Director: Kina S. Mallard.

Associate Director: Nan Thomas.

The mission of the Center for Faculty Development is to encourage faculty in:

- (a) Effective and innovative teaching;
- (b) Pursuit of scholarship and professional growth;
- (c) Integration of faith in casual and classroom interactions;
- (d) Involvement in university and community service.

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The Center conducts the new faculty orientation program (Fresh Start), the new faculty mentoring program (Mentor Network) and continual training for all faculty (In the Academy). The Center also sponsors the Newell Innovative Teaching Awards and the Teagle Grant Awards for innovative teaching and scholarship. Twice a year the Center hosts an integration of faith and learning collegium for faculty to learn how to think Christianly about their disciplines and hosts two integration of faith chapel speakers each year.

Graduate Studies

Special Programs

Graduate degrees available at Union University include the:

McAfee School of Business Administration

The Master of Business Administration, M.B.A.

School of Education and Human Studies

The Master of Arts in Education, M.A.Ed.

The Master of Education, M.Ed.

The Education Specialist, Ed.S.

School of Nursing

The Master of Science in Nursing, M.S.N.

Institute for International and Intercultural Studies

The Master of Arts in Intercultural Studies, M.A.I.S.

Each program has its own objectives, admission requirements, curriculum and delivery systems. Please consult the *Graduate Studies Catalogue* for further details.

Graduate Programs in Business Administration

The Master of Business Administration is a full-time evening program designed for the adult who wishes to return to school while pursuing a career. The program consists of coursework in management, accounting, economics, finance, marketing and management information systems. Each course meets one night a week for 8 weeks.

Starting each August and February as a cohort of 25, students are afforded the opportunity to develop lasting relationships during the 2-year program. Any graduate of an accredited baccalaureate program who has 2 years of relevant post-baccalaureate work experience may apply. Students without relevant experience will be required to complete foundational courses at the undergraduate level.

Graduate Programs in Education

The Master of Arts in Education is designed to provide advanced study in the discipline of education with opportunity to explore liberal arts subject matter. Teachers seeking a research degree in education and students seeking initial or additional licensure will find flexibility within the structure of this degree. Courses are offered one evening per week during the school year. Summer courses are scheduled at a variety of convenient times. Two options are available: a 33-hour Thesis degree or a 39-hour Non-Thesis degree. Within the M.A.Ed., a Library Information Specialist concentration is available.

The Master of Education degree is designed for the professional development of the licensed classroom teacher. The M.Ed. is organized into groups of 24 students, or cohort, who begin in June and complete the degree together in 14 months. Courses are offered primarily on Saturdays during the school year. The curriculum utilizes contemporary topics critical to the growth of the classroom teacher.

The purpose of the Education Specialist in Educational Leadership is to prepare school leaders who will focus on the central issues of teaching and learning and school improvement and who will make a difference as moral agents and social advocates for the children and communities they serve. The degree is offered in 2 tracks: Administration and Supervision, a licensure track designed to prepare school principals and supervisors of instruction, and Curriculum and Supervision, a non-licensure track designed for school leaders who desire knowledge of concepts and strategies for leadership. The Ed.S. is also delivered by the cohort instructional approach.

Graduate Programs in International and Intercultural Studies

The Master of Arts in Intercultural Studies is designed as a two track interdisciplinary program for students who seek master's level preparation in intercultural studies. The program consists of a strong interdisciplinary core track required of all students and a complementary discipline specific track. All core courses use the cohort instructional delivery system and are offered in an intensive format. Program directed field research is required of all students and does involve additional fees and travel expenses. This is a non-thesis degree program. The location of this program is San Francisco, CA.

Graduate Programs in Nursing

The Master of Science of Nursing seeks to provide nursing education building on the baccalaureate foundations, to provide advanced professional nursing practice with specific functional and clinical abilities and to prepare advanced practice nurses academically for doctoral study in nursing. Two degrees options are available: Nursing Education and Nursing Administration.

Using the cohort instructional delivery system, all courses except Statistics are taught in accelerated 8-week sessions meeting once a week such that the program is completed in 16 months.

For an application or information, please direct inquiries to:

M.B.A. Director
Union University/Jackson
1050 Union University Drive
Jackson, TN 38305-3697
731-661-5363

Office of Graduate Studies in Education
Union University/Germantown
2745 Hacks Cross Road
Germantown, TN 38138-7507
901-759-0029

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M.B.A. Director
Union University/Germantown
2745 Hacks Cross Road
Germantown, TN 38138-7507
901-759-0029

M.S.N. Director
Union University/Jackson & Germantown
1050 Union University Drive
Jackson, TN 38305-3697

Office of Graduate Studies in Education
Union University/Jackson
1050 Union University Drive
Jackson, TN 38305-3697
731-661-5374

The Institute for International and Intercultural Studies
Union University/Jackson
1050 Union University Drive
Jackson, TN 38305-3697

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Dennis and Patricia Tooci
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Jackson, Tennessee

Personnel

() Date of Employment

Office of the President

Administrative Office

David S. Dockery (1996) President and Professor of Christian Studies. B.S., University of Alabama at Birmingham; M.Div., Grace Theological Seminary; M.Div., Southwestern Baptist Theological Seminary; M.A., Texas Christian University; Ph.D., University of Texas at Arlington; Additional study, Drew University.

