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AN OVERVIEW OF THE UNIVERSITY

Our Identity

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

Our Core Values

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

Our Mission

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

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—and it is the inheritor of another college in 1927, Hall-Moody Junior College of Martin, Tennessee.

Jackson Male Academy, founded February 3, 1823, shortly after the opening of West Tennessee for settlement, was chartered by the legislature in 1825.

West Tennessee College

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.

Southwestern Baptist University and Tennessee Baptist

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 the southwestern regional university planned by the state's Baptist leaders.

Meanwhile, after years of discussion and the raising of an endowment, the Baptists of Middle Tennessee (there were three separate conventions in Tennessee at that time) in 1848 established Union University in Murfreesboro, near the geographical center of the state. Union University came upon hard times when in 1859 its highly respected president, Joseph H. 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, originated because of a desire by Tennessee Baptists, who still had a separate convention for each of the state's three Grand Divisions, for greater unification. Education became the core issue around which such unification was promoted. Committees of the three conventions met jointly in Humboldt in 1873 and issued a resolution supporting the establishment of a first-class regional university. An Educational Convention met in Murfreesboro in 1874, at which time a committee was appointed to select a location for the proposed university. The committee recommended the acceptance of the offer made by the citizens of Jackson to assume ownership of West Tennessee College.

Southwestern Becomes Union University

In September 1874, the new Tennessee Baptist-related institution opened in Jackson, and in 1875 it was chartered as Southwestern Baptist University. In 1907, Dr. T. T. Eaton, a trustee at Southwestern from its beginning, bequeathed his 6,000 volume library to the institution. He was a former professor at the Murfreesboro campus, where his father, Dr. Joseph H. Eaton, had been president. In 1907 the name of Southwestern Baptist University was changed to Union University to honor the Eatons and others from the Murfreesboro campus who had made 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 for the University in conjunction with the adoption of the Cooperative Program and clarity regarding 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 campus fire in 1912, several new buildings were constructed, including Barton Hall, the centerpiece of the Jackson campus for the next 60 years. In 1948, during the administration of President Warren F. Jones (1945-62), the

Southern Association of Colleges and Schools granted Union University its original accreditation. In 1962, at the request of area healthcare leaders, Union developed a nursing program with the assistance of Jackson-Madison County General Hospital.

The Move to North Jackson Campus in 1975

Because of an aging and landlocked campus, Union, in 1975, moved from near downtown to a new campus located along Highway 45 Bypass in north Jackson. This visionary move was accomplished during the administration of President Robert Craig (1967-85). Under President Craig and President Hyran Barefoot (1986-1996), enrollment increased from less than 1,000 students to nearly 2,000; the multipurpose Penick Academic Complex was enlarged several times; many additional housing units were erected; and the Blasingame Academic Complex (1986) and the Hyran E. Barefoot Student Union Building (1994) were constructed.

The Building Years – 1995-2014

When David S. Dockery was elected as the fifteenth president of Union University in December 1995, he brought with him a compelling vision to build on a great tradition while taking Union to the next level of regional and national prominence in Christian higher education. During his tenure the university grew in its commitment to the integration of faith, learning, and service, among other ways, through the establishment of a Center for Faculty Development. Undergraduate majors and graduate programs grew to include doctoral programs in education, nursing, pharmacy, and theology. The annual non-duplicating headcount increased from 2,183 (in 1996) to more than 5,300 (in 2012). Nine new buildings were constructed and a campaign for a new library was begun. In addition, the university achieved top tier recognition in *U.S. News & World Report*, *Princeton Review*, and other important listings, and the *Chronicle of Higher Education* named Union one of the Great Places to Work in the United States.

United and Grounded – 2014-Present

In June 2014, Samuel W. "Dub" Oliver became Union's sixteenth president. Coming from a distinguished career at Baylor University and a five-year presidency at East Texas Baptist University, Dr. Oliver has demonstrated a firm commitment to lead Union University to inhabit her mission and core-values. In July of 2014, a new library and a new greenhouse project were begun.

The Logos—Union's three-story, 54,000-square foot library was dedicated on November 6, 2015. A new strategic plan, *United in Spirit. Grounded in Truth., 2016-2020*, was adopted by the Board of Trustees in the fall of 2015. Union also in 2015 launched the EDGE program to provide educational opportunities and job skills training for youth adults with intellectual and developmental disabilities. In 2017, an academic reorganization took place that created two new schools: the School of Social Work and the School of Adult and Professional Studies. Dr. Oliver leads with energy and a Christ-centered optimism about the future.

Our Statement of Faith

1. **The Scriptures.** The Scriptures of the Old and New Testament were given by inspiration of God, and are the only sufficient, certain, and authoritative rule of all saving knowledge, faith, and obedience.
2. **God.** There is but one God, the Maker, Preserver, and Ruler of all things, having in and of Himself, all perfections, being infinite in them all; and to Him all creatures owe the highest love, reverence, and obedience. He exists eternally in three persons: Father, Son, and Holy Spirit each with distinct personal attributes, but without division of nature, essence, or being. God as Father reigns with providential care over all things that come to pass, and perpetually upholds, directs, and governs all creatures and all events; yet so as not to destroy the free will and responsibility of intelligent creatures.
3. **Jesus Christ.** The second person of the Trinity is the eternal Son of God. In his incarnation Jesus Christ was conceived by the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature, yet without sin. He honored the divine law by His personal obedience, and by His substitutionary death on the cross He made provision for our redemption from sin. He was buried and rose again the third day, and ascended to His Father, at whose right hand He lives to make intercession for His people. He is the only Mediator, the Prophet, Priest, and King of the Church, and Sovereign of the universe.
4. **Holy Spirit.** The Holy Spirit is the Spirit of God, fully divine, who exalts Jesus Christ. The Spirit convicts men and women of sin, of righteousness, and judgment, enabling them to understand the truth. He calls men and women to the Savior, and brings about regeneration, which is a renewal of heart and nature.
5. **Humankind.** God originally created humankind in His image, and free from sin; but through the temptation of Satan, they transgressed the command of God, and fell from their original righteousness, whereby all humans have inherited a sinful nature that is opposed to God, and are thus under condemnation. As soon as they are capable of moral action, they become actual transgressors.
6. **Salvation.** Salvation involves the redemption of the whole person, and is offered freely to all who believe in Jesus

Christ as Lord and Savior; accepting and trusting in Him alone for justification and eternal life. Justification is God's gracious declaration of righteousness of sinners, who believe in Christ, from all sin, through the satisfaction that Christ has made. Believers are also sanctified by God's Word and Spirit dwelling in them. Sanctification is the process of progressing toward moral and spiritual maturity, enabled by the presence and power of the Holy Spirit. Those who are accepted in Christ and sanctified by the Holy Spirit will never totally nor finally fall away from the state of grace, but shall persevere to the end, and be kept by the power of God through faith unto salvation.

7. **The Church.** The Lord Jesus Christ is the Head of the Church, which is composed of all true followers of Christ, and in Him is invested supremely all power for its government. Christians are to associate themselves with local churches; and to each church is given the authority to administer order, to carry out ministry, to worship, and to practice discipline.
8. **Last Things.** The bodies of humans after death return to dust, but their spirits return immediately to God—the righteous to rest with Him; the wicked to be reserved under darkness to the judgment. God in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth. At the last day, the bodies of all the dead, both just and unjust, will be raised. God has appointed a day, when He will judge the world by Jesus Christ, when all people shall receive according to their deeds; the wicked shall go into everlasting punishment; the righteous, into everlasting life.

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

External Associations

Accredited By

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

The University also has the following discipline-specific accreditation:

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

Member Of

American Association of Colleges of Nursing
American Association for Colleges of Teacher Education
American Association of Collegiate Registrars and Admissions Officers
Association to Advance Collegiate Schools of Business International
Association of Baccalaureate Social Work Program Directors
American Chemical Society
Associations for Christians in Student Development
Association of Independent Liberal Arts Colleges for Teacher Education
Association of Southern Baptist Colleges and Schools
Certificate in Education for Public Relations, Public Relations Society of America
Commission on Collegiate Nursing Education
Concurrent Admissions Program
Council of Colleges of Arts and Sciences
Council on Undergraduate Research
Council for the Advancement and Support of Education

Evangelical Council for Financial Accountability
National Art Education Association
National Association of College Admissions Counselors
National Council for State Authorization Reciprocity Agreements
North American Association of Christians in Social Work Service Members Opportunity Colleges
Southern Council of Collegiate Education for Nursing
Tennessee Association for Counseling and Development
Tennessee Association of Collegiate Registrars and Admission Officers
Tennessee College Association
Tennessee Independent College and Universities Association

State Board Approvals

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

The Campus

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

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

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

Jackson Campus Facilities

Penick Academic Complex

The Penick Academic Complex houses the G.M. Savage Memorial Chapel, Fred DeLay Gymnasium, E.T. "Rocky" Palmer Activities Center, Vocatio Center, W. D. Powell Theatre, Waldrop Administrative Center, Union Station, Information Technology, Writing Center, and the Warren Jones Academic Suite. The Complex includes the departments of Art, Computer Science, Engineering, English, History, Language, Mathematics, Physics, Political Science, Psychology, Sociology and Family Studies, Physical Education, Wellness and Sport,

as well as the Intercultural Studies Program and the Center for Intercultural Engagement.

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

The Logos

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

Fesmire Fields and Fieldhouse

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

Smith Memorial Soccer Complex

The Smith Memorial Soccer Complex provides two competition fields, bleachers to accommodate 1,000 spectators, a press box, concession stand, and restroom facilities.

Blasingame Academic Complex

The McAfee School of Business, the College and School of Education, and the School of Social Work are located in the Blasingame Academic Complex.

Hammons Hall

Hammons Hall contains the Offices of Institutional Advancement, Alumni Relations, and University Communications.

Jennings Hall

Jennings Hall contains the departments of Communication Arts and Music and the School of Theology and Missions, as well as the Ryan Center for Biblical Studies and Hartley Recital Hall.

White Hall

White Hall houses the departments of Biology and Chemistry as well as the College of Nursing.

The Edward P. Hammons Center for Scientific Studies is located in White Hall.

Providence Hall

Providence Hall houses the administrative and faculty offices and state-of-the-art classrooms for the College of Pharmacy, as well as the simulation labs for the School of Nursing and the Center for Excellence in Health Care Practice.

Luther Hall

Luther Hall houses the Center for Just and Caring Communities and provides conference spaces for various functions.

Center for Adult and Professional Studies

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

Residence Halls

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

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

Hyran E. Barefoot Student Union Building

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

Carl Grant Events Center

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

2019-2020 UNDERGRADUATE CALENDAR

Accelerated Courses follow their specific calendars shown below.

Graduate and non-traditional faculty, staff, and students may follow program specific calendars.

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

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

Fall Semester 2019 (16-week semester, 2019FFA)

August

16-19, Friday-Monday.....	Welcome Week
16, Friday.....	Residence Complexes Open for New Students Only
18, Sunday.....	Residence Complexes Open for Returning Students
20, Tuesday.....	Registration—Day Classes and 16-Week Evening Classes Begin
21-27, Wednesday-Tuesday.....	*Late Registration
23, Friday.....	Convocation
27, Tuesday.....	*Last Day to Add a Class

September

2, Monday.....	Labor Day Holiday
3, Tuesday.....	*Deadline to Drop (Course Does Not Appear on Transcript)
11, Wednesday.....	Assessment Day
26, Thursday.....	*Academic Progress Reports Due

October

10-11, Thursday-Friday.....	Fall Holiday
22, Tuesday.....	*Deadline to Drop (Course Appears on Transcript with “DR”)
29, Tuesday.....	Campus and Community: A Day of Remembrance and Service
31, Thursday.....	Priority Registration Begins for Winter and Spring 2020

November

22, Friday.....	**Residence Complexes Close
23-Dec.1, Saturday-Sunday.....	Thanksgiving Holidays
29, Friday.....	*Last Day to Withdraw from All Fall Classes%

December

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

Winter Term 2020 (4-week accelerated semester, 2020FWI)

January

1, Wednesday.....	Residence Complexes Open
2, Thursday.....	Day Registration— Classes Begin
2, Thursday.....	Registration Closes for Monday/Thursday Accelerated Classes
3, Friday.....	Late Registration for Day Classes, Last Day to Add a Class
8, Wednesday.....	Deadline to Drop (Course Does Not Appear on Transcript)
10, Friday.....	Deadline to Drop (Course Appears on Transcript with “DR”)
20, Monday.....	Martin Luther King Day Holiday
23, Thursday.....	Last Day to Withdraw from All Winter Classes in Progress%
28, Tuesday.....	Final Examinations
28, Tuesday.....	**Residence Complexes Close

Spring Semester 2020 (16-week semester, 2020FSP)

January

29, Wednesday Residence Complexes Open for New/Returning Students
 30, Thursday Registration—Day Classes and 16-Week Evening Classes Begin
 31-Feb. 6, Friday–Thursday..... *Late Registration

February

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

March

12, Thursday *Academic Progress Reports Due
 20, Friday *Residence Complexes Close
 21-29, Saturday - Sunday..... Spring Holidays

April

1, Wednesday *Deadline to Drop (Course Appears on Transcript with “DR”)
 2, Thursday *Priority Registration Begins for Summer and Fall 2020
 13, Monday Easter Holiday
 21, Tuesday..... Union University Scholarship Symposium

May

1, Friday..... Last Day to Withdraw from All Spring Classes%
 11-14, Monday–Thursday..... *Final Examinations
 14, Thursday..... **Residence Complexes Close
 16, Saturday..... Graduation

Final Examinations Fall & Spring Semesters

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

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

Summer Terms, 2020

First Term/June (4-week accelerated semester, 20201S)

May

31, Sunday Residence Complexes Open

June

1, Monday Registration—Day and Evening Classes Begin
 2, Tuesday Late Registration; Last Day to Add a Class
 8, Monday Deadline to Drop (Course Does Not Appear on Transcript)
 12, Friday Deadline to Drop (Course Appears on Transcript with “DR”)
 23, Tuesday Last Day to Withdraw from All Term I Classes
 26, Friday Final Examinations
 26, Friday **Residence Complexes Close

Second Term/July (4-week accelerated semester, 20202S)

June

28, SundayResidence Complexes Open
29, MondayRegistration–Day and Evening **Classes Begin**
30, TuesdayLate Registration; Last Day to Add a Class

July

3, FridayIndependence Day Holiday
6, MondayDeadline to Drop (Course Does Not Appear on Transcript)
10, Friday.....Deadline to Drop (Course Appears on Transcript with “DR”)
20, MondayLast Day to Withdraw from all Term II Classes
23, ThursdayFinal Examinations
23, Thursday**Residence Complexes Close
25, SaturdayAdult Studies and Graduate Studies Summer Graduation

Third Term/August (3-week accelerated semester, 20203S)

July

27, MondayRegistration, **Classes Begin** and Last Day to Add
29, WednesdayDeadline to Drop (Course Does Not Appear on Transcript)

August

6, ThursdayDeadline to Drop (Course Appears on Transcript with “DR”)
12, WednesdayLast Day to Withdraw from Term III Classes
14, Friday.....Final Examinations

Extended Term/June – July (8-week accelerated semester, 2020XS)

See 8-week calendars following

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

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

% Excludes accelerated and cohort classes already completed.

Accelerated 8-Week Calendars

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

Graduate and non-traditional faculty, staff, and students may follow program specific calendars.

Fall Semester 2019 Accelerated Courses

August 8-Week Accelerated Semester, 2019 (2019AFA)

August

19, Monday.....Registration Closes for Monday Accelerated/**Classes Begin**
20, TuesdayRegistration Closes for Tuesday Accelerated/**Classes Begin**
22, ThursdayRegistration Closes for Thursday Accelerated/**Classes Begin**
23, FridayRegistration Closes for Saturday Accelerated Classes
24, SaturdaySaturday Accelerated **Classes Begin**
26, MondayDeadline to Drop (Course Does Not Appear on Transcript)
28, WednesdayAdditional Monday Evening August Accelerated

September

2, MondayLabor Day Holiday
4, WednesdayAdditional Thursday Evening August Accelerated
13, FridayDeadline to Drop (Course Appears on Transcript with “DR”)
20, FridayLast Day to Withdraw from August Accelerated Class

October

3-8, Thursday-Tuesday.....Final Exams for August Accelerated Classes

October 8-Week Accelerated Semester, 2019 (2019OFA)

October

14, MondayRegistration Closes for Monday Accelerated/**Classes Begin**
15, TuesdayRegistration Closes for Tuesday Accelerated/**Classes Begin**
17, Thursday.....Registration Closes for Thursday Accelerated /**Classes Begin**
18, Friday.....Registration Closes for Saturday Accelerated Classes
19, Saturday.....Saturday Accelerated **Classes Begin**
21, Monday.....Deadline to Drop (Course Does Not Appear on Transcript)
31, Thursday.....Priority Registration Begins for Winter and Spring 2020

November

8, FridayDeadline to Drop (Course Appears on Transcript with "DR")
25-Dec.1, Monday-Sunday Thanksgiving Holidays
29, FridayLast Day to Withdraw from October Accelerated Classes

December

7-12, Saturday-Thursday.....Final Exams for October Accelerated Classes
14, Saturday..... Graduation

Winter Term, 2020 (4-week Accelerated Semester, 2020FWI)

January

2, ThursdayEvening Classes Begin/Registration Closes with the 1st Meeting of Each Class
3, FridayRegistration for Saturday Classes Closes
4, SaturdaySaturday **Classes Begin**
8, WednesdayDeadline to Drop (Course Does Not Appear on Transcript)
10, Friday.....Deadline to Drop (Course Appears on Transcript with "DR")
15, WednesdayAdditional Class for Tuesday Accelerated Classes
20, MondayMartin Luther King Day Holiday
20, MondayLast Day to Withdraw from Winter Accelerated Classes
22, WednesdayAdditional Class for Monday Accelerated Classes
21-27, Tuesday-Monday..... Final Exams for Winter Accelerated Classes

Special Projects Winter Term, 2020 (11-week Semester for approved projects, 2020CWI)

November 4, 2019.....Registration Closes and Winter Special Projects Classes May Begin
Between December 26 and January 31.....When applicable, Class Tour or Study Abroad occurs as announced
January 30, 2020.....Deadline for Project completion

Spring Semester, 2020 Accelerated Courses

February Accelerated 8-Week Semester, 2020 (2020BSP)

January

28, TuesdayRegistration Closes for Tuesday Accelerated/**Classes Begin**
30, ThursdayRegistration Closes for Thursday Accelerated/**Classes Begin**
31, Friday.....Registration Closes for Saturday Accelerated Classes

February

1, Saturday.....Saturday Accelerated **Classes Begin**
3, MondayRegistration Closes for Monday Classes/**Classes Begin**
5, WednesdayDeadline to Drop (Course Does Not Appear on Transcript)
19, WednesdayAdditional Class for Monday Accelerated Classes
21, Friday.....Deadline to Drop (Course Appears on Transcript with "DR")

March

6, FridayLast Day to Withdraw from February Accelerated Classes
14-19, Saturday-Thursday..... Final Exams for February Accelerated Session

April 8-Week Accelerated Semester, 2020 (2020ASP)

March

30, MondayRegistration Closes for Monday Accelerated/**Classes Begin**
31, Tuesday.....Registration Closes for Tuesday Accelerated/ **Classes Begin**

April

2, ThursdayRegistration Closes for Thursday Accelerated/**Classes Begin**
2, ThursdayPriority Registration Begins for Summer and Fall, 2020
4, SaturdayRegistration Closes for Saturday Accelerated/**Classes Begin**
6, MondayDeadline to Drop (Course Does Not Appear on Transcript)
8, WednesdayAdditional Class for Monday Accelerated Classes
13, MondayMonday Evening Classes meet
15, WednesdayAdditional Class for Tuesday Accelerated Classes
22, WednesdayAdditional Class for Thursday Accelerated Classes
24, FridayDeadline to Drop (Course Appears on Transcript with “DR”)

May

1, Friday.....Last Day to Withdraw from April Accelerated Classes
9-14, Saturday-Thursday Final Exams
16, Saturday..... Graduation

Extended Summer 8-Week Accelerated Semester, 2020 (2020XS)

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

June

1, MondayRegistration Closes for Monday Accelerated/**Classes Begin**
2, TuesdayRegistration Closes for Tuesday Accelerated/**Classes Begin**
4, ThursdayRegistration Closes for Thursday Accelerated/**Classes Begin**
5, FridayRegistration Closes for Saturday Accelerated Classes
6, SaturdaySaturday Accelerated **Classes Begin**
8, MondayDeadline to Drop (Course Does Not Appear on Transcript)
26, FridayDeadline to Drop (Course Appears on Transcript with “DR”)

July

3, FridayIndependence Day Holiday
4, SaturdayHoliday for Saturday Classes
10, Friday.....Last Day to Withdraw from Summer Extended Classes
18-23, Saturday-Thursday.....Final Examinations
25, Saturday Summer Graduation (Graduate and non-traditional adult programs only)

Special Projects Summer Term, 2020 (11-week Semester for approved projects, 2020CS)

April 15Registration Closes and Special Projects Classes May Begin
Between May 18 and July 9..... When applicable, Class Tour or Study Abroad occurs as announced
July 10Deadline for Project completion

STUDENT LIFE

The following is a brief description of campus life at Union University and the various organizations and services that contribute to its unique community. A more complete list of campus organizations and resources is available at www.uu.edu/studentlife.

Barefoots Joe and Modero Coffee Roasters

Barefoots Joe, located in the Student Union Building, and Modero, located in The Logos library, are Union's two specialty coffee shops. Each provides single-origin coffees and espresso blends that are roasted in-house, as well as a full range of espresso drinks, teas, smoothies, coffee sodas, and other drinks. We serve pastries in both shops, and a rotating menu of artisan foods in Modero. Barefoots Joe and Modero provide the community with places to converse with others and to read, think, and reflect about the matters of the classroom and beyond. While both shops aim to promote the arts, Barefoots is uniquely situated as a venue to invite more substantial engagement through hosting concerts and art exhibits, as well as a number of student events focused on the arts. Barefoots hosts events once or twice a month.

Campus Recreation

The Department of Campus Recreation offers a 3,600 square foot Wellness Center and a 27,000 square foot Activities Center. The department offers programs to promote healthy life-styles such as health assessments, motivational incentives, exercise prescription and health education including group fitness classes. Currently enrolled students, faculty, staff, and spouses are eligible to use the Center and participate in classes. One-on-one fitness training with a Certified Personal Trainer is available.

Center for Academic Success (CAS)

The mission of the Center for Academic Success is to facilitate learning, development, and academic achievement by assisting students with appropriate strategies and behaviors to increase each student's learning efficiency. Through carefully-designed support programs, tutoring services, and study strategies, our goal is to foster student intellectual growth that encourages our communities of learners to make the most of their intellectual opportunities at Union.

The Center offers both support services and learning resources to assist the efforts of the University faculty and encourage students to become independent learners by bridging the gap between the classroom and a true understanding of the material.

CAS program includes:

- **Keystone:** The goal of the Keystone program is to provide a smooth transition from the high school classroom to college environment by giving our students support and accountability in navigating through the freshman year.

- **Undecided Advising:** Through active involvement, students explore, discover, and define their interests, while seeking and connecting with their God-given abilities and strengths that will lead to the selection of a major or minor and a successful college experience.
- **Academic Counseling:** This service encompasses individual meetings with students to discuss programs of study, curriculum mapping, and academic concerns while providing strategies to improve performance.
- **Supplemental Instruction:** The SI program provides peer-facilitated weekly sessions that integrate content and learning strategies in which students discuss readings and lectures, collaborate in reviewing class notes, develop organizational tools, and predict test items.

CAS Services:

- **Hundley Tutors:** Subject-specific tutors provide individualized support that facilitates student learning and academic success through various scheduling options.
- **Resiliency:** This resource provides individual support and accountability to students on academic probation. Support includes immediate contact with students when placed on probation to assist in grade point recovery, curriculum planning, and academic strategies.
- **Test Proctoring:** Test proctoring is provided as requested by faculty to meet student needs.

For more information, visit the website at www.uu.edu/studentlife/academic-success.

Community Expectations

Union University students are expected at all times to represent the University and the Christian community appropriately. The general policy of conduct at Union University is that students conduct themselves as persons of faith who strive to exemplify the character of Jesus Christ throughout their daily lives. Regulations regarding these expectations, student life as a whole and more particularly residence student life are found in detail in the *Campus Life Handbook* available at www.uu.edu/studentlife/handbook.

The Provost and the Vice-President for Student Life are charged with the administration of discipline through the judicial system. They are empowered to rule in any irregularity pertaining to academics and student life and impose redemptive discipline for community 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 Act provides students

greater access to and control over information in educational records. More information about FERPA can be obtained from the Registrar. Official student academic records, supporting documents, and other student files shall be maintained, only by members of the University staff employed for that purpose, in separate files:

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

Directory information (student's name, address including email address, telephone number, date and place of birth, photograph, academic major, class schedule, dates of attendance, degrees and awards received, and most recent previous educational institution attended) may be made public by the University. If the student wishes to have the aforementioned information private, they may make a request, in writing, to the Academic Center.

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 (governed also by HIPAA)
- Financial records of students' parents
- Evaluations for which a student has waived his/her right of inspection

Counseling Services

Union University Counseling Services is staffed by counselors, social workers and a psychologist to assist students with personal or emotional concerns. These services are included with the General Student Fee. In addition to on-campus services, limited off-campus services are available through community service providers by referral from the Director of Counseling Services.

Disability Services

The Office for Disability Services offers reasonable accommodations designed to provide equal access to academic and social opportunities at Union University for students with disabilities. Students must provide documentation of a specific disability and how that disability impacts academic performance

and/or the student's ability to participate. The Director will work with the student to formulate accommodations specific to the student's disability. The Director is also available to help students with disabilities with time management and study skills and assist students in utilizing additional resources on campus. For more information, please visit www.uu.edu/ods.

Health Services

The mission of Health Services is to promote healthy lifestyles and to demonstrate care in a Christ-like manner to students, faculty and staff and to provide medical services for minor injuries and illnesses. Health Services is staffed by a full-time nurse practitioner. There is no office visit charge for clinic care, but there may be fees for certain services. All off-campus referrals and care may render a cost and are the responsibility of the patient. Information can be obtained through www.uu.edu/studentlife/health-services.

Intramural Athletics

Union students enjoy a vibrant intramural program which is open for anyone in the University community to participate. Some of the more popular activities attract several hundred students. They enjoy the fellowship and fun that comes from friendly team competition. Union offers intramural sports such as flag football, sand volleyball, water polo, indoor racquetball, basketball, disc golf, rugby and more. For more information, please visit www.uu.edu/studentlife/intramurals.

Intercollegiate Athletics

Intercollegiate athletics are an integral part of American college life. In 2014 Union completed a three-year process to become a full member of the NCAA DII. In 2015 Union began full membership competition in the Gulf South Conference which includes teams from Tennessee, Mississippi, Louisiana, Alabama, Georgia, and Florida. Union University offers varsity competition for men in basketball, baseball, cross country, golf and soccer, and for women in basketball, softball, volleyball, soccer, golf and cross country. Union's athletic programs adhere strictly to all University, conference, and national regulations involving sports and academics for student athletes.

International Student Life

Union University's Center for Intercultural Engagement provides international undergraduate and graduate students with academic, social, and cultural support; the Center also provides guidance on obtaining and maintaining compliance in governmental regulations associated with student visas. International students have access to an international student center, an International Student Union social organization, and comprehensive expertise and guidance from the university's designated international student officer.

Library Services

The new Union University Library at The Logos offers both traditional and contemporary information resources. Books, e-books, periodicals, e-journals, media and electronic resources are available for use by the students, faculty, and staff of Union

University. The library offers three computer labs, a variety of study spaces, presentation and collaborative work spaces, several reading rooms and a recording studio. Special collections and the university archives are located on the third floor.

Professional librarians provide instructional assistance and offer a research coaching service to assist students throughout their academic journey. The library's home page is found at www.uu.edu/library. As a member of OCLC's WorldShare™ system, the library at Union participates in a nationwide network. Interlibrary loan services are available using the OCLC and DOCLINE loan systems.

Residence Life

The mission of Residence Life at Union University is to provide a holistic living and learning environment where academic scholarship is developed, distinctive relationships are formed, servant leadership is practiced, community values are upheld, and biblical restoration is provided. To this end, all full-time undergraduate students are required to live in Union's residence halls unless the student meets the requirements outlined in the *Campus Life Handbook* or an exception is granted by the Off-Campus Appeals Committee. For information on Residence Life community values, philosophy, costs, family housing, graduate housing, and general procedures, please refer to the *Campus Life Handbook* located on Union University's website at www.uu.edu/studentlife/handbook.

Social Fraternities and Sororities

Union has six national social fraternities and sororities: Alpha Tau Omega, Lambda Chi Alpha, Sigma Alpha Epsilon for men, Chi Omega, Kappa Delta, and Zeta Tau Alpha for women. Under the supervision of the University administration, these organizations plan and host philanthropic, social, and service activities and functions. For more information, please visit www.uu.edu/studentlife/greek.

Student Government Association

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 student body 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. For more information, please visit www.uu.edu/studentlife/sga.

Student Activities Council

The Student Activities Council promotes community on campus by providing entertaining activities and various opportunities for campus involvement. Traditional events include Variety Show, Midnight Movies, Carl Perkins Christmas Party, Casey Jones Hullabaloo, Movie on the Lawn, and Be Our Guest.

Student Publications

The Cardinal and Cream

The Cardinal and Cream is the official award-winning campus newspaper of Union University. Budgeted as a part of the Communication Arts Department, the newspaper is online and updated daily during the Fall and Spring semesters. A full-color news magazine, *C&C*, is published each semester and distributed to students, faculty, staff, and administration without charge. *The Cardinal and Cream* and *C&C* are managed, written and edited by students under the guidance of a faculty advisor. In addition to students enrolled in the Journalism Practicum, any student enrolled in classes at Union may apply for staff positions, particularly those interested in journalism or a related communications field. The campus newspaper enhances the experiences of students in writing, layout, editing, photography, advertising, and journalism administration. Campus news, tweets and blogs can also be accessed off the newspaper's web site: www.cardinalandcream.info.

The Torch

The Torch is a student literary magazine under the editorship of an appointed student staff. Its contents are made up of the student creative writing and artwork selected from among presentations in the normal course of class work and from work submitted directly to the editors.

Testing Center

Union University serves as a National Test Center for the American College Test (ACT), College Board (SAT), Law School Admissions Test (LSAT), the College Level Examination Program (CLEP), Miller Analogies Test (MAT), and DANTES Subject Standardized Test (DSST). For a listing of testing dates and registration information, please visit Union's testing website at www.uu.edu/academics/testing.

University Ministries

The mission of University Ministries is to meet students where they are in their relationship with God and help them take the next steps toward lives that connect fully with God's global purpose. University Ministries seeks to foster biblical formation, servant leadership, and global engagement, while providing opportunities for service locally, nationally, and globally. Partnering with others on campus for a holistic experience, University Ministries desires to see students well-prepared to serve Church and society as they labor to make a difference through their chosen areas of vocation.

Worship. The University holds chapel services twice weekly. Understanding that nothing takes the place of local church in a student's life, the purpose of chapel at Union is to worship God while fostering biblical formation, servant leadership, and global engagement as well as encouraging the integration of faith, learning, and living. Along with exposure to a variety of worship styles and traditions in chapel, the University community experiences a variety of influential Christian ministers and leaders who are laboring to advance God's Kingdom throughout the

world. Chapel programming includes special emphases such as Faith in Practice, Global Focus, and the Crabtree Family Life series.

Discipleship. For those entering Union as new students, Life Groups is a student-led, small group ministry through which new students receive encouragement and support as they begin life on a college campus. Life Groups leaders come alongside new students by helping them build relationships with other students, connect to a local church, and take the next steps in their walk with Christ. Additional small group discipleship opportunities are available each semester for continued accountability and biblical formation.

Mobilization. Global Focus at Union is a time of intentional focus on God's Word, God's world, and God's work. During the fall semester, there are opportunities to learn about "GO Trips" (see <http://www.uu.edu/oum/mobilization/go-trips.cfm>), connect with cross-cultural workers, and participate in special events ~ all designed to help students take the next steps toward a life that connects fully with God's global purpose. GO Trips provide Union students, faculty, and staff with opportunities to serve alongside field partners domestically and internationally in ministry contexts such as church planting, campus outreach, orphan care, and community development. GO Trips provide an avenue to teach, equip, and train students, helping them take the next steps toward a gospel-saturated life of making disciples, regardless of vocation or geographical location.

Service. Serve is a service-leadership program that helps students learn to live a lifestyle of service in the context of the Jackson community. On Campus and Community Day, the University community takes time to remember God's providence and protection over Union in years past and gives back to our community through a day of service.

The Missionary-In-Residence Program brings a missionary family on stateside assignment from the international field to live on campus. To expose students to world missions, the missionaries speak on campus, counsel students interested in missions, and promote the Lottie Moon offering in West Tennessee Southern Baptist churches.

Vocatio Center for Life Calling and Career

The Vocatio Center exists to help students understand more clearly who God has uniquely created them to be and to assist them in discovering opportunities to live out their life calling in service to God and others. We do this through three objectives:

Discover Your Calling: Who Are You?

God has created each of us with distinct gifts and passions, and our desire is to see every student steward their gifts and passions well! Toward that end, the Vocatio Center offers gifts and personality assessments (MBTI/Strong Interest Inventory) and career counseling. Additionally, the Vocatio Center staff offers the "What Can I Do with a Major In...?" discipline-specific workshop series to help students understand the many career options available in their chosen major.