Dee Ann Culbreath (1997) Assistant to the President for Community and Trustee Relations. B.S., Bethel College; M.B.A., Oklahoma City University.

Cindy Meredith (1996) Executive Assistant to the President.

Kathy Bates (1990) Executive Secretary to the President.

Campus Ministries

Todd E. Brady (1996) Minister to the University and Instructor of Christian Studies. B.S., Union University; M.Div., Southwestern Baptist Theological Seminary.

Suzanne F. Mosley (2000). Director of Student Outreach. B.S., Union University.

Jay Ridenour (1999). Director of Discipleship Ministries. B.A., Union University; M.Div., Beeson Divinity School.

Ben Mandrell (2002) Assistant Director of Discipleship. B.S., Anderson University.

Athletics

David Blackstock (1973) Director of Athletics and Professor of Physical Education. B.S., Union University; M.Ed., University of Memphis; Ed.D., University of Southern Mississippi.

Tommy Sadler (1986) Associate Athletic Director. B.A., Union University; M.Ed., University of Memphis.

Steven Aldridge (2000) Sports Information Director. B.S., Union University.

Teresa Thomas (2002) Administrative Assistant to the Director of Athletics.

University Relations

Wayne Johnson (1964-68; 1997) Executive Director of University Relations. B.A., Union University; M.A., Purdue University.

Sara B. Horn (2000) Director of News and Media Relations.

Todd Mullins (2002) Art Director. B.F.A., Harding University.

Tracy Rutledge (2000) Director of Marketing. B.S., University of Tennessee at Martin; M.S., University of Tennessee.

Michael Camden Tracy (1995) Web Development Agent. B.S., Union University; M.S., Florida State University.

Jim Veneman (1999). Director of Visual Communication. B.A., Ouachita Baptist University; M.A., Southwestern Baptist Theological Seminary.

Beverly Vos (1995) Assistant Director for University Relations. B.S.O.L., Union University.

Office of the Provost

Administrative Office

Carla D. Sanderson (1982) Provost and Professor of Nursing. Diploma, Baptist Memorial Hospital School of Nursing; B.S.N., Union University; M.S.N., University of Tennessee Center for Health Sciences; Ph.D., University of Florida.

Jimmy H. Davis (1978) Associate Provost and Professor of Chemistry. B.S., Union University; Ph.D., University of Illinois; Additional study, University of Florida, Oak Ridge Associated Universities, Argonne National Laboratory, Harvard University, and Oxford University, England.

Sam Myatt (1987) Coordinator of Adult Studies and Professor of Business Administration. B.S., Lambuth University; M.Ed. and Ed.D., University of Memphis.

David Porter (1986) Director of Data Management. B.S., and M.B.A., Union University.

Linda Baker (1990) Administrative Assistant to the Provost.

Academic Center

Jane Barber Betts (1974) Registrar. B.A., Union University, M.Ed., University of Memphis.

Anita Todd (2000) Assistant Registrar. A.S., Jackson State Community College; B.S., Union University.

Alice Farrar (1997) Secretary. A.S., Jackson State Community College

Brenda Mercer (1997) Academic Records.

Center for New Students

Susan H. Hopper (1989) Co-Director. B.S., Union University; M.A.T., University of Memphis.

Sherry Tignor (1996) Co-Director. B.S., Union University; M.Ed., University of Memphis; Additional study, University of Memphis.

Admissions

Carroll W. Griffin (1982) Assistant to the Provost and Director of Admissions. B.S. and M.A.Ed., Union University; Additional study, Southwestern Baptist Theological Seminary.

Barbara Jennings (1999) Administrative Assistant.

Enrollment Services

Robert Graves (1989) Director of Enrollment Services. B.S. and M.Ed., Union University.

Nikki Castles (2001) Enrollment Counselor. B. ., Union University.

Angela Ellis (1999) Enrollment Counselor. B.A., Union University.

Michael Norton (2000) Enrollment Counselor. B.A., Union University.

John Windham (1999) Enrollment Counselor. B.A., Union University.

Lori Smith (2000) Enrollment Counselor. B.M., Union University.

Wendy Veazey (2001) Enrollment Counselor. B.S.B.A., Union University.

Sheri Barden (1997) Staff Assistant.

Diane Lambert (1995) Secretary.

College of Arts and Sciences

Barbara McMillin (1992) Dean of the College of Arts and Sciences and Professor of English. A.A., Northeast Mississippi Community College; B.A., Union University; M.A. and D.A., University of Mississippi. Additional study, Harvard University.

G. Jan Wilms (1992). Associate Professor of Computer Science, Associate Dean of the College of Arts and Sciences, and Coordinator of Computer Science. B.A., Katholieke Universiteit Leuven, Belgium; M.A. (English), University of Mississippi; M.S. (Computer Science), University of Mississippi; Ph.D. (Computer Science), Mississippi State University.