Respond to Your Calling: Career Development

Once you have discovered your calling, we want to help you respond to your calling through career development. We offer résumé and cover letter critiques, graduate school research and assistance, job search strategies, and résumé referral services via

UUConnect. Additionally, we offer co-curricular workshops for pre-professional development (résumés, job search, interviewing/salary negotiation, etc.) including Backpack to Briefcase, and fall recruitment events designed to expose you to internship, shadowing, and camp opportunities. Lastly, the Vocatio Center houses the Servant Leadership Program, which is Union's work study and workshop program to help students gain work experience and transferrable skills on campus.

Live Out Your Calling: Landing the Job

Finally, our ultimate goal is to help you live out your calling by landing the job! Each spring we host our College to Career: Education and Professionals Expo along with other networking events throughout the year, and we host on-campus recruitment with formal and informal interviews offered throughout each semester. In addition, we offer interview preparation, job search/networking strategies, and salary negotiation helps.

Visit us at www.uu.edu/studentlife/vocatio-center to find out more.

University Awards

The Academic Excellence Medal is awarded to the outstanding graduating senior in each major as selected by the faculty of the major. Inclusion in the selection process requires the student to have completed a minimum of 15 residence hours, excluding pass/fail courses, in the discipline and have a discipline GPA of 3.5 or higher.

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.

University Clubs and Organizations

Union University hosts over 90 active student organizations for students who are interested in almost any field of study or activity. From biologists to actors to those who want to work with elementary school students, there is a place for every student who wants to be involved in a club or organization. In fact, the typical undergrad chooses to be involved in several of these groups during his or her time at Union.

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. The University sponsors special interest organizations relating to varied activities, service, political and social activism, and personal growth. These are detailed in full at www.uu.edu/studentlife/organizations.

The Writing Center

The Writing Center serves to make better writers on the campus of Union University. We pursue this goal by training graduate and undergraduate Writing Consultants to coach students to improve any writing assignment by employing a better writing process. The Writing Center offers free peer tutoring as well as writing-related workshops to all Union students. For more information, or to make an appointment, visit our website at www.uu.edu/writingcenter.

ACADEMIC PROGRAM

Definition of Academic Terms

Degrees

Union University offers 11 undergraduate degrees—Associate of Science in Professional Studies, Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Science in Medical Technology, Bachelor of Science in Engineering, Bachelor of Science in Nursing, Bachelor of Science in Organizational Leadership, Bachelor of Science in Business Administration, and the Bachelor of Social Work—and 15 graduate degrees—the Master of Science in Biology, the Master of Science in Conservation Biology, the Master of Education, the Master of Arts in Education, the Master of Urban Education, the Master of Business Administration, the Master of Accountancy, the Master of Christian Studies, the Master of Science in Nursing, Master of Arts in Intercultural Studies, the Educational Specialist, the Master of Social Work, the Doctor of Education, the Doctor of Nursing Practice, and the Doctor of Pharmacy. Graduate Studies are described in the Graduate Catalogue.

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.

Credit Hour

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Full-Time Student

To be classified as a full-time student during a semester, a student must carry a minimum 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 Points

- 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. On each course syllabus, faculty must specify the precise grading scale and other grading practices which will be followed for that course.

A, B, C, and D are passing grades; F is failure; N is audit. The grade of I, indicating incomplete work, must be made up within the first five weeks of the fall/spring semester following issuance; otherwise, the course is graded to reflect the incomplete work. The grade of IP (In Progress) will be issued for courses which by design extend into the following term or semester. Pass-fail courses are graded P for pass and FF for failure. W is reserved for withdrawal from a single course without withdrawing from the term, 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. A temporary grade of X is inserted to indicate no grade has been reported.

The following are the grades with their corresponding quality credits:

- A—4 quality points per hour of credit
- B—3 quality points per hour of credit
- C—2 quality points per hour of credit
- D—1 quality point per hour of credit
- DR, W, F, FF, I, IP, N, X—0 quality points per hour

To determine the Grade Point Average (GPA), the quality points 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 below 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. The most recent grade earned is the grade calculated in the cumulative GPA and in consideration for graduation.

Transfer credits and credit-by-testing do not apply quality points to the institutional GPA and are not factored into current academic standing nor into the graduation GPA. They may be considered in the program admission process as specified on the program and department level.

A W awarded for all courses in a term denotes withdrawal from school for the semester. See “Withdrawal from School” for details.

Faculty Advisor

Academic counseling is administered through several avenues. Each student is assigned a Faculty Advisor in accordance with their intended major/vocational goal. Students undecided about their major are assigned temporarily to the Office of Academic Services. GPA counseling can be sought from the Office of Academic Services and through the Academic Center. The junior/senior student is required to have at least one counseling appointment with a degree auditor to focus on the completion of graduation requirements.

Faculty Advisors are assigned within the department of the student's major. Advisors will assist students in planning schedules and defining educational and career goals.

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.

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.

Description and Numbering of Courses

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

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

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 numbered 500 may be undergraduate or graduate; see the Graduate *Catalogue* for details. Courses above 599 are graduate courses.

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 earn 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**.

UNDERGRADUATE ACADEMIC PROGRAMS

Graduate Programs in Business, Christian Studies, Education, International Studies, Nursing, Pharmacy and Social Work are detailed in the *Graduate Catalogue*.

Department	Majors	Degrees	Emphases and Concentrations	Minors
Adult and Professional Studies	Organizational Leadership	BSOL®	Church Leadership Criminal Justice Administration Health Management Information Technology Manufacturing and Industry Management Organizational Management Project Management	
	Associate of Science in Professional Studies	ASPS	Human Services/Nursing Human Services/Social Work Christian Leadership Organizational Leadership	

Department	Majors	Degrees	Emphases and Concentrations	Minors
Art	Studio Art	BFA	Drawing Painting Ceramics Graphic Design Sculpture Photography Visual Aesthetics	Art Visual Aesthetics Digital Media Studies
	Art*** Pre-Professional Art Therapy	BA	Drawing Painting Ceramics Graphic Design Sculpture Photography Visual Aesthetics	
Biology	General Biology*## Botany ## Zoology ## Cell and Molecular Biology ## Conservation Biology ##	BS	Pre-professional	Biology
Business	Accounting ##	BSBA		Accounting Actuarial Science Business Administration Economics Finance Management Management for Non-Business Professionals Marketing University Studies
	Business Administration ##	BSBA	Economics Finance International Business Management Marketing	
	Economics ##	BA or BS		
Chemistry	Biochemistry ## Chemical Physics Chemistry ***	BS	Pre-professional	Chemistry
	Medical Technology	BSMT		
Communication Arts	Broadcast Journalism Communication Studies## Digital Media Communications## Film Studies## Journalism## Public Relations## Rhetoric## Theatre## Theatre and Speech with Teacher Licensure@##	BA or BS		Broadcast Journalism Communication Studies Digital Media Studies Film Studies Journalism Photojournalism Public Relations Rhetoric Theatre
Computer Science	Computer Science Information Technology	BA or BS		Computer Science Computer Information Systems Computational Engineering Science Digital Media Studies
Education	Teaching and Learning*##	BS	Early Childhood (PreK-Grade 3) Elementary (K-Grade 6) Middle Grades (Grades 4-8)	Professional Education: * for Secondary Education * for Special Education
	Interdisciplinary Studies ##	BS		
	Special Education ##	BS	Modified and Comprehensive K-12	
Engineering	Engineering ##	BSE	Electrical Mechanical	Engineering Computational Engineering Science

Department	Majors	Degrees	Emphases and Concentrations	Minors
English	English*##	BA	Creative Writing Literature	English
History	History *##	BA or BS		History
Intercultural Studies Program	Intercultural Studies	BA		Intercultural Studies Humanitarian Studies
Language	Applied Linguistics	BA		Applied Linguistics French Spanish Teaching English to Speakers of Other Languages
	French*	BA	Language and Culture Literature and Culture	
	Spanish*	BA	Language and Culture Literature and Culture	
	Teaching English to Speakers of Other Languages*	BA		
Mathematics	Mathematics*##	BA or BS		Actuarial Science Computational Engineering Science Mathematics
Music	Music	BA or BS		Music
	Church Music	BM	Organ Piano Voice Instrumental	
	Composition	BM		
	Music	BM	Communication Arts Management Worship Leadership	
	Music Education*	BM	Vocal/General Instrumental/General	
	Music Theory	BM	Instrumental Organ Piano Voice	
	Performance	BM	Organ Piano Voice	
	Worship Leadership	BA or BM		Worship Leadership
Nursing	Nursing	BSN	Basic 4-year LPN to BSN Accelerated BSN® BSN 15-month® RN to BSN®	
Physical Education Wellness and Sport	Athletic Training	BS		Athletic Coaching Health Education* Physical Education Sport Management
	Physical Education and Health*	BS		
	Sport Management	BS	Communication Marketing Ministry	
	Exercise Science / Wellness	BS		
Physics	Physical Science Physics ##	BS		Physics
Political Science	Political Science*##	BA or BS	American International Relations Political Theory General	Ethics and Public Polic International Affairs Political Science

Department	Majors	Degrees	Emphases and Concentrations	Minors
Psychology	Psychology	BA or BS		Psychology
Sociology	Family Studies	BA or BS	Pre-Child Life Family Ministry Pre-Counseling	Family Studies Human Studies Sociology Pre-Counseling
	Sociology	BA or BS		
Social Work	Social Work ^{@@} #	BSW		
	Social Organization	BS		
Theology and Missions	Biblical Studies—Languages## Christian Ministry and Missions## Christian Studies## Theological Studies## Philosophy##	BA		Apologetics Biblical Studies Biblical Languages Christian Ministry Christian Studies
	Sport Management	BS	Ministry	Missions Philosophy Theological Studies
Institute for Intellectual Discipleship		BA		Classical, Medieval, and Renaissance Studies

* Teacher Licensure available

@ Available only as an Adult Studies Program

@@ Available also as an Adult Studies Program

*# Tennessee Public Welfare Certificate available

Available with Discipline-Specific Honors

General Academic Policies and Procedures

Change of Classes

After registration, a student may change his/her schedule by obtaining proper forms from Union Station, securing the signature of his/her advisor, and processing forms at Union Station.

A fee of \$10.00 will be charged for dropping a course 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 submitted 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.

Registration for Courses as an Audit

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

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

Regulations Concerning Quantity of Work

The maximum 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 at least a 3.0 cumulative GPA may register for more than the suggested maximum credit hours with approval of the advisor and department chair or academic dean, and in consultation with the University Registrar.

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 attendance policy for his/her courses. Each faculty member is to clarify in the course syllabus the requirements. This statement is approved by the department chair and filed 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 participation in an official college-sponsored activity which requires limited or occasional absences. However, the student must satisfy all testing, reporting, and required functions defined for the course.

Withdrawal From School

A student withdrawing from school, dropping all courses from a current semester or term, begins the process by completing “Withdraw From All Courses” via the Portal. Students will be allowed to withdraw through 11 weeks, or its term equivalent, and will receive notation on their academic transcript.

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 Office of Undergraduate Admissions regarding reenrollment.

A former Union University student having less than a 2.0 cumulative GPA from Union University or less than a 2.0 cumulative GPA from all institutions attended will be considered for readmission by the Undergraduate Admission/Readmissions Committee. The student may be denied admission, readmitted with conditions, or readmitted under their prior academic standing at Union University.

Scholastic Regulations

The only acceptable level of work for graduation at Union University is 2.0 or above. Those who fail to achieve that level will be placed on academic probation.

If the student achieves a cumulative GPA of at least 2.0, academic probation status will be immediately removed. If the student fails to achieve the 2.0 GPA, the status of academic probation lasts for two full semesters and the short term(s) that immediately follow. While the student is on academic probation:

1. An official notice will be sent to the student.
2. The academic advisor will monitor a program of studies containing 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. The Associate Registrar will counsel students individually toward GPA improvement.

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 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. After a full semester suspension, the student desiring to return will be required to reapply to the Admissions Committee of the University. If readmitted, 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.

Academic Integrity

Union University upholds the highest standards of honesty. By their enrollment at Union, students are agreeing to refrain from the use of unauthorized aids during testing (including but not limited to technology devices such as digital cameras, cellphone cameras, pen-based scanners, translation programs, and text-messaging devices), 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. Failure to provide correct documentation for material gleaned from any outside source, such as the Internet or any published/unpublished work, constitutes plagiarism, a form of cheating subject to strict disciplinary action. Breaches of these standards warrant academic and disciplinary consequences. Policies and procedures, including appeal procedures, are detailed in the *Campus Life Handbook*.

Graduation Requirements for Bachelor’s Degree

Students may graduate under the course requirements specified in the *Catalogue* of the year of their admission or those 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.

Components of Graduation Requirements

Each bachelor’s 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	18-36
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 usually spent in core curriculum. 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:

- Complete at least one Graduation Audit appointment
- File an application for graduation
- Clear all accounts and conditions with school offices (incompletes, financial obligations, etc.)

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 nor should it imply entitlement. 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 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: credit by exam, ACE, Seminary Extension, and Correspondence	32
of which, correspondence may not exceed.	8
From non-baccalaureate colleges	72
By Independent Study	9
By Special Study	12
By Internship	9
By Cooperative Education	9
By Study Abroad	21

Minimum Residence

For each undergraduate degree granted by Union University, at least 25% of the hours required must be earned through instruction by Union University. The last 12 hours must be earned at Union University except in pre-professional programs.

A student seeking an undergraduate degree through Union may not transfer credit from a junior/community college after the student has earned 70 hours. Any deviation from these policies must be authorized in writing by the Registrar. See also "Concurrent Enrollment."

The Union University Core

Union University provides excellent liberal arts based undergraduate education; the foundation for this education is the core curriculum. The core curriculum provides our students with the opportunity to gain foundational knowledge across the range of scholarship and experience, become skilled in the acquisition and application of that knowledge, and develop a love of virtuous thinking and living. The core provides a common grounding in the knowledge, skills, and virtues which we believe all Union graduates should possess while providing a foundation for

Credit by Testing Deadlines

Advanced Placement of the College Board and International Baccalaureate examinations can only be taken within the secondary school setting at the time of the advanced coursework.

CLEP and DANTES testing attempts can be made no later than the student's next to last full semester preceding graduation. May and Summer graduation applicants must complete all testing no later than November 1 in the previous fall semester. December and January applicants for graduation must complete all testing no later than April 15 in the previous spring semester. Registration for testing is limited and reporting time may vary; students should make plans and register accordingly.

Receipt of official reports varies. CLEP requires at least 3 weeks for results to be reported, and DANTES, 5 weeks. Reporting is outside the control of the Testing Center and may take longer than these projections. A report from the Registrar is sent to the student to verify results and equate to Union curriculum.

Tests can be taken at any cooperating testing facility with orders for the official report to be sent to Union University. On campus testing at Union will follow the published schedule available at www.uu.edu/academics/testing.

Concurrent Enrollment

Students seeking credit for courses taken at other colleges and universities while enrolled full-time at Union University must obtain written approval from the registrar. Concurrent enrollment is rarely approved and only under exceptional circumstances. Written approval is obtained by completing the "transfer of credit application" located on the portal.

Transfer of Credit

Students seeking to transfer credit from other colleges and universities when not enrolled at Union full-time (ex. during summer months) must follow these guidelines: the last 12 hours must be earned through Union University; after earning 70 hours, transferring credits from a junior/community college is not allowed unless prior, written approval has been obtained.

Written approval is obtained by completing the "transfer of credit application," located on the portal.

Students are strongly encouraged to verify transferability of a course prior to enrolling in the course even if the circumstance is not one listed above.

Concurrent enrollment is rarely approved and only under exceptional circumstances.

specialization in majors and minors as well as careers and lives of constructive learning. Union's core philosophy does not prescribe any particular selection of core courses. Rather, it establishes the goals of the core curriculum as a whole. Specific goals mentioned below can be actively pursued in many, if not all, courses in the core curriculum. We intend that connections between disciplines will be made overtly in the classroom and discussed by faculty and students alike. At all stages of our students' education, the Union faculty is intent upon academic excellence for ourselves and for our students.

God’s creativity and governance shape all of life, make all knowledge possible, and unify the academic disciplines. In light of this, we want our students to know God and to develop a maturing awareness, understanding, and appreciation of God. We want them to acquire broad biblical knowledge and detailed knowledge of portions of the Scriptures. We want them to learn the essential doctrines that have guided historic Christianity and we desire that our students exercise the gifts and skills of living in the knowledge of God.

Union students need to know and love God’s creation: anything physical and metaphysical which is distinct from God. They need to know about the inanimate from the subatomic to the cosmic, and about life, from its simplest to its most complex forms. Interactions between inanimate and animate are important to learn, as are the abstract concepts that have guided the study of the cosmos. They should understand how scientific views have changed, be skilled in scientific methodologies, and know their advantages and limitations. They should also understand and appreciate things we cannot touch, such as logic, numbers, goodness and evil, beauty and ugliness. Guided by Christian ideals, students should know how our understanding of creation can be used to improve life, alleviate suffering, and inspire beauty.

Union students need to know and love the human realm of creation. We want our students to understand (and wonder at) the physical, spiritual, and imaginative nature of humanity—in themselves, in others, in communities, and in cultures past and present. It is important for them to know the great ideas that have shaped how we live and think and to contemplate the creativity and self-reflection that so distinguish people from the rest of creation. We want them to see models of excellence in others that they may seek excellence for themselves. They need skills associated with human interaction. Finally, in all our studies of humanity, we want our students to be guided by Christian conceptions of human identity and purpose and to imitate Christ in service to others.

Throughout these academic pursuits and built into core courses, we want our students to develop a Christ-like character.

The core curriculum at Union not only challenges students to know and to be skilled, it also challenges students to perceive and pursue virtue in their studies, social experiences, and in all areas of life. Knowledge and skill need guidance; that guidance comes from cultivated and practiced virtue. There are many ways to nurture Christian character; we will encourage students in the pursuit of the virtues presented in Scripture and in the Western tradition, such as the Beatitudes, the fruit of the Spirit, and the seven classic virtues.

The purpose of the core curriculum is to establish a common foundation of knowledge, skill, and virtue. These are valuable in their own right and also serve as a base for formal studies and life-long learning. The core challenges students to appreciate all legitimate human endeavors as godly calling and to discover such calling in their own lives. It provides opportunity for understanding, action, and faith to dwell together. The core provides the intellectual underpinning for engaging with the ideas of history and the issues of our day. The productive unity of the core will be found in the minds and actions of the faculty and students who work to see humankind, nature, and God together in as much of their extraordinary complexity as we can master. We intend that the core and additional formal studies bring to life the age-old belief that all truth is God’s truth.

General Core Expected Outcomes

By successfully completing the work set out in the Union core curriculum, students should interact with the master disciplines in such a way as to help unlock all the others. Thus, the core offerings should improve students’ capacities in writing, speaking, reading, calculating, and thinking. In concert with these improved capacities, students should attain greater sophistication with regard to their understanding and use of the arts, history, the social sciences, mathematics, and the natural and physical sciences. In accordance with Union’s emphasis on the integration of faith and learning, the core emphasizes knowledge of the Bible and the relation of Christian worldview to all the other subjects.

General Core Requirements for All Bachelor Degrees
Humanities Courses:
Christian Studies, 6 hours CHR 111 and 112, Old and New Testament Survey
Composition, 6 hours ENG 111 and 112, Written Composition I and II *Honors students may substitute HON 205 and 215 for ENG 111 and 112
History, 6 hours HIS 101 and 102, World Civilization to/from 18th Century *Students seeking elementary teacher licensure must substitute HIS 211 and HIS 212 *Honors students may substitute HON 225 for HIS 102
Literature, 6 hours, One of the sequences below: Sequence A: ENG 201, 202. Survey of World Literature (6); Sequence B: FRE 311, 312, or 317. Survey of French Literature (6), select any two; Sequence C: SPA 311, 312, 316, or 317. Survey of Spanish Literature (6), select any two.
Fine Arts, 3 hours ART 210, The Arts in Western Civilization *Students pursuing the B.A./B.S. Music or B.M. Degree substitute MUS 220 for ART 210
Social and Behavioral Sciences, 3 hours, One of the following: ECO 211 (3), ECO 212 (3), HON 225 (3), PHL 240 (3), PSC 211 (3), PSY 213 (3), OR SOC 211 (3) *BSBA students are required to take ECO 211.

Laboratory Science, 8 hours, One course from each group: Group A CHE 105(4), CHE 111 (4), PHY 111 (4), PHY 213 (4), or PHY 231 (5) Group B BIO 112 (4), BIO 100 (4), BIO 110 (4), or BIO 221 (4) *Honors students may substitute HON 235 for one of the science courses
Mathematics, 3 hours Any mathematics course MAT 101 or higher. See your advisor for mathematics requirements or options for your major.
Oral Communication, 3 hours, One of COM 112 or 235 *College of Nursing and Bachelor of Social Work students meet this requirement by successfully completing prescribed major courses.
Physical Education, 2 hours PEWS 100, Fitness for Health (1) And one physical activity elective course (such as Golf or Volleyball).
TOTAL GENERAL CORE HOURS, 46 hours Confer with your faculty advisor for limitations of options required in some programs of study.
In addition to the above requirements, each major will address Christian thought and action issues in a capstone experience.

**Specific Core Requirements For A Bachelor Of Arts Degree (18 hours minimum)
(In Addition to the General Core Requirements)**

Option One. Complete Group A plus at least one 3-hour course from Group B and at least one 3-hour course from Group C. A. Foreign Language (12 hours): One language for 2 years or two languages for 1 year each; 111 or higher, B. Fine, Performing Arts, and Communication Arts: Courses selected from Art, Music or Communication Arts. C. Humanities: Courses selected from Christian Studies, English, History, Honors, Intercultural Studies, Languages or Philosophy. CSC 105 may fulfill 3 hours from either Group B or Group C.
Option Two. Complete Group A plus at least one 3-hour course from Group B and at least one 3-hour course from Group C. A. Foreign Language (6 hours): One language, 111 or higher, for 1 year. B. Fine, Performing Arts, and Communication Arts: Courses selected from Art, Music, or Communication Arts. C. Humanities: Courses selected from the following areas: Christian Studies, English, History, Honors, Intercultural Studies, Languages or Philosophy. CSC 105 may fulfill 3 hours from either Group B or Group C.

**Specific Core Requirements for a Bachelor of Science Degree (18 hours minimum)
(In Addition to the General Core Requirements)**

Option One. A minimum of 2 courses from 2 Groups and 1 course from the 3rd Group A. Mathematics 111 or higher; and/or Computer Science B. Natural Science (Biology, Chemistry, Physics) C. Social Science (Economics, Finance, Geography, Political Science, Psychology, Sociology) Due to common content CSC 105 and CSC 115 may apply to A but not both.
Option Two. A minimum of 8 hours in 2 of the 3 Groups (Mathematics, Natural Science and Social Science as shown immediately above) Due to common content CSC 105 and CSC 115 may apply to Mathematics but not both.

**Specific Core Requirements for a Bachelor of Science in Business Administration
(In Addition to the General Core Requirements, 36 hours)***

ACC 211-12, Principles of Accounting I-II	6 hours
BAD 224, Quantitative Methods for Business	3 hours
BLAW 321, Legal Environment of Business	3 hours
CSC 105, Survey of Microcomputing Applications	3 hours
ECO 212, Principles of Microeconomics	3 hours
FIN 320, Business Financial Management I	3 hours
MAT 114, Introduction to Statistics and Probability	3 hours
MGT 310, Management Information Systems	3 hours
MGT 311, Managerial Communications	3 hours
MGT 318, Principles of Management	3 hours
MKT 328, Principles of Marketing	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, 18 hours)**

SOC 211, Principles of Sociology	3 hours
Modern Foreign Language or Culture (see ICS Major for options)	3 hours
Advisor-approved electives outside Social Work	9 hours
Modern Foreign Language	3 hours

**Specific Core Requirements for a Bachelor of Science in Engineering
(in Addition to the General Core Requirements, 27 hours)**

CHE 113, Survey of Chemical Instrumentation plus at least 1 hr. of EGR Elective OR CSC 255, Programming in C	3 hours
MAT 212-13, Calculus and Analytic Geometry II and III	8 hours
MAT 314, Differential Equations	3 hours
MAT 208 or 315, Statistics or Linear Algebra	3 hours
PHY 231-32, General Physics I and II	10 hours

Correspondence and Credit by Exam

A maximum of 32 semester hours toward graduation by correspondence (8 hours maximum) or credit by examination may be accepted. Students may not enroll for correspondence credit without approval in writing by the Registrar prior to registration for the course and the department chair or dean.

Credit-by-exam attempts can be made no later than the student's next to last full semester preceding graduation. May and Summer graduation applicants must complete all testing no later than November 1 in the previous fall semester. December and January applicants for graduation must complete all testing no later than April 15 in the previous spring semester. Students in the Teacher Education Program must complete testing in the next to last semester preceding Student Teaching. Registration for testing is limited and reporting time may vary; students should make plans and register accordingly.

Any variance must be approved in advance by the Registrar in writing.

Prolonged Delay of Completion of Graduation Requirements

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

Application for Graduation

Application for graduation should be filed in WebAdvisor 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 appropriate graduation date.

Before any student can file an application for graduation, the student must have had an appointment with a Degree Auditor or the Director of Educator Preparation for a Graduation Audit. The Graduation Audit should begin during the junior year. 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 removed from the graduation list, and the student 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.

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.

- Chiropractry*
- Cytotechnology*
- Dental Hygiene*
- Dentistry*
- Health Information Management*
- Medicine*
- Occupational Therapy*
- Optometry*
- Pharmacy*
- Physical Therapy*
- Physician Assistant*
- Podiatry*
- Veterinary Medicine*

Information regarding the specific requirements for each may be obtained from the Health Professions Advisory Committee (HPAC). Requirements for The University of Tennessee professional programs are available as well as for other professional schools.

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 of 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.

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 as his/her minor, with the exceptions of B.M., B.S.N., B.S.E., B.S.W., B.F.A. degrees and majors in Cell and Molecular Biology, Chemical Physics, Conservation Biology, Engineering, Exercise Science/Wellness, Sport Management, and Athletic Training. To declare a major and/or minor, the student must go to the dean's office of the college/school that houses the major/minor and complete the required paperwork. The declared major/minor will then be entered into the student's electronic record and an advisor will be assigned. All juniors are required to have a Degree Audit with an Academic Center Degree Auditor or the Director of Educator Preparation.

A major consists of a minimum of 30 semester hours; a minor consists of a minimum of 18 hours. Requirements are detailed within the departments 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. A minimum GPA of 2.0 must be maintained in each major and minor.

The student's choice of a major may require the student select a Track, Endorsement, Emphasis, or Concentration. Track is used to describe different curricular paths culminating in the completion of the same degree. References to Endorsement are applicable only to the Teacher Education Program. No notation of the Endorsement or Track will appear on the student's transcript or diploma. The terms Emphasis and Concentration are used interchangeably to denote specializations of content related to the major. These notations appear on the transcript and diploma as a Specialization of the major.

Independent Studies

Independent studies are available for highly motivated students interested in areas not covered by the regular courses and having both aptitude and discipline to do independent

research. The program places major responsibility upon the student to identify an area of interest and seek the help of a professor qualified in that area to structure and formally define the course of study and assess the quality of work done.

Any junior or senior who has a minimum GPA of 2.75 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 specific course required by the core curriculum, a program for teacher licensure, or any course required by a major or minor.

Required forms are found on the Portal. Students should check with the Academic Center for registration particulars.

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 12 hours in Special Studies toward graduation. Restrictions within departments may apply; check departmental listings.

Study Abroad Program Studies

The Study Abroad program, housed in Union's Center for Intercultural Engagement, provides structured support for both domestic and international curricular and co-curricular initiatives. Working with faculty and students, the Study Abroad program uses expertise in off-site travel, course transcription management, and financial aid. With a clear protocol prior to departure, support during the experience, and a thorough debriefing process upon return, the Study Abroad program ensures that students have a safe, academically rigorous, and interculturally relevant experience. For a thorough explanation of Study Abroad Programming at Union University, please contact the Study Abroad Coordinator or visit the Center for Intercultural Engagement's website.

Union's Study Abroad program includes direct (concurrent) enrollment, independent institutes or providers, institutional agreements, and third party providers. Furthermore, the Study Abroad program uses a rigorous set of criteria for identifying and cultivating relationships with high-quality, ethically-grounded

programs around the world that provide optimal experiences for students. This ensures that we support domestic and international programs that have high academic standards, provide opportunities for students to engage with people from the host institution and the surrounding community, offer a safe living environment, and have an adequate support system for the student. The Center for Intercultural Engagement adheres to the Standards of Good Practice for Education Abroad put forth by the Forum on Education Abroad. See page 212 for further information.

Continuing Education

Union University has a Continuing Education Program for those who wish to enhance personal or professional knowledge but not necessarily 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. See the School of Adult and Professional Studies for more details.

Affiliations With Other Agencies and Institutions

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. See the Center for Intercultural Engagement for more details.

Study Abroad Affiliate Agreements

Union University has contract agreements for direct billing and concurrent enrollment with the following program providers: AIFS, CEA, GEO, IFSA-Butler, ISA, Living and Learning International, and Salzburg College.

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, University of Memphis Lambuth, and Union University allows a student enrolled at one of these universities to take an undergraduate course at either of them. The student obtains permission to do so, pays tuition, and receives credit at his/her “home college” where he/she is 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.

Logos Library Agreements and Partnerships

The Library participates in several formal agreements and partnerships with other libraries and library organizations to extend its service base. These local, state, and regional cooperative library programs greatly enhance student and faculty access to materials and facilitate the sharing of resources. These agreements include the West Tennessee Academic Library Consortium, Tenn-Share, Lyrasis, the Association of Christian Librarians, the Christian Library Consortium, and Waldo. The library is an active participant in the nationwide OCLC and DOCLINE interlibrary loan systems and Tennessee’s statewide courier, Firefly. These agreements and partnerships afford cooperative ventures with colleagues, their institutional resources and further enhance the library services and resource collections offered to the Union University community.

Au Sable Institute of Environmental Studies

Union is affiliated with Au Sable Institute of Environmental Studies. Au Sable Institute’s mission is to inspire and educate people to serve, protect, and restore God’s earth. Several field based courses in the environmental sciences are available (see Department of Biology section of the catalogue). Interested students should check with the faculty representative within the Department of Biology for details.

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.

ADULT STUDIES

Union University provides non-traditional programs and services aimed toward the adult student. Each program office provides central service for admissions, registration, academic counseling and a variety of other services.

The College of Nursing offers a program for **Registered Nurses to complete the Bachelor of Science in Nursing** degree. The College of Nursing also offers an **accelerated initial licensure program as a second bachelor's degree and degree completion programs for adults seeking the first bachelor's**.

The School of Social Work offers a degree program for qualified adult students leading to the **Bachelor of Social Work**.

The School of Adult and Professional Studies offers both associate and bachelor degrees for *qualified adult students*. The **Associate of Science in Professional Studies (ASPS)** degree has concentrations in Organizational Leadership, Human Services, and Christian Leadership. The **Bachelor of Science in Organizational Leadership (BSOL)** degree has concentrations in Organizational Management, Health Management, Church Leadership, Project Management, Criminal Justice Administration, Information Technology, and Manufacturing and Industry Management.

Students who meet admission criteria, however, and are unable to attend on-campus classes, now have the option of completing the ASPS and BSOL major fully online. The online Bachelor of Science in Organizational Leadership offers a concentration in Organizational Management, Information Technology, or Criminal Justice Administration.

Admissions Policies

Adults who have already taken college courses will apply to Union as transfer students if they have completed more than 24 semester hours of transferable credit. See below for additional details. Otherwise, the applicant must meet freshman admission requirements as detailed in the *Catalogue*, making application to the Office of Admissions or through specific program admission processes and unique requirements for entry within parent departments.

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 or through the parent department's Admissions/Readmissions Committee, if applicable. The student may be denied admission, admitted on

probationary status (as stated in the *Undergraduate 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.

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.

Before registration for courses, a student must be admitted to the University or be granted status as a "provisional student" (as stated below).

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. "Provisional Status" means that a student may be allowed to register for a course(s) for which he/she is qualified but will not be formally admitted into the program until such time that all work completed or attempted by the provisionally admitted student is fully documented in the Registrar's Office.

The provisionally admitted student will be bound by all the same academic requirements imposed upon regular matriculated students involving prerequisites, amount of work, and quality of work.

According to federal guidelines, Union University is not allowed to file financial aid and Veterans benefits enrollment forms on provisionally admitted students. The student will not be eligible to graduate with provisional status until the status has officially been changed and approved by the Registrar.

The student can remain on provisional status for only one full semester and the short term (winter, summer) that immediately precedes or follows that semester unless special circumstances exist and permission for an extension is granted by the program director or coordinator. Provisional admission to take a course(s) does not guarantee full acceptance into a program of study. A personal conference with the Program Director is required before the student is accepted for admission on a provisional basis.

Financial Policies

Tuition and payment plans are program-specific; see the program director/coordinator of your program. Union University reserves the right to change the tuition and fees without notice. The General Student fee covers a variety of University costs, including but not limited to the following: health services fee, admissions to athletic and campus-sponsored events, student activities, counseling services, student organization fees, career services, academic tutoring, wellness center membership, intramurals, post office box rental, student publications, computer lab/technology fee, online learning management system, graduation fee, printing,

class dues, student ID, parking fee/sticker, and library services. Certain courses will carry an additional fee. For a listing of fees for materials, etc., see the Financial Information section of this *Catalogue*. Courses taken through Cross-Campus Agreement will be billed at the Union program-specific rate. 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 or FACTS 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.