James A. Patterson (1999) Associate Dean of the College of Arts and Sciences for Christian Studies and Professor of Christian Studies. B.A., Rutgers University; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Princeton Theological Seminary.

Suzanne Nadaskay (1997) Administrative Assistant to the Dean. A.A., Southern Arkansas.

McAfee School of Business Administration

Walton Padelford (1980) Interim Dean of the School of Business Administration and Professor of Economics. B.S., Mississippi College; M.S. and Ph.D., Louisiana State University; Additional study, San Francisco Xavier de Chuquisaca.

Judy Leforgee (1986) Administrative Assistant to the Dean.

Paige Holmes (2001) SIFE Program Director. B.S., Freed-Hardeman University.

Karen Miller (1988) Secretary to the LAUNCH Program and MBA Programs.

Barbara Perry (1999) Director of the MBA and LAUNCH Programs and Assistant Professor of Management. B.A., University of Michigan, Ann Arbor; M.B.A., Robert Morris College.

Luanne Powell (1984-87; 1999) BSOL Recruiter. B.A., and M.B.A., Union University.

Cindy Shirley (1998) Director of Credit for Prior Learning and Testing. B.S., and M.A., Trevecca Nazarene University.

School of Education and Human Studies

Tom Rosebrough (1996) Dean of the School of Education and Human Studies and Professor of Education. B.A., M.A., and Ph.D., Ohio State University.

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

Dottie Myatt (1994) Director of Teacher Education and Assistant Professor of Elementary Education. B.S., Lambuth University; M.Ed., Union University; Ed.D., University of Memphis.

Mary Anne Poe (1996) Social Work Program Director and Associate Professor of Social Work. B.A., Vanderbilt University; M.S.S.W., University of Louisville; M.Div., Southern Baptist Theological Seminary; A.C.S.W. Certification.

Patti Todd (1996) Secretary / Receptionist.

School of Nursing

Susan R. Jacob (1999) Dean of the School of Nursing and Professor of Nursing. B.S.N., West Virginia University; M.S.N., San Jose State University; Ph.D., The University of Tennessee, Memphis.

Judith Dulberg (2000) Administrative Assistant to the Dean. B.S., Penn State University.

Germantown Campus

C. Steven Arendall (1990) Professor of Management and Director of the M.B.A. Program—Germantown. B.B.A. and M.B.A., University of Memphis; Ph.D., University of Tennessee at Knoxville.

Nancy Easley (1998) Assistant Professor of Education and Director of Graduate Studies Education, Germantown. B.A., Trinity University; M.Ed., Texas A&M University; Ed.D., University of Memphis.

Lindy Hannah (1997) Coordinator of Nursing Programs and Assistant Registrar. A.A., Freed-Hardeman University; B.P.S., University of Memphis.

Olivia Behrens (2001). Technical Support Coordinator.

Beth Poyner (1984, 2001) Receptionist and Coordinator of Graduate Education Programs.

Sabrina Rushton (2001). Recruiter

Sue Taylor (1999) Coordinator of Graduate Business Programs.

Faculty Departmental Support Personnel

Tabitha Atkison (2001) Departmental Secretary. B.A., Union University

Suzanne Barham (1987) Departmental Secretary and Center for Faculty Development. B.S., Union University.

Elsie Cressman (1998) Departmental Secretary.

Gloria Duncan (2001) Departmental Secretary.

Kathi Glidewell (1998) Departmental Secretary.

Carol Johnson (1997) Departmental Secretary. B.A., Union University.

Amy Maxwell (2001) Departmental Secretary.

Julie Patterson (2001) Departmental Secretary.

Kelly Shanks (2001) Chemistry and Physics Stockroom Coordinator. B.S., Union University.

Christy Wyatt (1998) Departmental Secretary.

Computing Services

John David Barham (1984) Director of Computing Services. B.S., Union University; M.S., Georgia Institute of Technology.

Karen McWherter (1981) Associate Director of Computing Services. B.S., Union University.

Michael Hale (2001) Microcomputer Systems Technician.

Connie Magers (1981) Systems Analyst. B.S., Union University.

Ryan Mason (1994) Network Administrator. B.A., and M.B.A., Union University.

Robin Navel (2000) Microcomputing Support / Purchasing. B.S.E., and M.Ed., University of Memphis.

Curt Parish (1992) Library Systems and Internet Administrator. B.S., Union University.

Brad Seaton (1999) PC Support Manager. B.S., Union University.

Michael Smith (2001) Programmer / Analyst. B.S., University of North Alabama-Florence.

Jonathan Teague (2001) Microcomputer Systems Technician.

Library Services

Steven L. Baker (1990) Director of the Library and Associate Professor of Library Services. B.A., Samford University; M.Div., Southern Baptist Theological Seminary; M.A., University of Kentucky; Additional study, University of South Carolina and University of Memphis.

Brandon Byrd (2001) Coordinator of Information Services and Archivist. B.A., Union University.

Jeannie Byrd (1995) Serials Coordinator and Circulation Assistant. B.A., Union University; M.A., University of Mississippi; Additional study, Middle Tennessee State University.