Instructions on "How to Apply for Scholarships, Financial Assistance and/or Loans" and information specific to adult studies can be found at www.uu.edu/financialaid/adultstudies.

Loan request forms may be downloaded from www.uu.edu/financialaid/adultstudies/loans.cfm.

Employee Reimbursement

Union University offers financial arrangements for students employed by companies with tuition reimbursement programs. Forms and instructions are available through program directors. Forms must be submitted each semester/term.

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 transferable 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 previous transfer credits and for completing general education credits when substitutions for the General Core Curriculum are necessary.

A. Composition/Speech, 9 hours:

ENG 111 and 112 (Composition I and 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 English, Humanities, Philosophy, Language, Music, Art, Theatre, Christian Studies will apply)....6 hours

C. Two courses from: BIO 100, CHE 102, and 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 and 112 (previously earned credits in

Christian Studies, Bible will apply)6 hours

F. Mathematics (MAT 101 or higher)3 hours

G. Elective (additional Mathematics, Computer Science, Natural Science, or Social Science will apply) 2 hours

Second Bachelor's Degree

Students who have earned a bachelor's degree through a regionally accredited college or university may complete a second bachelor's 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.

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 bachelor's degree from an accredited college or university. Candidates for admission should contact the Director of Teacher Education.

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 Office of Undergraduate Admissions receives and processes applications to traditional undergraduate programs for all semesters and terms of the University. Students may apply online at www.uu.edu/apply. The application fee is \$35. For more information, call (731) 661-5100 or 1-800-33UNION.

Applications will be considered for acceptance on a rolling basis. 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. An applicant previously charged, arrested, or convicted of any crime is required to have a personal interview with the Assistant Vice President for Undergraduate Admissions prior to a decision being made regarding admission. Union University reserves the right to monitor an applicant's social media content as a part of the acceptance review process. We also reserve the right to revisit or revoke an admissions decision if content is discovered that violates Union University's community values. A detailed

explanation of each community value can be found online at www.uu.edu/studentlife/accountability/community-values.cfm.

After the applicant has met the entrance requirements, the Assistant Vice President for Undergraduate Admissions will issue a formal letter regarding admittance to the University. 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 probation. This decision will be made after consultation by the Assistant Vice President for Undergraduate Admissions with the appropriate committees and administrators.

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

Any student that wishes to appeal a decision made by the Undergraduate Admissions and Retention Committee has the right of appeal. If a student wishes to appeal, he or she should submit a letter of appeal to the Undergraduate Admissions and Retention Committee. Each case will be considered on its merits, taking into account the complete academic profile and record, and any special circumstances that might reflect on the student's ability to be successful at Union University. The candidate may be required to appear before a sub-committee. If the student wishes to appeal the final decision, a formal letter of appeal can be submitted to the University Provost.

Admission of Freshmen

Academic Requirements and Stipulations

An applicant for the freshman class must be a high school graduate 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 qualifying for Unconditional Admission to Union University must meet two of the following criteria:

1. 22 ACT/1100 SAT(combined Evidence-Based Reading and Writing and Math)/72 Classical Learning Test (CLT)
2. 2.5 GPA
3. Top 50% of Graduating Class

Students who qualify for Unconditional Admission must have a minimum of 18 ACT/960 SAT(combined Evidence-Based Reading and Writing and Math)/61 Classical Learning Test (CLT) and a 2.0 GPA regardless of whether or not either of these criteria were utilized to qualify for admission. These two criteria serve as a "floor" for Unconditional Admission.

Occasionally students who do not meet minimum criteria may be accepted with conditions. See Conditionally Admitted Students under Alternative Categories of Admission.

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

1. An admissions application and (non-refundable) application fee,
2. An official ACT or SAT(R) report,
3. An official high school transcript and,

Before registering for classes, the applicant must submit a \$200 tuition deposit to the Office of Undergraduate Admissions to reserve a place in class. The deposit will apply to tuition charges. A residence life deposit of \$100 is required to reserve an apartment on campus. An official transcript/record of all dual enrollment and advancement placement credits must be submitted.

Upon high school graduation, freshmen accepted to the University must submit an official high school transcript verifying graduation.

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

Early Admission

Outstanding students may be enrolled in high school and Union as part-time students upon application with a minimum high school GPA of 3.5 considering all coursework and a minimum ACT composite score of 20, SAT 1030 (combined Evidence-Based Reading and Writing and Math), or 66 Classical Learning Test (CLT).

Outstanding seniors prior to high school graduation may be admitted as full-time students upon application and in consideration of:

1. A minimum high school GPA of 3.5 considering all coursework,
2. A minimum ACT composite score of 20, SAT 1030 (combined Evidence-Based Reading and Writing and Math), or 66 Classical Learning Test (CLT),
3. A written endorsement from the principal detailing

the one or two courses the principal will accept for completion of the high school diploma. Courses must be completed during the first year of enrollment at Union,

4. Written endorsements from the high school counselor and student's parents,
5. An application on file with Undergraduate Admissions by April 1,
6. All other freshman requirements for admission,
7. An interview with the Admissions committee may be required, and
8. It is the student's responsibility to submit a Union transcript to the high school for awarding of the high school diploma.

Home School Admission and Enrollment Philosophy

Union University actively seeks to admit and enroll students with a home school background. Graduating students may be admitted to Union University as freshmen if they meet the same requirements as students from private and/or public high schools as listed under Admission of Freshmen. If a class rank is unavailable, home school students may be admitted without conditions provided they have a minimum ACT composite score of 22, 1100 SAT (combined Evidence-Based Reading and Writing and Math), or 72 Classical Learning Test (CLT) and a 2.5 GPA.

Admission of Students Transferring From Another College

A transfer student must have completed at least 24 semester hours of transferable credit post high school graduation at an accredited college in order to enter Union under this category; otherwise, the applicant must meet freshman admission requirements and transfer GPA 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 and Retention Committee following an interview with the Assistant Vice President for Undergraduate Admissions or the Executive Director, Center for Academic Success. The student may be denied admission, admitted as a Conditional Student (as stated in *Catalogue*), admitted on Academic Probation, or fully admitted. The determination for the above decision shall be the full academic record, recommendations, and explanation of any extenuating circumstances and will be detailed in writing from the Assistant Vice President for Undergraduate Admissions or the Executive Director, Center for Academic Success on behalf of the Undergraduate Admissions and Retention Committee.

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

1. An admissions application and \$35 application fee,
2. An official transcript from all institutions previously attended. International transcripts must be evaluated by a National Association of Credential Evaluation Services (NACES) certified transcript evaluation company. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution attended, and
3. A completed student transfer form may be required for students who have received official disciplinary action at a previously attended institution or if special circumstances arise that show a necessity.

Before registering for classes, the applicant must also file the following information in the Office of Undergraduate Admissions:

1. A complete official transcript from all institutions of higher learning attended (including dual enrollment programs),
2. 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, and
3. A residence life 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.”

Credit will be accepted from other regionally accredited colleges if it parallels courses offered by Union. The minimum grade for credit acceptance is “C.” No more than 72 semester hours will be accepted from non-baccalaureate granting colleges toward a bachelor’s degree at Union University. Grades from other institutions do not transfer and therefore will not be recorded.

Union University will accept students from a Bible college accredited by The Association for Biblical Higher Education.

1. All regular policies pertaining to the admission of transfer students must be fulfilled.
2. The student must earn a minimum cumulative GPA of 2.0 in at least 12 hours of credit completed at Union University post-Bible college attendance in order for the credit from the Bible college to be accepted.

Admission of Former Union University Students

Any student once admitted to Union University and then misses 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. A complete official transcript from all institutions attended since leaving, and
4. Submit a student transfer form from the last institution attended only if special circumstances arise that show necessity.

A student who voluntarily withdraws and seeks to re-enroll for a later semester/term will be required to be readmitted if the student enrolls at another institution during the absence from Union, regardless of the length of the absence. If a student voluntarily withdraws prior to attending the first day of classes, does not attend another university, and seeks to enroll again in a subsequent semester, that student must be readmitted. If the student voluntarily withdraws after attending the first day of classes, does not attend another university, and seeks to enroll again in a subsequent semester, that student does not have to be readmitted. Voluntary withdrawal does not guarantee permission to re-enroll to the University nor does it automatically exclude the student from future enrollment.

A former Union University student having less than a 2.0 cumulative GPA from Union University or less than a 2.0 cumulative GPA from all institutions attended after leaving Union University will be considered for readmission by the Undergraduate Admission/Readmissions Committee. The student may be denied admission, readmitted with conditions, or readmitted under their prior academic standing 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. An admissions application and (non-refundable) application fee, and
2. A complete official transcript from all institutions attended.

Students having received a baccalaureate degree are required to submit a student transfer form only if special circumstances arise to show a necessity. A room deposit is required if the student desires campus housing.

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 complete the Application for Admission and submit a \$35 application fee. All documents must be in English. Official transcripts must be evaluated, at the student's expense, through an approved NACES service for the evaluation of international transcripts. Students who have earned college/university credit must request a course by course evaluation. The following additional requirements must be met:

1. Electronic submission of required immunization records to approved third party vendor.
2. Student insurance meeting visa requirements purchased through the UU group plan or individually. If an individual plan is purchased, a Declaration Page should be sent to the International Officer for proof of insurance.
3. Each international student is required to submit the Union University Declaration of Finances form and original bank statements showing proof of finances for one academic year (fall and spring semesters) to include tuition, room, board, insurance, books, and miscellaneous expenses.
4. Students will submit TOEFL score reports of not less than 550 paper-based or 80 internet-based, iTEP (International Test of English Proficiency) score of not less than 3.9, or an IELTS score of not less than 6.5 to be considered for full admission. Exceptions to this requirement may be considered for students from a country where the native language is English who present adequate verbal/English scores on the SAT or ACT indicating college readiness.
5. The ACT/SAT(R)/CLT score requirement will normally be waived if the minimum TOEFL, iTEP, or IELTS score requirement has been met.

6. TOEFL, iTEP, or IELTS requirements will normally be waived for International Students who transfer to Union with at least 24 semester hours of transferable credit (including at least 6 credit hours of English composition or equivalent courses approved by Director of the Center for Intercultural Engagement) and who present evidence of English proficiency by earning a cumulative GPA of at least 2.3 from a regionally accredited college or university in the United States.
7. Students whose native language is not English may be required to participate in an interview with the Director of the Center for Intercultural Engagement. This interview may be conducted either in person or by phone. A placement test may also be required.

Students transferring from another accredited institution of higher learning in the United States will be required to meet the same requirements for admission as all other transfer students.

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

As a condition of their admission, each international student will normally be required to enroll as a full-time student in course work tailored for their unique orientation needs to include; but not be limited to; ENG 111, ENG 112, and ICS 105.

Union University, and in particular the Center for Intercultural Engagement, has a long-standing commitment of providing comprehensive support for its third-culture students. As part of this support, ICS 110, Introduction to Intercultural Studies, is a required course for dependents of missionaries and other overseas professionals. These students take ICS 110 during their first semester at Union. This course, an exploration of the theoretical and practical issues related to intercultural engagement, provides a framework for third culture students to navigate complex intercultural terrains.

In certain situations, exceptions may be granted by the Director of the Center for Intercultural Engagement. 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.

For students who have obtained their permanent residency card or official Deferred Action for Childhood Arrivals (DACA) documents, the following requirements must be met:

1. Submit the Application for Undergraduate Admission with a \$35 application fee.
2. Meet all requirements for regular admission.
3. Submit a copy of permanent residency card or official DACA documents.

Admission to Special Programs

Union University occasionally partners with institutions and entities with a shared mission for course offerings and reserves the right to make adjustments to both the admission process and the admission requirements based upon formalized agreements and arrangements with these partnering institutions and entities. These may include dual enrollment agreements and special semester intensive study programs.

Students may complete a maximum of 24 credit hours through the University's reduced tuition programs, including dual enrollment, rising high school senior, and home school dual enrollment.

Dual Enrollment

The Union University High School Dual Enrollment program is open to exceptional high school juniors and seniors from partnering institutions who have the ability, motivation, and maturity to begin their college education before high school graduation. Students desiring to enroll in the Union University dual enrollment program must do so through Union University's Office of Undergraduate Admissions and meet the admissions criteria as outlined in the formalized agreement with the partnering institution.

Home School Dual Enrollment

Outstanding area home schooled students may be admitted to take a maximum of 12 credit hours during their junior and senior years of high school on a space available basis. On occasion, exceptions to the 12 credit hour limit may be made by the Office of Undergraduate Admissions. A personal conference with the Assistant Vice President for Undergraduate Admissions is required before the student is accepted for admission. A 20 ACT Composite, 1030 SAT (combined Evidence-Based Reading and Writing and Math), or a 66 Classical Learning Test (CLT) is required. Students must also submit an official high school transcript.

Rising High School Senior Program

Exceptional high school students, after completing the junior year of high school, may earn college credit by attending the June Term, earning a maximum of seven semester hours. The RHSS Program is designed for selected high school students who:

- A. Have completed the junior year with a B average or a 20 ACT Composite, 1030 SAT (combined Evidence-Based Reading and Writing and Math), or a 66 Classical Learning Test (CLT).
- 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 Undergraduate Admissions:

1. An admissions application and application fee
2. A high school transcript of five semesters
3. A recommendation from the student's principal or counselor

A fee of \$245 per semester hour is charged. Room and board is available at 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.

University Experience

Offered at Union University, Hendersonville, the University Experience program allows college-ready students from any Sumner County, TN high school or home school program the opportunity to attend class for part of a school day on campus in a traditional, college-level format for one year prior to high school graduation.

Before being admitted to the program, an applicant must meet the following standards and have the following information on file with Union University, Hendersonville and the Office of Undergraduate Admissions:

1. A University Experience Application and application fee
2. A high school transcript with a grade point average of 3.0 or higher
3. An ACT composite of 20
4. Interview with University Experience official
5. Recommendation of high school counselor and one teacher
6. Agreement to enroll in both fall and spring semesters for a minimum of nine semester hours and to participate in extra-curricular university-sponsored activities such as lectures, chapel, cultural activities etc.

Students will pay \$250 per semester hour for nine hours of study in the fall and spring terms.

Alternative Categories of Admission

Conditionally Admitted Students

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 academic course work and grades, standardized test scores, GPA, rank in class, and recommendation from appropriate school, church, and community personnel, and an interview with the Executive Director, Center for Academic Success. Conditions will be detailed in writing from the Assistant Vice President for Undergraduate Admissions and the Executive Director, Center for Academic Success on behalf of the Undergraduate Admissions and Retention Committee.

Keystone Program

The Keystone Program is designed to support and facilitate a successful transition of academically qualified students into the learning community for the first year. Its mission is to

encompass and connect the academic achievement, personal strengths, values, goals, and faith for each student. To achieve this mission, the Center for Academic Success will assist in a seamless transition through deliberate and intentional programs outlined in an individualized Keystone Plan. For further information on Keystone, please contact the Office of Undergraduate Admissions.

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. Students will be required to submit all outstanding items to complete admissions 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. All work completed or attempted will be documented on the academic record.

It is the student's responsibility to submit documents required 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 an extension is granted by the Assistant Vice President for Undergraduate Admissions. A personal conference with the Assistant Vice President for Undergraduate Admissions may be required before the student is accepted for admission on a provisional basis.

Non-Degree Seeking Students

Students may be admitted to take courses for special interest or as a "visiting student" for a maximum of 12 credit hours. 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 to Degree-Seeking status. A personal conference with the Assistant Vice President for Undergraduate Admissions may be required before the student is accepted for admission on this basis. Students admitted as non-degree must reapply each semester/term, and transcripts may be required to verify prerequisite course requirements.

Degree-Seeking Transient Student Status

Students already enrolled as degree-seeking students at other colleges or universities may seek admission to Union University as degree-seeking transient students. This admission status enables students enrolled elsewhere to enroll in courses or programs offered through Union, which may not otherwise be available to them.

The following conditions and requirements apply:

1. An application for admission and the required application fee must be submitted.
2. An enrollment verification form, completed by the home institution, which documents the student's degree-seeking status and good standing.
3. Students will be limited to a maximum of 21 hours at Union University. During enrollment or after completion of the maximum 21 hours, the student who desires to continue enrollment at Union as a degree-seeking student will be required to meet all applicable admission requirements.

Union University accepts no responsibility for the transferability of credit completed by degree-seeking transient students. Degree-seeking transient students are not eligible to receive financial assistance from Union University. Federal and state financial aid may be made available. Students should work closely with financial aid representatives at their home institutions regarding eligibility requirements. Upon the request of the student, Union University will facilitate the sharing of enrollment information to the home school to facilitate financial aid processes.

Advanced Placement and Credit by Examination

Placement tests developed by Union University may be administered in all departments represented in the core curriculum. No credit will be awarded for Union-developed tests; the hours required in the core will be satisfied at a higher level.

Nationally recognized credit by examination programs including 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 DANTES SST may be accepted. 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, DANTES 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.

Union University accepts Statewide Dual Credit awarded for successful completion of the course challenge exam.

The General Core for all degrees requires an in-class laboratory science. Therefore, the requirement may not be completely satisfied with credit by testing.

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

Union University will award credit with grades of 3 or above unless otherwise noted*:

CEEB Test	Union Parallel/Substitute	Credit
Art History.....	none / ART 210	3
Biology	BIO 100 / n/a.	4
Chemistry**	CHE 105 or 111 / n/a	4
Computer Science A [#]	none / CSC 125	4
Computer Science Principles.....	CSC 115	3
Economics	ECO 211-2 / n/a.	6
English Language and Composition	ENG 111 / n/a	3
English Literature and Composition	ENG 111-2 / n/a.	6
French Language and Composition***	FRE 111-2 / n/a	6
German Language.....	GER 111-2/ n/a	6
Government and Politics, United States	PSC 211 / n/a.	3
Comparative Government.....	PSC 332 / n/a.	3
History, European	n/a / HIS 102 and 3-hour Elective	6
History, United States	HIS 211-2 / n/a.	6
History, World.....	HIS 101-2 / n/a.	6
Human Geography	none / GEO Lower-level Elective	3
Latin.....	LAT 111-2 / Language.	6
Mathematics, Calculus AB	MAT 211 / n/a	4
Mathematics, Calculus BC	MAT 211-2 / n/a.	8
Music Theory.....	MUS 109.	4
Physics 1 [#]	PHY 213	4
Physics 2 [#]	PHY 214	4
Physics C-Mechanical [#]	PHY 231 / n/a	5
Physics C-E and H [#]	PHY 232 / n/a	5
Psychology.....	PSY 213 / n/a.	3
Spanish Language and Literature***	SPA 111-2 / n/a.	6
Statistics	MAT 114 / n/a	3

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

**Students will receive credit for CHE 111 with an AP score of 4 or 5

***Students will receive 111,112, 211, 212 credit for an AP score of 4 or 5 (total of 12 hours credit)

[#]Score of 4 or above required

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:

CLEP	Union Parallel/Substitute	Credit
American Government.....	PSC 211 / n/a.....	3
American Literature.....	none / ENG** Lower-level Elective.....	3
Analysis and Interpretation of Literature***.....	none / ENG Lower-level Elective.....	3
Biology.....	BIO 100 / n/a.....	4
Chemistry.....	CHE 111 / n/a.....	4
Calculus.....	MAT 211 / n/a.....	4
College Algebra.....	MAT 111 / n/a.....	3
College French- Levels 1 and 2*.....	FRE 111-2 / n/a.....	6
College German- Levels 1 and 2*.....	GER 111-2 / n/a.....	6
College Spanish- Levels 1 and 2*.....	SPA 111-2 / n/a.....	6
English Literature.....	none / ENG** Lower-level Elective.....	3
Financial Accounting.....	ACC 211-2 / n/a.....	6
Human Growth and Development.....	PSY 324 / n/a.....	3
Information Systems.....	none / CSC Lower-level Elective.....	3
Introduction to Educational Psychology.....	EDU 358 / n/a.....	3
Introductory Business Law.....	BLAW 321 / n/a.....	3
Introductory Sociology.....	SOC 211 / n/a.....	3
Marketing, Principles.....	%%MKT 328 / n/a.....	3
Mathematics, College.....	MAT Lower-level Elective.....	3
Psychology, Introductory.....	PSY 213 / n/a.....	3
PreCalculus.....	MAT 116/n/a.....	4
Principles of Macroeconomics.....	ECO 211/ n/a.....	3
Principles of Management.....	##MGT 318 / n/a.....	3
Principles of Microeconomics.....	ECO 212 / n/a.....	3
U.S. History I.....	HIS 211.....	3
U.S. History II.....	HIS 212.....	3
Western Civilization I: Ancient New East to 1648.....	HIS Lower-level.....	3
Western Civilization II: 1648 to the Present.....	HIS Lower-level.....	3

* Additional hours are awarded to the student with a superior test score which may apply to a Language major/minor upon demonstration of proficiency for admission to 300-level courses.

*** Does not count for ENG 201 or 202.

%% May not be taken after earning credit in BSOL 421.

May not be taken after BSOL 435 or any MGT course.

** 201 or 202 as needed

DANTES Subject Standardized Tests

Credit will be awarded for passing scores as defined by ACE:

DANTES Test	Union Parallel/Substitute	Credit
Anthropology, General.....	none / SOC Lower-level Elective.....	3
Art of the Western World.....	ART Elective / ART 210.....	3
Astronomy.....	none / PHY Elective.....	3
Business, Introduction.....	##Elective/Lower-level.....	3
Business Mathematics.....	none / Lower-level Elective.....	3
Business Ethics and Society.....	BAD 475.....	3
Civil War and Reconstruction.....	HIS 332 / n/a.....	3
College Algebra, Fundamentals.....	MAT 111 / n/a.....	3
Computing and Information Technology.....	none / CSC Lower-level Elective.....	3
Counseling Fundamentals.....	none / PSY Lower-level Elective.....	3
Criminal Justice.....	none / SOC Lower-level Elective.....	3
Cybersecurity/Fundamentals of.....	CSC 310 / n/a.....	3
Environmental Science.....	none / PHY 310.....	3
Ethics in America.....	none / PHL 243.....	3
Finance, Principles.....	FIN 320 / n/a.....	3
Health and Human Development.....	PEWS 324 / n/a.....	3
Human/Cultural Geography.....	none / GEO Lower-level Elective.....	3
Human Resource Management.....	###MGT 432 / n/a.....	3
Law Enforcement, Introduction.....	none / Lower-level Elective.....	3
Life Span Development Psychology.....	PSY 219 / n/a/.....	3

Management Information Systems.....	#MGT 310 / n/a	3
Math for Liberal Arts.....	MAT 107	3
Money and Banking.....	none / ECO Elective	3
Organizational Behavior.....	#MGT 348 / n/a	3
Personal Finance.....	@@ECO 400 / n/a	3
Physical Science I.....	@PHY 111 / n/a	3
Soviet Union, History of the	HIS 420 / n/a	3
Statistics, Principles	MAT 114 / n/a	3
Substance Abuse.....	PEWS 301 / n/a	3
Supervision, Principles	### / Elective	3
Technical Writing.....	none / Elective	3
Vietnam War, History.....	none / HIS Lower-level Elective	3
World Religions, Introduction.....	PHL 349 / n/a	3

* May not be taken after BSOL 418.

May not be taken after BSOL 435 or any MGT course.

** May not be taken after earning credit in any MGT course, MKT 328, BSOL 402, or BSOL 421.

@ May not be taken after earning credit in CHE or PHY.

@@ May not be taken after BSOL 350.

FLAT Exam (BYU)

Credit for some less-commonly taught languages not currently offered at Union may be arranged with special permission by the Department of Language. Students may receive 3-12 hours of credit depending on the score earned.

International Baccalaureate

Union University awards credit for successful completion of selected 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 Course.....	Minimum Score.....	IB Level.....	Union Parallel/Substitute (credit)
Art/Design.....	5	S	ART Lower-level Elective/ART 210 (3)
Biology.....	5	n/a	BIO 100 (4)
Chemistry.....	5	n/a	CHE 111 and 112 (8)
Computer Science.....	5	S	CSC 115 (3))
Computer Science.....	5	H	CSC115(3) and CSC Lower-level Elective (3)
Design Technology.....	5	n/a	Lower-level Elective (3)
English A1.....	5	H	ENG 202 (3)
Geography.....	5	n/a	GEO 112 (4)
History-Europe.....	5	H	HIS Lower-level Elective / HIS 102 (3)
History-Additional 100-year study.....	5	H	HIS Lower-level Elective (3)
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 / ART 210 (3)
Spanish B	5	n/a	SPA 112 (3)
Business and Organization	5	n/a	Business @ Upper-level
Economics.....	5	n/a	ECO**(3) Lower Level
Info. Tech. in Global Society.....	5	S	CSC Lower-level Elective (3)
Psychology.....	5	n/a	PSY** (3) Lower Level
Social Anthropology.....	5	H	SOC 355 (3)

* upon presentation to Art Faculty of acceptable journal

** applicable as an elective to the major or minor indicated

** applicable to General Core requirements

@ applicable as an elective to any SOBA major or minor

applicable to Specific Core requirements

Statewide Dual Credit

Union University accepts Statewide Dual Credit awarded for successful completion of the course challenge exam.

Statewide Dual Credit	Union Parallel/Substitute	Credit
Sociology.....	SOC 211	3

FINANCIAL INFORMATION

Student Accounts

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, Due and Payable

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

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

Financial assistance, including grants, scholarships, loans for students or parents, and student employment is available for those who qualify. Please review the section below entitled "Scholarships and Financial Aid" for additional information. The University accepts payment via Web Advisor, in person, or by phone or mail. Debit or credit card payments are subject to a convenience fee of 2.5%. Payment plans are available if needed, and may be established through the Office of Business and Financial Services.

Tuition and Fees

Tuition for 12-16 hours is \$16,325 per semester for fall and spring semesters. For each hour below the 12 hours, the tuition will be \$1050 per hour. For each hour in excess of 16 hours the tuition will be \$1050 per semester hour. The audit fee for any semester/term is \$145 per hour; audit does not apply toward graduation.

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

Tuition Summary

Fall or Spring	
1-11 hours	\$1050/hour
12-16 hours	16,325
17+ hours	16325 + 1050/hour
Winter or Summer	730/hour
Winter or Summer Internet Courses (location WB)	
\$730/hour	
Audit courses taken with 12 or more hours are subject to an additional charge of \$145 per hour audit fee.	

Resident Student Charges for Each Fall or Spring Semester

Room	
Heritage Apartments	\$3,600
The Quads Apartments	4,000
Meals	
50 meals (<i>commuter only</i>)	\$455
140 meals plus \$150 in Buster Bucks	
(<i>minimum required for incoming freshmen</i>).	1,375
120 meals plus \$125 in Buster Bucks (<i>minimum required</i>	
<i>for returning/transfer students, including those registered only for</i>	
<i>internships or practicums</i>)	1,190
200 meals plus \$200 in Buster Bucks	1,795

Resident Student Charges for Winter Term or Summer Term

Room*	
Heritage Apartments	\$505
The Quads Apartments	575
*There will be no charge for Winter Term housing for students enrolled in Winter Term.	
Meals	
15 meals (<i>commuter only</i>)	\$129
25 meals (<i>minimum for residential students, including those registered</i>	
<i>only for internships or practicums</i>).	217
40 meals	347

Family or Graduate Resident Student Charges

Warmath Family Student Apartments including utilities	
Fall and Spring term(s)	\$2900
Winter and Summer per month rate(s)	\$725
Hope Graduate Student Apartments including utilities	
Fall and Spring term(s)	\$2240
Winter and Summer per month rate(s)	\$560

General Student Fee

Fall/Spring, Day/Evening	
12 hours or more	\$550
1-11 hours	45/hour
Winter, Day/Evening	45/hour
Summer (per term)	45/hour

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

Orientation fee	\$150
Orientation, additional (required of all International Students and MKs)	30
ART 113, 114, 116, 117, 218, 357	25
ART 120, 221, 345, 346, 348, 445	90
ART 216, 217, 220, 242, 311, 312, 316, 317, 323, 324, 333, 343, 411, 412, 424	30
ART 413, 414, 499	15
ART 325	40
ART 231, 232	45
AT 170	30
AT 265, 275, 365, 375, 465, 475	50
BIO 100, 110, 112, 200, 211, 215, 221, 222, 304, 305, 310, 312, 315, 316, 317, 318, 324, 395, 495	40
BIO 210, 301, 307, 309, 320, 321, 323, 325, 336, 337, 358, 359, 360, 415, 426	40
BIO 322	110
CHEM 102, 105, 111, 112	40
CHEM 106, 113, 221, 319, 324, 326, 327, 405, 430, 435	45
CHEM 424, 425, 498	50
COM 210	30
COM 311, 322, 330, 350, 360, 365, 395 (when applicable), 412, 498	90
COM 220, 230, 406, 410	90
CSC 100 (Adult Studies Textbook Fee)	117.50
EDU 331, 332, 417	20
EDU 201, 305, 306, 340, 358	60
EGR 250, 261, 262, 342, 352, 355, 361, 405, 470, 475	40
GEO 112	40
Keystone Program / Purposeful Reading	300
Language 111, 112 (French, German, Spanish)	20
MAT 111, 114 (Adult Studies Tutoring Fee)	80
MGT 445	35
MUS 439	60
PEWS 107, 116	80
PEWS 115	Actual Cost
PEWS 121	40
PEWS 125	135
PHY 111, 112, 213, 214, 231, 232, 301, 310, 311	40
PHY 262	35
PHY 424, 430, 498	50
SE 305, 306, 405	20
SE 230, 331	60

Music Fees Per Enrollment

Class Piano, Class Voice	\$140
Private lessons 1 hour credit (one 30-minute lesson per week)	140
2 or 3 hours credit (two 30-minute lessons per week)	240

Nursing Fees as indicated

Insurance fee (per year)	\$25
Random Drug Screening Fee (per year)	50

Course Evaluation Fee (per year)	100
National Student Nurse Association Membership Fee, optional	40
Union University Student Nurse Association Membership Fee, optional	10
School Pin and Composite (at graduation)	approx. 76 (varies by campus)

Clinical Fees per enrollment*

NUR 307/308, 421, 423, 425	245
NUR 309	305
NUR 310	145
NUR 318, 418, 430, 440	195
NUR Challenge Exam 310	330
NUR Challenge Exams 309	85
NUR Challenge Exam 302	140
NUR Challenge Exam 308	220
NUR Challenge Exam 410	110
NUR Challenge Exams 318, 418	195

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

Assessment Technologies Institute (ATI) testing fee (assessed through NUR 307/308, 318, 418, 499)	160
Simulation Fee (assessed through NUR 307/308, 318, 418, 425)	\$1,500 paid in 4 installments/clinical semester

Study Abroad, minimum \$75

Social Work Program Practice Insurance and Fees

Professional Liability Insurance (approximate cost per year / assessed through SW 201, 315 and 409)	\$25
National Association of Social Workers Membership Fee, optional	57
SW 490 (assessed through SW 423)	100

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

Study Abroad, minimum \$75

Educator Preparation Program

Professional Liability Insurance for field experiences (approximate cost)	\$25
Background Check/Fingerprinting	Actual Cost
Praxis II Tests required depending on endorsement(s); fees vary – see www.ets.org/praxis for current charges	
Internship - \$200 fall, \$200 spring	400

Testing, per attempt:

ACT(R)	\$35
CLEP	105
DANTES SST	105

Incomplete and In Progress Processing Fee

A fee of \$10 is charged per Incomplete and In Progress grade assigned.

Late Entrance Fees

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

Course Drop Fee

A fee of \$10 per dropped course will be assessed in addition to any applicable proration of tuition. Permission of the Registrar is required to exempt the charge.

Refunds

A. Advance Deposits for New Students

A tuition deposit of \$200 is required after acceptance for admission to reserve a place in class. This deposit applies to the tuition for the entering semester. A housing deposit of \$100 is charged for room reservation in all residence complexes. All tuition and housing deposit will be refunded if the cancellation and request is made by **May 1** for fall semester, **November 15** for winter term, **December 1** for spring semester, and **May 1** for summer. **NO REFUND WILL BE GIVEN ON CANCELLATIONS MADE AFTER THESE DATES.** If the student is not accepted for admission, all deposits will be refunded. Requests for refund of tuition deposit must be submitted in writing to the Director of Admissions.

B. A student following proper procedures for dropping a class(es) or withdrawing from all classes will be refunded tuition charges according to the chart below. Refunds on housing charges will be prorated to the end of the week in which the student withdraws up to day 25. Refunds on meal plans will be prorated to the end of the week in which the student withdraws. Student Services Fee, lab fees, and all other fees are not refundable. Students withdrawing due to disciplinary action will not receive a refund on housing charges.

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

1. On or before the fifth day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
2. Days one through five . . . 100% less \$40 per course
3. Days six through ten75%
4. Days eleven through fifteen50%
5. Days sixteen through twenty-five25%
6. After the twenty-fifth day, there is no refund.

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

1. On or before the first day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
2. Day one 100% less \$40 per course
3. Day two75%
4. Day three50%
5. Day four25%
6. After day four, there is no refund.

Non-Traditional Programs

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

Rising Seniors

A fee of \$255 per semester hour is charged. Materials fees are charged as applicable. Room and board is available at the regular rates.

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

1. On or before the second day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
2. Day one and two 100% less \$40 per course
3. Day three75%
4. Day four50%
5. Days five and six.25%
6. After day six, there is no refund.

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

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

1. On or before the second day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
2. Days one and two. 100% less \$40 per course
3. Day three75%
4. Day four50%
5. Days five and six.25%
6. After day six, there is no refund.