- Valerie Howell** (2000) Coordinator of Information Services and Media Materials Manager. B.A., Union University; M.A., University of Memphis.
- John Jaeger** (1998) Information Services Librarian and Assistant Professor of Library Services. B.A., William Jewell; M.Div., Midwestern Baptist Seminary; M.L.S., University of Illinois; Additional study, Baylor University.
- Melissa Moore** (1992) Information Services Librarian and Associate Professor of Library Services. B.A., Wake Forest University; M.L.S., University of Kentucky; Additional Study, Union University.
- Patricia H. Morris** (1979) Collection Development Librarian and Professor of Library Services. B.A., Union University; M.L.S., Vanderbilt University; Ed.D, University of Memphis.
- Mary Platt** (1992) Cataloging Authorities Librarian and Associate Professor of Library Services. B.A., Stillman College; M.L.S., University of Alabama.
- Lori Haney** (1987) Administrative Assistant.
- Todd Lewis** (1999) Media Services Technician.
- Beth Lynn** (1993) Acquisitions Paraprofessional.
- Paul Sorrell** (2000) Coordinator of Resource Sharing and Serials Manager. B.S., Union University.
- Louella Stewart** (2000) Cataloging Assistant. B.S., University of Tennessee at Martin

Office of the Dean of Students

- Kimberly C. Thornbury** (1999) Dean of Students. B.A., Messiah College; M.A., University of Louisville; Ph.D. candidate, Regent University.
- Kristi Pettigrew** (2001) Administrative Assistant to the Dean of Students. B.S., Union University.
- Phyllis Davenport** (1984) Coordinator of University Calendar Reservation.
- Larry Ross** (1995) Assistant Dean of Students and Director of Safety and Security. Tennessee Law Enforcement Training Academy; A.A.S., Shelby State Community College.

Career Services

- Jacqueline Taylor** (2000) Assistant Director of Career Services. B.A., Union University.
- Renee Jones** (2002) Secretary

Residence Life

- Kathryn Southall** (1989) Director of Residence Life. B.A., Mississippi College; M.R.E., Southwestern Theological Seminary.
- Daniel Herr** (1996) Resident Director of McAfee Complex. B.A., Union University.
- Bobby Ludwig** (2000) Resident Director of Watters. B.A. and M.S., Palm Beach Atlantic College.
- Pamela Schock** (1999) Resident Director of Hurt Complex. B.A., Aldersgate College; M.A., Providence Theological Seminary.
- Cathy Windham** (1999) Secretary. B.S., Union University.

Safety and Security

- George "Butch" Blanton** (1995) Associate Director of Safety and Security. Tennessee Law Enforcement Training Academy, Basic, Criminal Investigation.
- Bob Gibson** (1997) Security Supervisor.

Student Leadership Development

- Stephanie Lee** (2000) Director of Student Leadership Development. B.S., Union University; M.Ed., Vanderbilt University.

Student Programs

- Mark VanderHaar** (2001) Director of Student Programs. B.A., Houghton College; M.S.E., Alfred University.

Wellness Services

- Alissa Arnold** (2000) Director of the Wellness Center. B.S., University of Tennessee at Martin.
- Paul Deschenes** (2000) Director of Counseling Services and Assistant Professor of Psychology. B.A., University of Florida; Psy.D., Rosemead School of Psychology.
- Beverly Wheeler** (1992) University Nurse. A.S.N., Union University; Certification of Dental Hygiene, University of Tennessee College of Dentistry.

Office of the Vice President for Institutional Advancement

Administrative Office

Bob Alsobrook (1999) Senior Vice President for Institutional Advancement. B.B.A., and M.Ed., University of Memphis.

Melanie Rickman (1998) Administrative Assistant to the Senior Vice President for Institutional Advancement.

Kent Freeman (1996) Associate Vice President for Institutional Advancement. B.S., Union University.

Louise Towater Lynch (1964-69; 1973) Director of Annual Giving. B.S.O.L., Union University.

Ellie Evans Nelson (2002) Assistant Director for Foundational Support and Alumni Services. B.A., Union University.

Paul Veazey (1983) Assistant to the Vice President for Planned Giving. B.M.E., General Motors Institute; M.Div., Southern Baptist Theological Seminary; Additional study, Oakland University; Southern Baptist Theological Seminary, and College of Financial Planning.

Gary Williams (1998) Associate Vice President for Advancement and Executive Director for Alumni Services. B.S., Union University; M.R.E., Southwestern Baptist Theological Seminary.

Katrina Bradfield (1984) Director of Advancement Services. B.S., Union University.

Belinda Moss (1993) Secretary, Alumni / Annual Giving.

Diane Wright (2001) Secretary, Advancement. B.A., Union University.

Church Services

Charles A. Fowler (1995) Vice President for Development, Church Relations/Denominational Support and Assistant Professor of Education. B.M., Union University; M.C.M., New Orleans Theological Seminary; Ph.D., Mississippi State University.

Joanna Moore (1993) Assistant Director for Church Services.

John D. Adams (1982) Assistant to the President for Church Relations. B.A., Union University; M.Th. and D.Min., New Orleans Baptist Theological Seminary.