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

1. On or before the second day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
2. Days one and two. 100% less \$40 per course
3. Day three through day four75%
4. Day five through day six.50%
5. Day seven through day eight25%
6. After the eighth day, there is no refund.

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

1. On or before the fourth day beginning with the official day of registration as indicated on the University calendar (if withdrawing—100% less \$40 per course matriculation fee)
2. Days one through four. . . 100% less \$40 per course
3. Days five through ten.75%
4. Days eleven through fifteen50%
5. Days sixteen through eighteen.25%
6. After the eighteenth day, there is no refund.

- I. Regulations for refunds for all terms are as follows:
1. Students refusing to conform to the community values of the University forfeit all claims for refunds.
 2. All refund regulations put the responsibility on the student. He/she saves money and avoids misunderstanding by immediately seeing the Vice President (or Assistant Vice President) for Business and Financial Services.
- J. Proration of financial assistance upon withdrawal
Information regarding proration of financial assistance upon withdrawal from all classes or dropping of class(es) may be found below in the Scholarship and Financial Aid section.
- K. Housing Deposits
A student graduating or moving out of the residence complex permanently must give written notice to the Director of Residence Life to secure a refund or the housing deposit. Request for refund dates semester/term match those in A. above.

How to Obtain a Credit of Institutional Charges

To obtain a credit of institutional charges, a student must notify Union Station or the Academic Center and indicate the last day which he attended class. Upon verification and approval, this information will be recorded on a withdrawal record and passed to the offices of Business Services and Student Financial Planning for calculation of credit of institutional charges and adjustment of financial assistance.

Equipment

Any University equipment, musical instruments, athletic equipment, laboratory apparatus, etc., 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.

Scholarships and Financial Aid

The cost of a college education inevitably rests upon the student and his/her family. The Office of Student Financial Planning of Union University exists to help make a Union education more affordable by offering institutional scholarships and grants, and disbursing federal and state funds for which students qualify. A student interested in financial assistance can contact Student Financial Planning to obtain the appropriate forms necessary to complete the financial aid process.

The Office of Student Financial Planning makes every effort to communicate effectively to our students the policies and practices used by our office in the process of administering financial assistance. Most of the policies regarding federal and state assistance are statutory in nature. Other policies and practices have been developed by our office to ensure efficiency, accuracy, and understanding of the financial aid process. Students and parents will want to familiarize themselves with the policies and practices outlined in this section.

Application

1. New applicants for financial assistance must submit the Union University Application for Undergraduate Admission and Scholarship Assistance and must be accepted into their program of study for the appropriate year to be considered for any aid. Applicants for federal/state assistance must also file the Free Application for Federal Student Aid (FAFSA) for the appropriate year. Applicants for certain other institutional scholarships may be required to submit separate applications. See www.uu.edu/financialaid for a complete listing. Applicants for on-campus employment must complete a separate online application for employment.
2. Returning students wishing to reapply for federal and/or state funds must file the FAFSA each year. It is the student's responsibility to complete all applications by the deadline.
3. All students are required to notify Student Financial Planning of any other scholarships or loans extended to them from sources outside the University.
4. Returning students' financial need will be evaluated each year and appropriate increase or decrease in the amount of assistance offered will be made.
5. Applicants for Federal Stafford, PLUS and/or GradPLUS Loans are required to maintain half-time enrollment status in their program of study. Students must be enrolled full-time in a traditional undergraduate degree-seeking program to receive institutional assistance.

Awarding of Funds

When a student requests aid information, he or she is given a list of steps to follow in applying for financial aid including a web link to the Free Application for Federal Student Aid.

Each student's final financial aid need is determined based on the student's family income and the Cost of Attendance (COA). COA is calculated by adding together tuition, books, room and meal costs, miscellaneous fees, transportation costs and personal costs. Student eligibility for aid is determined from the student aid application by subtracting the family contribution from the Cost of Attendance. The information for making the calculations and determining eligibility is obtained from the student's financial aid application, ISIR and tax return.

Loan amounts are limited to specific dollar amounts based on student's level of education. The amounts are outlined on the financial aid website and the financial aid handbook provided by the Department of Education.

Students selected for verification by the Department of Education must provide the institution with documentation of information that was used to file the FAFSA. This documentation is maintained in the student's file.

For students who transfer to Union from another institution and request financial aid, Union uses NSLDS data to be sure the student is eligible for federal aid.

Award Notification

1. Applicants will be notified of their award package via email. The award letter will only need to be returned to the Office of Student Financial Planning if the applicant is reducing or declining any award.
2. Federal Direct Loans are awarded each academic year from Master Promissory Note. Notification of the amount is made to the student via email. Students must complete a Master Promissory Note and Entrance Counseling at www.studentloans.gov to begin the loan certification process. The award letter will need to be returned if reducing or declining the Direct loan amount(s), or by using the online decline or reduce functionality.
3. Federal Direct Loan, including Subsidized/Unsubsidized, Parent PLUS, or GradPLUS, along with Alternative Loan amounts shown on the award listing reflect the gross amount of the loan. The net amount of disbursements may be up to 5% less, due to fees deducted by the lender.
4. Most awards are divided evenly between fall and spring semesters. The award listing indicates how each award will be divided.
5. Most scholarships from outside sources will show on the Award Letter simply as "Outside Scholarship" and will be divided equally between fall and spring semesters unless otherwise indicated by the donor.
6. Award 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 hours worked. Recipients must report to Vocatio Center upon arrival on campus for job assignment and clearance.

Disbursement

1. Disbursement of awards for a term (excluding Federal Work Study and Institutional Workshop) is made by crediting the student's account.
2. Students on Federal Work Study receive a monthly paycheck for hours worked. Students on Institutional Workshop have the amount earned each month credited to their student account, unless the amount earned exceeds any balance owed on the student account. Students will receive a direct deposit for the amount earned which exceeds the amount owed.
3. Federal student loan funds will not be disbursed until the recipient has signed a Promissory Note and completed Entrance Counseling. TEACH Grant funds require students complete the Agreement to Serve and TEACH Entrance Counseling prior to receiving the grant. Certain institutional awards will not be disbursed until the recipient's approved required documents are on file in the Office of Student Financial Planning as required by award program.
4. The lender will notify the loan borrower of the estimated disbursement dates for Federal Direct Subsidized/Unsubsidized, PLUS, and alternative loans. Union will notify the student by email when disbursement has been made. Funds received electronically by Union will be posted to the student's account within 3 business days.
5. If a federal aid recipient has charges that are exceeded by the sum of federal aid, creating a credit balance, a direct deposit will be issued by the Office of Business Services within 14 days of the credit balance occurring.

Financial Aid Census Date

1. A Financial Aid Census Date is established to determine a student's enrollment status (for undergraduate students, full time: 12 hours or more; $\frac{3}{4}$ time: 9 – 11 hours; half time: 6 – 8 hours; less than half time: 1 – 5 hours) upon which their awards will be made. Union University's Financial Aid Census Date shall be the last day to add a class for the regular semester.
2. A student is required to be enrolled full time as of the census date in order to receive Union University funds. Students whose required hours to graduate are less than full time in their final semester may request their Union University aid be prorated based on the number of actual hours enrolled. A student is required to be enrolled at least half time as of the census date to be awarded the Federal Direct Loan, Federal Parent Loan (PLUS), or TN Student Assistance Award (TSAA). A student must be enrolled at least half time at time of disbursement to receive federal loan funds.

Adjustment of Awards

1. Original award amounts for non-tuition based institutional funds, federal and state grants assume the federal/state standard for undergraduate 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 and university policy. Students enrolled in less than 12 credit hours in their final semester prior to graduation will receive a pro-rated award amount.
2. Students whose Financial Aid Enrollment Status is less than full time on the census date will have their federal and state awards adjusted according to their enrollment status. Any institutional aid that may have been awarded prior to the census date will be removed due to the full-time enrollment requirement.
3. Students dropping or adding a class after the census date will not have federal and state awards adjusted. An exception is a Pell Grant or TEACH Grant recipient who drops a class never attended, may have Pell Grant or TEACH Grant adjusted according to the resultant enrollment status, per federal regulations. Students awarded Federal Direct Loans who are enrolled less than half time at the time of disbursement will have disbursements returned to the Department of Education.
4. Students dropping or adding a class after the census date, but during the period of tuition refunds established by the Office of Business and Financial Services, will have their institutional aid adjusted according to actual enrollment status.
5. Financial assistance will be adjusted should a student withdraw from all classes, according to the Refund Policy of Union University published in the current catalog and federal regulations which may apply.
6. A student's aid may be adjusted per federal regulations should the aid exceed the student's need as determined by the FAFSA. Institutional aid may be adjusted if the sum of all scholarships exceeds the direct institutional costs.
7. If the verification process for federal/state aid causes a change in the student's eligibility, awards will be adjusted accordingly.

Withdrawal from All Classes

1. A student who withdraws from all classes before the 60% point of the semester, calculated by calendar days, may have a portion of federal funds (Federal Pell Grant, TEACH Grant, Federal SEOG, Federal Direct Subsidized/Unsubsidized Loan, or Federal PLUS Loan) returned to the source as required by federal regulations. This calculation may result in the student owing a balance to Union University and to the U.S. Department of Education.
2. A student who withdraws from all classes before the last day to receive a refund of tuition charges will have their institutional aid prorated according to the same schedule used to refund tuition.
3. State awards will remain the same according to enrollment status established on the census date.
4. Scholarships received from outside sources will remain the same according to enrollment status established on the census date, unless specified by the donor to be returned in full or in part.

Requirements/Provisions

1. Some scholarships require the student to maintain a minimum GPA in order to retain the scholarship. Select requirements can be viewed at www.uu.edu/financialaid/awards.cfm; award-specific requirements will be published in the student's online award listing. Federal and state aid requires that the student maintain Satisfactory Academic Progress according to the policies established by the Office of Student Financial Planning. Failure to meet GPA requirements will cause the student to lose that assistance.
2. "Scholars of Excellence" Scholarships (awarded prior to fall 2015) may be applied towards regular hours for fall, winter, spring, or summer terms for the first 128 hours taken at Union University. Academic Scholarships and CCMS are awarded for a maximum of eight regular semesters. Transfer/Academic Leadership Scholarship is awarded for a maximum of 4 regular semesters. Recipients may appeal these limits through the Office of Student Financial Planning.
3. Students must meet the requirements of Union's Standards of Satisfactory Academic Progress for Financial Aid Eligibility in order to receive Federal/State Grants and Loans. Full Satisfactory Academic Progress policy is published at www.uu.edu/financialaid/academic-standards.cfm. If a student loses eligibility for federal funds due to failure to meet these standards, appeal may be made through the Office of Student Financial Planning.
4. Upon graduation or withdrawal from the university, recipients of a Federal Direct student loan or Federal TEACH Grant are notified to complete exit counseling at www.studentloans.gov.

Disclaimers

1. Any commitment of federal funds (Federal Pell Grant, TEACH Grant, Federal SEOG, Federal Perkins Loan, Federal Direct Subsidized/Unsubsidized Loan, or Federal PLUS Loan and Federal Work Study) or state funds (TSAA and TELS) is tentative and contingent upon subsequent congressional and/or state appropriation and actual receipt of the funds by Union University.

2. The Office of Student Financial Planning reserves the right on behalf of the University to review, modify, and/or 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

See also: EDGE Standards of Satisfactory Academic Progress for Financial Aid Eligibility

Background

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. Progress is evaluated at the end of fall, spring, and summer semesters to ensure that the student is on track to obtain a degree/certificate.

These standards apply to all federal and state grants and loans. 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 define academic progress for purposes of determining eligibility for federal financial aid are Cumulative Grade Point Average, Pace of Completion and Maximum Time Frame.

Grade Point Average

- Undergraduate students who have not yet completed 24 credit hours must have a minimum cumulative GPA of 1.5. Students who fail to meet this standard will be placed on Financial Aid Warning and will have a conditional period of one regular semester during which they may continue to receive aid.
- Undergraduate students who have completed 24 or more credit hours but less than 48 credit hours must have a minimum cumulative GPA of 1.5.
- Undergraduate students who have completed 48 or more credit hours must have a minimum cumulative GPA of 2.0.
- Graduate students must maintain a minimum cumulative GPA as required by their specific program of study.
- These GPA requirements do not include remedial or developmental courses. (Revised 5/1/14)

Pace of Completion

- Undergraduate and graduate students must successfully complete a minimum of 67% of credit hours attempted. To successfully complete means to receive a final grade of A, B, C, D, or P. The calculated percentage of completion can be rounded up. (Revised 5/1/14)
- Pace of Completion is calculated by dividing the cumulative number of hours completed by the cumulative number of hours attempted.
- Transfer credits accepted by Union count as both hours attempted and hours completed. Courses dropped after

the last day to drop without academic record for the enrollment period count as hours attempted. Audited classes and credits earned through testing are not counted.

- Undergraduate students who have not yet completed 24 credit hours and do not meet the 67% Pace of Completion requirement will be placed on Financial Aid Warning and will have a conditional period of one regular semester during which they may continue to receive aid.

Maximum Time Frame

- Undergraduate and graduate students must complete their degree program within 150% of the published length of their degree program. For example, if a degree requires 128 credit hours to graduate, a student could not receive financial aid beyond 192 credit hours attempted whether or not financial aid was received for these credit hours.
- Transfer credits and credits for courses repeated are included in hours attempted. Audited classes and credits earned through testing are not counted.
- Students starting a second bachelor's degree program at Union may be required to have the Academic Center document the change of program if the student has completed more than the maximum time frame. (Revised 5/1/14)

Determining Satisfactory Progress

Standards used to measure progress must include all periods of the student's enrollment, including all accelerated and cohort terms. Satisfactory progress will be evaluated at the end of fall, spring, and summer semesters. Courses taken during the winter term will be evaluated along with spring courses at the end of spring semester.

After grades are posted at the end of each regular semester the Office of Student Financial Planning will contact by letter students who are not meeting satisfactory progress standards. Undergraduate students with less than 24 credit hours not meeting the standards will be placed on Financial Aid Warning and will have a conditional period of one regular semester during which they may continue to receive aid. All other students not meeting the standards will be placed on Financial Aid Suspension and will not be eligible to receive any federal financial aid from that point forward even if aid has already been awarded.

Students may appeal the denial of their aid through the Appeal Process described in this policy.

Incomplete Grades

A grade of "incomplete" will not be factored into calculating satisfactory academic progress until the grade is changed to a completed grade. This may result in failure to achieve satisfactory progress and denial of aid until a final grade is earned. A student should contact the Office of Student Financial Planning when an incomplete grade is changed to a final grade for recalculation of satisfactory progress.

Repeated Courses

Repeated courses affect academic progress as follows:

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

- Pace of Completion and Maximum Time Frame— Each time a course is repeated it will be counted as attempted hours.

Withdrawal From Classes

Once a student has begun attendance in a semester, if he/she then drops a class or withdraws from the semester after the last day to drop without academic record for the enrollment period, those credit hours will be counted as credit hours attempted in calculating Pace of Completion and Maximum Time Frame.

A student who withdraws from a semester and returns the following semester must meet the SAP requirements in order to be eligible for federal aid.

Transfer Students

Transfer hours accepted by Union are counted as both hours attempted and hours completed for calculating Pace of Completion, and are counted toward the student's overall Maximum Time Frame. Transfer credits do not affect a student's GPA.

New transfer students will be eligible for federal aid their first semester at Union unless they have already exceeded their Maximum Time Frame. Students may follow the process for appeal of Maximum Time Frame if they changed majors upon enrolling at Union.

Transfer students who previously were enrolled at Union will have their eligibility determined by evaluating past credits/grades earned at Union combined with transfer credits accepted.

Readmitted Students

A student who is readmitted to Union whose prior academic record does not meet the standards for satisfactory progress is considered to be on Financial Aid Suspension and will not be eligible to receive financial aid. The student may follow the appeal process and if successful will be put on Financial Aid Probation and be eligible to receive aid for at least one semester.

Notification

Students who fail to make satisfactory progress at the end of a semester will be notified by the Office of Student Financial Planning within ten business days following the deadline for grades to be posted.

Appeal Process

Students who have lost eligibility for aid due to GPA or Pace of Completion may appeal based on extraordinary circumstances which were unexpected and beyond the student's control. Depending on the circumstance, the student may be required to submit documentation to support the appeal. Appeal is made by submitting a letter along with any supporting documentation to the Director of Student Financial Planning explaining:

- why the student failed to make satisfactory progress.
- what has changed in the student's situation that will allow him/her to make satisfactory progress at the next evaluation.

The student whose appeal is approved will be placed on Financial Aid Probation and will be eligible to receive aid for at least one semester if:

- it is determined that he/she should be able to meet the standards after the subsequent semester OR
- the student is placed on an Academic Plan that when followed will ensure the student will meet the standards by a specific time.