Office of the Vice President for Business Services

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Administrative Office

Gary L. Carter (1991) Senior Vice President for Business and Financial Services. B.S., Union University; C.P.A., State of Tennessee.

Beverly Fisher (1983) Administrative Assistant to the Senior Vice President for Business and Financial Services.

Business Office

Robert Louis Simpson (1983) Associate Vice President for Business Services. B.S., Union University; M.B.A., University of Memphis; C.P.A., State of Tennessee.

Ramona Bell (1998) Accounts Payable.

Shari Douglas (1983) General Ledger Bookkeeper, Accounts Receivable Clerk. A.S., Jackson State Community College.

Tina Giddens (1985) Student Accounts Bookkeeper. B.S., Union University.

Sandra Allen (1997) Director of Payroll Services. B.S., Union University.

Sandy Rich (1989) FACTS Coordinator/Student Services. B.S., Union University.

Campus Printing and Mail Services

Polly Spencer (1982) Director.

Wanda Calvert (1992) Technician.

Juanita Cotner (1992) Technician.

Celia Perkins (1999) Technician. A.S.S., Jackson State Community College; B.S., University of Tennessee, Martin.

Marjorie Richard (1984) Technician. B.S., University of Memphis.

Linda Taylor (1994) Mail Services Clerk.

Vanessa Jackson (1999) Mail Services Clerk.

Facilities Management

Brad Sargent (1984) Director.

Financial Aid

Bryan Nelson (1999) Director of Financial Aid. B.B.A., Belmont University; B.S.B.A. and M.B.A., Union University .

Bobbie Bishop (1990) Financial Aid Officer/Loan Coordinator.

Jason Tipton (2001) On Campus Student Employment Coordinator. B.S.B.A., Union University.

Becky Wilson (1990) Financial Aid Officer/Scholarship Coordinator.

Sue Smith (1997) Receptionist.

Union Station

Lana Massey (1996) Associate. B.S., Arkansas State University.

Suzzie Smith (1989) Associate.

Debbie Wheatley (1992) Associate.

Faculty

(For the credentials of an individual faculty member, see the department or school in which he or she serves.)

Brenda Alexander (1993)

Associate Professor of History

C. Steven Arendall (1990)

Director of the M.B.A. Program
(Germantown) and Professor of
Management

Michelle W. Atkins (1998)

Assistant Professor of Education and
Director of Graduate Studies in Education
(Jackson)

David Austill (1997)

Associate Professor of Business Administra-
tion

Steven L. Baker (1990)

Director of the Library and Associate
Professor of Library Services

Charles M. Baldwin (1970-81; 1988)

O.P. and Evalyn Hammons University
Professor of Pre-Medical Studies.

Elizabeth Bedsole (1998)

Professor of Music

Aaron Lee Benson (1996)

Associate Professor of Art

Steve Beverly (1993)

Assistant Professor of Communication Arts

David Blackstock (1973)

Director of Athletics and Professor of
Physical Education

Ashley Blair (1999)

Visiting Instructor of Communication Arts

Chris Blair (1999)

Assistant Professor of Communication Arts

Jinni Leigh Blalack (1991)

Associate Professor of Psychology

Joseph Blass (1959)

University Professor of Music

Ronald Boud (1996)

Professor of Music

Todd Brady (1996)

Minister to the University and Instructor of
Christian Studies

Sandra Brown (1972-89; 1991)

Associate Professor of Nursing

David Burke (1986)

Director of the Theatre and Associate
Professor of Communication Arts

Randall B. Bush (1991)

Director of the Interdisciplinary Honors
Program and Professor of Christian Studies
and Philosophy

Mark Campbell (1996)

Instructor of Physical Education and
Coach of Women's Basketball

Stephen Carls (1983)

Department Chair of History and Political
Science and University Professor of History

Ruth Chastain (1992)

Associate Professor of Nursing

Don Christensen (2002)

Professor of Finance

Antonio A. Chiareli (1997)

Associate Professor of Sociology

Melinda Clarke (2000)

Assistant Professor of Communication Arts

Anna Clifford (1991)

Assistant Professor of Early Childhood
Education

Gail Coleman (1994)

Associate Professor of Nursing

Cheryl Crossett (1992)

Assistant Professor of Biology Laboratories

Jimmy H. Davis (1978)

Associate Provost and Professor of
Chemistry

Bryan Dawson (1998)

Department Chair of Mathematics and
Computer Science and
Associate Professor of Mathematics

Nancy Dayton (1979)

Professor of Nursing

Richard Dehn (1969)

Associate Professor of Mathematics

David Dennis (1994)

Professor of Music

- Paul Deschenes (2000)
 Director of Counseling and Assistant
 Professor of Psychology
- David S. Dockery (1996)
 President of the University and Professor of
 Christian Studies
- Mark Dubis (2002)
 Associate Professor of Christian Studies
- Nancy M. Easley (1998)
 Assistant Professor and Director of
 Graduate Studies in Education (German-
 town)
- Stephanie Edge (1996)
 Associate Professor of Computer Science
- Sean Evans (2000)
 Assistant Professor of Political Science
- Gene Fant (2002)
 Department Chair and Associate Professor
 of English
- Terry Evans (1998)
 Visiting Assistant Professor of Computer
 Science
- Gene Fant (2002)
 Department Chair of English and Associate
 Professor of English
- Cynthia Fish (1994)
 Assistant Professor of Nursing
- Charles A. Fowler (1995)
 Vice President for Advancement and
 Assistant Professor of Education
- Dianne Gatwood (1989)
 Associate Professor of Music
- Roger Glidewell (1998)
 Assistant Professor of Youth Ministry
- Julie Glosson (1995)
 Assistant Professor of Spanish
- Bradley Green (1998)
 Assistant Professor of Christian Studies
- Jennifer Grove (1999)
 Assistant Professor of Education
- David P. Gushee (1996)
 Graves Associate Professor of Moral
 Philosophy and Senior Fellow, Carl F. H.
 Henry Center for Christian Leadership
- George H. Guthrie (1990)
 Department Chair of Christian Studies,
 Benjamin W. Perry Associate Professor of
 Bible
- Chris Hail (1995)
 Associate Professor of Mathematics
- Joe Harrison (1998)
 Associate Professor of Business
- Kyle L. Hathcox (1974-88; 1994)
 Coordinator of Physics and Professor of
 Physics
- William Hedspeth (1982)
 Professor of Education
- Sally Henrie (1998)
 Associate Professor of Chemistry
- Sherry Hickey (1989-96; 1997)
 Professor of Nursing
- M. Kenneth Holt (1987)
 Director, Center for Business and Economic
 Development and Associate Professor of
 Economics and Management
- James A. Huggins (1987)
 Department Chair of Biology and Univer-
 sity Professor of Biology
- Paul N. Jackson (1993)
 Associate Professor of Christian Studies
- Susan R. Jacob (1999)
 Dean of the School of Nursing and
 Professor of Nursing
- John Jaeger (1998)
 Assistant Professor of Library Sciences
- Cynthia Powell Jayne (1976)
 Director of International and Intercultural
 Studies and Professor of Spanish
- Dwayne Jennings (1981)
 Associate Professor of Mathematics and
 Computer Science
- Gary Johnson (1994)
 Assistant Professor of Physical Education
- Randy F. Johnston (1994)
 Department Chair of Chemistry and
 Professor of Chemistry
- James Richard Joiner (2002)
 Department Chair of Music and Professor
 of Music
- James S. Kirk (2001)
 Assistant Professor of Computer Science
- Tharon Kirk (1992)
 Department Chair of Nursing (Jackson) and
 Associate Professor of Nursing
- Sandra Kirkland (1999)
 Associate Professor of Nursing
- Naomi Larsen (1996)
 Department Chair of Sociology and Social
 Work and Associate Professor of Sociology
- Donna Latham (1974)
 Assistant Professor of Nursing and Georgia
 Wilson Distinguished Professor of Nursing
- Scott Lawyer (2000)
 Associate Professor of Management
- Carol Leslie (1985)
 Associate Professor of Chemistry
- Ralph Leverett (1997)
 Professor of Special Education and Director
 of the Center for Educational Practice
- W. Terry Lindley (1986)
 Professor of History
- Ann Livingstone (1975)
 Associate Professor of Political Science
- Matt Lunsford (1993)
 Associate Professor of Mathematics
- Andy Madison (2002)
 Assistant Professor of Biology

- Kina Mallard (1991)
Director, Center for Faculty Development,
Department Chair of Communication Arts
and Professor of Communication Arts
- Michael Mallard (1991)
Department Chair of Art and Professor of
Art
- David Malone (1999)
Assistant Professor of English
- Glenn A. Marsch (1996)
Associate Professor of Physics
- Melissia Mathis (1998)
Instructor of Education and Director of
Clinical Experiences
- Melanie Matthews (1976)
Associate Professor of Nursing
- C. David McClune (1981)
Professor of Music
- Rosemary McLaughlin
Assistant Professor of Nursing
- Michael L. McMahan (1980)
University Professor of Biology
- Barbara Childers McMillin (1992)
Dean of the College of Arts and Sciences
and Professor of English
- Terry McRoberts (1992)
Professor of Music
- Daniel Michael (2000)
Assistant Professor of Management
- Darron Michael (2002)
Assistant Professor of Theatre
- Karen Miller (1998)
Instructor of Accounting
- R. Kelvin Moore (1991)
Associate Professor of Christian Studies
- Melissa Moore (1992)
Associate Professor of Library Services
- Patricia H. Morris (1979)
Professor of Library Services
- Paul A. Munson (1997)
Assistant Professor of Music
- Dottie Myatt (1994)
Director of Teacher Education and Associate
Professor of Elementary Education
- Sam Myatt (1987)
Coordinator of Adult Programs and
Professor of Business Administration
- Christopher M. Nadaskay (1993)
Professor of Art
- Bill Nance (2000)
Assistant Professor of Management
- Deborah Newell (1988)
Assistant Professor of Accounting
- Howard Newell (1982)
Professor of Business Administration
- Marlyn Newhouse (1992)
Associate Professor of Chemistry
- Kenneth Newman (2001)
Associate Professor of Education Leader-
ship
- Walton M. Padelford (1980)
Interim Dean, School of Business Adminis-
tration and Professor of Economics
- Cathy Parrett (1993)
Associate Professor of Nursing
- James A. Patterson (1999)
Associate Dean of the School of Christian
Studies and Professor of Christian Studies
- Cliff Pawley, (2001)
Instructor of Athletic Training and Clinical
Program Director.
- Michael K. Penny (1988)
Associate Professor of Music
- Barbara Perry (1999)
Director of the LAUNCH and MBA
Programs and Assistant Professor of
Management
- Mary Platt (1992)
Associate Professor of Library Services
- Hal L. Poe (1996)
Special Assistant to the President and
Charles Colson Professor of Faith and
Culture
- Mary Anne Poe (1996)
Social Work Program Director and
Associate Professor of Sociology and Social
Work
- Julie Powell (1995)
Instructor of Sport Management
- Tom Proctor (1996)
Coordinator of Accounting and Associate
Professor of Accounting
- Don Rayburn Richard (1983)
Associate Professor of Mathematics
- Gavin Richardson (1998)
Associate Professor of English
- Troy Riggs (1993, 2000)
Associate Professor of Mathematics
- Bobby Rogers (1989)
Associate Professor of English
- Tom R. Rosebrough (1996)
Dean of the School of Education and
Human Studies and Professor of Education
- Andy Rushing (1988)
Assistant Professor of Physical Education
and Coach, Baseball
- Jeannette Russ (2002)
Assistant Professor of Engineering
- Phillip Ryan (1997)
Coordinator of ESL Program and Assistant
Professor of Languages
- Michael R. Salazar (2001)
Assistant Professor of Chemistry
- Carla D. Sanderson (1982)
Provost and Professor of Nursing
- Camille Searcy (1993)
Associate Professor of Education
- Randy Shadburn (2002)
Associate Professor of Educational
Leadership

Ann Singleton (1985)
 Department Chair of Education and
 Associate Professor of Special Education

Elsie Y. Smith (1962)
 Associate Professor of Biology

Geri Smith (1993)
 Associate Professor of Nursing

Roger S. Stanley (1990)
 Assistant Professor of English

Joanne Stephenson (1988)
 Associate Professor of Psychology

Robert Stiegmann (1997)
 Assistant Professor of Athletic Training

Linn M. Stranak (1980)
 Department Chair of Physical Education,
 Wellness, and Sport and University
 Professor of Physical Education

Pam Sutton (1998)
 Associate Professor of English

David Thomas (1994)
 Associate Professor of History

Gregory A. Thornbury (1999)
 Director, Carl F. H. Henry Center for
 Christian Leadership and Assistant
 Professor of Christian Studies

Ralph Turner (1994)
 Instructor of Physical Education and Coach,
 Men's Basketball

Don Van (2001)
 Department Chair of Engineering and
 Associate Professor of Engineering

Ray F. VanNeste (1997-8, 2001) Director, R. C.
 Ryan Center for Biblical Studies and Instruc-
 tor of Christian Studies

Elizabeth Vaughn-Neely (2002)
 Associate Professor of Educational
 Leadership

David Vickery (1981)
 Professor of Psychology

Jean Marie Walls (1987)
 Department Chair of Language and
 Associate Professor of French

David A. Ward (1992, 1999)
 Professor of Physics

Charlotte Ward-Larson (1999)
 Associate Professor of Nursing

Carol Weaver (1998)
 Associate Professor of Biology

Terry L. Weaver (1992)
 Associate Professor of Education and
 Special Education

Jill Webb (1987)
 Director of the Master of Science in Nursing
 Program and Associate Professor of
 Nursing

Georgia Wellborn (1989)
 Associate Professor of Music

Teresa West (1983)
 Department Chair of Psychology and
 Professor of Psychology

Carrie L. Whaley (1997)
 Assistant Professor of Education

Darin White (1994)
 Associate Professor of Marketing

Sandra Williams (1966-68; 1983)
 Associate Professor of Physical Education

G. Jan Wilms (1992)
 Associate Dean of the College of Arts and
 Sciences and Associate Professor of
 Computer Science

Roslyn Wilson (1995)
 Social Work Field Director and Associate
 Professor of Social Work

Wayne Wofford (1987)
 Director of the Edward P. Hammons Center
 for Scientific Studies and Professor of
 Biology

Part-time Faculty

Julia Austin (1998)
 Department of Sociology and Social Work

Ron Barry (1981-88; 1998)
 Department of Physical Education, Wellness
 and Sport

Lisa Bennett (1999)
 Department of English

Timothy D. Britt (1997)
 Department of Mathematics and Computer
 Science

Cynthia Carruth (1999)
 Department of Biology

Kathie Cepparulo (1997)
 Department of Music

Ray Dixon (1997)
 Department of History and Political Science

Brian Dunn (1996)
 Department of Physical Education,
 Wellness, and Sport

Marilyn Eblen (1999)
 Department of Art

Kay Flippo (1998)
 Department of English

Sandra Hathcox (1986-88; 1994)
 Department of Education

Joyce Montgomery Henderson (1981)
 Associate Professor of Nursing

Becky Jennings (1984)
 Department of Mathematics and Computer
 Science

M. Sean Jones (1999)
 Department of Sociology and Social Work

Melinda Jordan (1996)
 Institute for International and Intercultural
 Studies

Margaret Lawless (1993)
 Department of Music

Troy Leach (1990)
 Department of Music

Judy C. LeForge (1999)
 Department of History and Political Science

- Greg Luscombe (1993)
Department of Music
- Victoria Malone (1999)
Department of Language
- Don W. Martin (1974; 1996)
Department of Music
- David Niven (1999)
Department of Physical Education, Wellness
and Sport
- Mary E. Poore (1999)
Department of Music
- Dwight Porter (1996)
Department of Music
- Victoria Romero (1999)
Department of Language
- Joey Rosas (1989-96; 1999)
Department of Christian Studies
- Donna Sachse (1990)
Clinical Instructor of Nursing
- Irene C. Schock (1992)
Department of Languages
- Chris Song (2002)
Department of Engineering
- Marion Smothers (1993)
Department of History and Political Science
- Kenneth Story (1998)
Department of Christian Studies
- Patricia A. Taylor (1999)
Department of Sociology and Social Work
- T. Donley Thomas (1992)
Department of Music
- Michael Camden Tracy (1995)
Department of Communication Arts
- Benny F. Tucker (1989)
Department of Education
- Carol Venable (1997)
Department of Psychology
- Jim Veneman (1999)
Department of Art
- Danny Walker (2001)
Department of Biology
- Lee Weimer (1992)
Department of Music
- Katie Woodruff (2001)
Department of Physical Education, Wellness
and Sport

Emeritus Professors

- James Alex Baggett** (1977) Dean Emeritus, College of Arts and Sciences and Professor Emeritus of History. B.S., and M.Ed., Texas Wesleyan College; Ph.D., University of North Texas; Additional study, Texas Christian University; Louisiana State University; Vanderbilt University, University of Michigan and University of Oxford.
- Hyran E. Barefoot** (1957) Chancellor Emeritus and University Professor of Christian Studies. A.B., Mississippi College; B.D. and Th.D., New Orleans Baptist Theological Seminary.
- Louise Bentley** (1981) Professor Emeritus of English. B.A., Bob Jones University; M.A., University of Southern California; D.A., Middle Tennessee State University.
- Bill G. Bouchillon** (1969) Professor Emeritus of Psychology. B.A., Samford University; Ed.D., University of Tennessee; Additional study, University of Nevada, California State College at Long Beach, Baylor University, Pepperdine College, University of Missouri, California Family Studies Association, and Alfred Adler Institute of Chicago.
- Mable Pauline Bridger** (1965). Professor Emeritus of Nursing. B.S.N., University of Tennessee College of Nursing, Memphis; M.Ed., University of Memphis; Additional study, University of Memphis and Columbia University.
- George E. Clark** (1962) Professor Emeritus of English. A.B., Union University; B.D. and Th.M., Southern Baptist Theological Seminary; M.A. and Ph.D., George Peabody College; Additional study, Vanderbilt University, University of Bridgeport, George Peabody College, University of Memphis, Southern Illinois University, McMaster University, University of Mississippi.
- Lytle Givens** (1978) Professor Emeritus of Sociology. B.S. and M.A.T., Middle Tennessee State University; Ph.D., University of Georgia; Additional study, Cambridge University, England, and University College, Galway, Ireland.
- David J. Irby** (1965) Professor Emeritus of Christian Studies. B.S., University of Southern Mississippi; B.D., Th.D., and Th.M. (Honors), New Orleans Theological Seminary.
- Ernest R. Pinson** (1969). University Professor Emeritus of English. A.A., Clarke Memorial College; B.A., Mississippi College; M.A., Vanderbilt University; Ph.D., Ohio University; Additional study, University of Virginia and Oxford University, England.
- Max W. Pugh** (1971) Professor Emeritus of Music. B.S., Northwestern Louisiana State University; M.M., Louisiana State University; Additional study, Southern Baptist Theological Seminary, Indiana University, Henderson State University, University of Central Florida.
- Curtiss E. Scott** (1965) Professor Emeritus of Business Administration. B.S., Union University; M.Ed., Texas Wesleyan College; M.R.E., Southwestern Baptist Theological Seminary; J.D. Southland University; Additional Study, University of North Texas and George Peabody College; C.P.A., State of Tennessee.

Regina Saffel (1977) Associate Professor Emeritus of Nursing. B.S.N., Alderson-Broadus College; M.S., University of Memphis; M.S.N., University of Central Arkansas; Additional study, University of Memphis.

Marilyn Smothers (1969) Assistant Professor Emeritus of English. B.A., Belmont College; M.A., East Tennessee State University; Additional study, University of Memphis, University of Mississippi, and University College of Wales.

Joseph Tucker (1969) Professor Emeritus of Mathematics. B.S., University of Alabama; M.Ed., M.S., and Ed.D., Auburn University.

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