The student who fails to meet the satisfactory progress requirements at the end of a semester of Financial Aid Probation, or is not adhering to the requirements of an Academic Plan, will be put on Financial Aid Suspension and will not be eligible to receive federal aid until eligibility has been reinstated. If there are extenuating circumstances a student may be given an opportunity for a subsequent appeal.

Students who have lost eligibility for aid due to 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 Student Financial Planning and accompanied by documentation from the Academic Center or their Academic Advisor showing the student's new major and the credit hours which will apply toward the new major. The student will be allowed to appeal on the basis of a change in major one time.

Students seeking a second undergraduate degree who have exceeded the Maximum Time Frame may appeal to extend their time frame. The student must submit to the Office of Student Financial Planning a degree plan from their Academic Advisor listing all courses needed to complete their second undergraduate degree. A new time frame will be calculated based on the number of hours needed.

Students will be informed by campus email of the results of their appeal.

Students who lose eligibility and do not appeal or whose appeal is not approved will be placed on Financial Aid Suspension and will not receive federal aid until eligibility has been reinstated.

Reinstatement of Eligibility

After at least one semester of Financial Aid Suspension a student may reestablish eligibility for aid as follows:

- In the case of insufficient GPA, bringing his/her cumulative GPA back up to the standard.
- In the case of insufficient Pace of Completion, making up the deficit hours as to bring up the percentage to at least 67% (can be rounded up). (Revised 5/1/14)
- In the case of both insufficient GPA and insufficient Pace of Completion, the student must be making satisfactory progress in both before eligibility can be reinstated.

When a student believes that he has regained eligibility, he/she should send a request in writing or by email to the Office of Student Financial Planning that eligibility be reinstated. The student will be notified by campus email the results of this request.

Completed Program, No Degree

A student who completes the academic requirements for a program, but does not yet have the degree or certificate is not eligible for further Federal Student Aid funds for that program.

EDGE Standards of Satisfactory Academic Progress for Financial Aid Eligibility

Union University has established minimum standards of "satisfactory academic progress" (SAP) for the Union EDGE program, which is classified by the US Department of Education as a comprehensive transition and postsecondary (CTP) program for students with intellectual disabilities. Progress will be evaluated at the end of fall, spring, and summer semesters to ensure that the student is on track to obtain the certificate offered through the EDGE program. These standards apply to all federal and state grants and loans. These financial aid standards of academic progress are separate from, and in addition to, academic standards required by the University for continued enrollment, and are published along with the general financial aid SAP policy at www.uu.edu/financialaid/academic-standards.cfm.

The criteria used to define academic progress for purposes of determining eligibility for federal financial aid are Cumulative Grade Point Average, Pace of Completion and Maximum Time Frame.

Grade Point Average

- Union EDGE students must have a minimum cumulative GPA of 1.5. Students who fail to meet this standard will be placed on Financial Aid Warning and will have a conditional period of one regular semester during which they may continue to receive aid.
- These GPA requirements do not include remedial or developmental courses. (Revised 5/1/14)

Pace of Completion

- Union EDGE students must successfully complete a minimum of 67% of credit hours attempted. To successfully complete means to receive a final grade of A, B, C, D, or P.
- Pace of Completion is calculated by dividing the cumulative number of hours completed by the cumulative number of hours attempted.
- Transfer credits accepted by Union count as both hours attempted and hours completed. Courses dropped after the last day to drop without academic record for the enrollment period count as hours attempted. Audited classes offered through the Union EDGE program will be included in hours attempted. Credits earned through testing are not counted.
- Undergraduate students who have not yet completed 24 credit hours and do not meet the 67% Pace of Completion requirement will be placed on Financial Aid Warning and will have a conditional period of one regular semester during which they may continue to receive aid.

Maximum Time Frame

- Students must complete their degree program within 150% of the published length of their degree program. The Union EDGE program's published length will consist of 48 credit hours, to be completed in 2 academic years; the maximum time frame will be 72 credit hours, to be completed in 3 academic years.
- Transfer credits and credits for courses repeated are included in hours attempted. Audited classes offered through the Union EDGE program will be included in hours attempted. Credits earned through testing are not counted.

Other Satisfactory Academic Progress Policies

The process for determining satisfactory progress and notification of failed progress for Union EDGE students will follow the general financial aid SAP policy (see www.uu.edu/financialaid/academic-standards.cfm for full policy). Students may appeal the denial of their aid through the Appeal Process described in this policy.

Policies covering incomplete grades, repeated courses, withdrawal from classes, transfer of credit and transfer students, readmitted students, as well as reinstatement of eligibility and completing the Union EDGE program without obtaining the certificate will occur in accordance with Union's general SAP policy for financial aid.

Veterans and Their Dependents

Union University is approved by the State Approving Agency for Veterans Training and training of dependents of veterans who qualify. Go to www.uu.edu/financialaid/veterans for information on obtaining these benefits. Check with the Office of Student Financial Planning as soon as possible after enrolling in courses.

Policies and Procedures for Tennessee Student Assistance Corporation (TSAC) Administered Awards

In general, financial aid available to students through the state of Tennessee will be awarded and certified by the Office of Student Financial Planning. Awarding of state grants and scholarships assumes the standard for undergraduate full-time enrollment (12 credit hours per semester). In accordance with the Financial Aid Census Date, state awards will remain the

same according to enrollment status established on the census date. Awards are adjusted after the census date if needed and are posted to student accounts prior to reporting. Institutional funds cover the disbursement until the payment is received from TSAC. After this date, any additional awards are transmitted weekly. The Business Office disburses any credit balance due to students caused by TELS by direct deposit.

For a complete listing of TSAC administered awards and their policies and procedures, please visit www.uu.edu/financialaid/tels.cfm.

Endowed Scholarships

Union University administers numerous privately endowed scholarship funds. Many are designated for students preparing for specific vocations. A full listing of privately endowed scholarships, church endowed scholarships and non-endowed scholarships is available on the Financial Aid web page. All are awarded based on student eligibility and availability of funds. In the case of church endowed funds, students whose names are submitted by their church are awarded those funds. No additional application is required. Recipients will be notified if awarded endowed scholarships. Generally speaking, endowed scholarships administered by Union University may be used in full or in part to fund institutional scholarships and/or grants and may be substituted for these awards on the student account. .

ORGANIZATION OF THE CURRICULUM

Subject Abbreviations

Abbrev.	Subject	Academic Unit
ACC	Accounting	Business Administration
ALNG	Applied Linguistics	Language
ART	Art	Art
AT	Athletic Training	Physical Education, Wellness and Sport
BAD	Business Administration	Business Administration
BIO	Biology	Biology
BLAW	Business Law	Business Administration
BSOL	Organizational Leadership	Adult and Professional Studies
CHE	Chemistry	Chemistry
CHR	Christian Studies	Theology and Missions
CLU	College Life at Union	College Life at Union
COM	Communication Arts	Communication Arts
CSC	Computer Science	Computer Science
DMS	Digital Media Studies	Communication Arts
ECO	Economics	Business Administration
EDU	Education	Education
EGR	Engineering	Engineering
ENG	English	English
FIN	Finance	Business Administration
FRE	French	Language
GEO	Geography	History
GER	German	Language
GRK	Greek	Theology and Missions
HBR	Hebrew	Theology and Missions
HIS	History	History
HON	Honors	Interdisciplinary Studies
ICS	Intercultural Studies	Intercultural Studies
LANG	Language	Language
LFS	Life Skills	EDGE Program
MGT	Management	Business Administration
MKT	Marketing	Business Administration
MAT	Mathematics	Mathematics
MUS	Music	Music
NUR	Nursing	Nursing
PHL	Philosophy	Theology and Missions
PEWS	Physical Education, Wellness and Sport	Physical Education, Wellness and Sport
PHY	Physics	Physics
PSC	Political Science	Political Science
PSY	Psychology	Psychology
SIG	Sign Language	Language
SW	Social Work	Social Work
SOC	Sociology	Institute for International and Intercultural Studies
SPA	Spanish	Language
SE	Special Education	Education
TESL	Teaching English as a Second Language	Language
WL	Worship Leadership	Music
UNI	University Studies	University Studies

COLLEGE OF ARTS AND SCIENCES

Dean

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

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

Staff

Katie Yeaglin (2009). Administrative Assistant to the Dean.

The College of Arts and Sciences offers six undergraduate degrees in some 32 programs of study. Featuring fifteen departments, the College supports the University's core curriculum and provides specialized study in 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

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

Haelim Allen (2010). Associate Professor of Art. B.A., University of Maryland; M.R.E., Trinity Evangelical Divinity School; M.F.A., University of Maryland.

Steve Halla (2009). Associate Professor of Art. B.A., Moody Bible Institute; Th.M., Dallas Theological Seminary; Ph.D., University of Texas.

Christopher M. Nadaskay (1993). University Professor of Art. B.A., Southern Arkansas University; M.F.A., Texas A&M, Commerce.

Melinda Eckley Posey (2009). Associate Professor of Art. B.A., Union University; M.F.A., Memphis College of Art.

Staff

Candace Gooch (2014). Academic Secretary—Art.

Mission Statement

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.

Curriculum

In the freshman year art students begin a five-course visual foundations sequence in drawing and design. Students complete a five-course art history sequence and pursue visual studies in one of several areas of concentration. Students may also choose to major in Pre-professional Art Therapy or minor in Digital Media Studies and/or Visual Theory and Aesthetics. An art major who wishes to teach art grades K-12 may receive licensure. See Teacher Licensure IV.

Through department activities students may participate in a variety of related service projects, trips, and social events. The University Art Gallery presents an ongoing series of art exhibits highlighting a wide variety of professional artists' work. In addition, the gallery presents an annual exhibit of student work and graduating senior exhibits, hosted in the Hyran Barefoot Gallery.

Graduates of the department may continue studies at the graduate level or pursue work in a variety of areas such as graphic design, ux design, ceramics, sculpture, illustration, independent studio art, museum and curatorial, gallery sales, photography, teaching, or web 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 Department of Art is fully accredited by the National Association of Schools of Art and Design (NASAD) and is affiliated with several organizations and programs that enhance student learning:

- College Art Association of America (CAA)
- Christians in the Visual Arts (CIVA)
- American Institute of Graphic Arts (AIGA)
- Jackson Union Sculpture Tour (JUST)
- Trinity Institute
- Society for Children's Book Writers and Illustrators (SCBWI)
- Union University Painters Guild
- Union University Potters Guild

The Department Faculty also encourage participation in regional and national conferences.

I. Bachelor of Fine Arts in Studio Art—76 hours (no minor required)

- A. Core for all Art majors—37 hours
1. ART 113, 114, 116, 117, 120, 198
 2. ART 313, 314, 315, 318 (Graphic Design Emphasis may substitute ART 319 for 318)
 3. Any 2 Visual Aesthetics courses
 4. ART 398, 499
- B. Choose a primary emphasis from one of the following areas: Drawing, Painting, Ceramics, Sculpture, Graphic Design, Photography—18 hours
- Graphic Design Students take ART 348 (Motion Graphics) and ART 347 (Digital Design for the Screen) instead of taking ART 460 and 465 (Studio Practice 5 and 6).
- C. Choose a secondary emphasis from the studio courses listed above (Visual Aesthetic courses can be used for secondary emphasis)—12 hours
- D. ART Electives—9 hours

II. Bachelor of Arts with a 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; (Graphic Design Emphasis may substitute ART 319 for 318.)
 3. ART 398, 499
- B. Choose a primary emphasis: Drawing, Painting, Ceramics, Sculpture, 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. (Visual Aesthetics may be used for secondary subset.)

III. Bachelor of Art in Pre-Professional Art Therapy—73 hours (no minor required)

- A. Art Requirements—49 hours
1. Major in BA in Art as shown—31 hours
 2. Primary Emphasis Course: ART 216, 231, 311, 323—12 hours
 3. Choose a Secondary Emphasis from the studio subset of BA—6 hours
- B. Psychology Requirements—24 hours
1. PSY 213, 219, 317, 323, 410, 412, 413, 425

IV. Teacher Licensure for Visual Arts (Grades K-12)

- A. Art Requirements
1. Major in BA in Art as shown above—31 hours
 2. Primary Emphasis Course: ART 216, 231, 311, 323—12 hours
 3. Choose a Secondary Emphasis from the studio subset of BA—6 hours
- B. Professional Education
1. Prior to Internship—EDU 150, EDU 305, EDU 358, ART 325, PSY 213, PSY/SE 230.
 2. Fall of Internship Year—EDU 306, 340, 417, 440
 3. Spring of Internship Year—EDU 441 and 451
 4. CSC 105 is required in the BA core
- C. Applicable portions of the Praxis II.
- D. For additional information, see the Director of Educator Preparation.

V. Minor in Art—24 hours

- A. Core for all art minors—15 hours
1. ART 113, 114, 116, 117
 2. ART 313, 314, 315, or 318
- B. Art Electives—9 hours

VI. Minor in Visual Theory and Aesthetics—18 hours

- A. ART 227 and 230—6 hours
- B. ART 327 and 330—6 hours
- C. ART 427 and 430—6 hours
- D. Minor cannot be earned with a major of the Art Department.

VII. Minor in Digital Media Studies—21 hours

- A. Choose two courses from each list:
1. ART 120, 221, 345, 346, 347, 348
 2. COM 220, 236, 320, 327, 356, 365
 3. CSC 200, 265, 335, 360, 361
- B. A 3-hour course in area of emphasis must be chosen from one of the lists above.

Major in Art with Discipline-Specific Honors

Application Timeline/Process

Students may apply at the end of the sophomore year.

Admission Requirements

- Completion of at least 15 hours at Union University or in transfer
- Minimum GPA of 3.50 in all coursework
- Grade of A in each of the following courses: ART 113, 114, 116, 117, 120, and 198
- Completion of all 12 hours in a studio or visual aesthetics emphasis

Progression

In addition to the 31-hour Art core and the 12-hour art concentration required of all majors, a student in discipline-specific honors must complete

1. 12 hours of Art Aesthetics courses
2. Art 413-414 (3 hours fall, 3 hours spring of the senior year)
3. Art 495-6-7 (6 hours in any combination)
4. Art 499 (2 hours, counted toward the Art core; must be taken in spring of senior year)
5. A weekly meeting with each instructor

Students are also required to attend presentations of Art Honors projects/theses.

If specific guidelines and markers for completing assigned experiences are not met by the student, the instructor will report to the Art faculty for its recommendation of either probation or dismissal of the student from the Honors program. The Honors Director will be notified of any student on probation and will be included in the process involved for a dismissal.

Assessment of Majors

Students with a major in the Department are required to take ART 398 for assessment of work in the major after the completion of 12 hours in their chosen area of concentration. In this course, students must submit a digital portfolio and make a formal presentation of that work to the art faculty. Art B.F.A. and B.A. majors are required to present an exhibition of their work/research project as seniors; B.A. Art majors in ART 499, at the Union University Scholarship Symposium. B.F.A. Art majors are required to create a body of work, exhibition, oral review and portfolio in ART 465. B.F.A. Graphic Design majors are required to submit a senior project for exhibition, oral review and a portfolio of work. Portfolios will be retained in the department.

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

Prerequisite/Corequisite: HIS 101, Attendance at specified cultural events.

Introduction to the principal styles of fine art from architecture, music, painting, sculpture, literature, and theatre, giving economic, religious, social, and political reasons for development, as well as insight through formal analysis of how these forms are constructed. Appreciation of the fine arts as evidence of the spirit and values of specific times.

227. Visual Theory and Aesthetics: The Western Tradition, Classical Greece to the Renaissance (3) F

A study of visual aesthetics in the Western tradition from Classical Greece to the Renaissance with a specific focus on the visual arts.

230. Visual Theory and Aesthetics: The Western Tradition, The Renaissance to the 19th Century (3) S

A study of visual aesthetics in the Western tradition from the Renaissance to the 19th Century with a specific focus on the visual arts.

233. World Art(3) F

Prerequisite: HIS 101.

This course is designed to provide students with an introductory survey of global perspectives on visual art history, theory, aesthetics, and art making practices. It will explore the unique historical, cultural, religious, political, economic, and aesthetic contexts in which works of art

313. Art History 01: Pre-historic to Medieval (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 02: Renaissance to Romanticism (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 03: Realism to Present (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.

318. Art History 04: Contemporary Issues in Art History (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, research assignments, and film review.

319. Art History: History of Graphic Design (3) S

Prerequisite: ART 113, 198.

Survey of methods, fundamentals of design, history of the medium/culture, while examining critical theory and the impact of technology upon design precepts that previously dominated design history. Includes research assignments, cultural review and examples of design from prehistoric to modern times.

327. Visual Theory and Aesthetics: The Japanese and Native North American Traditions (3) F—Even Years

A study of visual aesthetics in the Japanese and Native North American traditions with a specific focus on the visual arts.

330. Visual Theory and Aesthetics: The Western Tradition 1900–1950 (3) S—Even Years

A study of visual aesthetics in the Western tradition from 1900–1950 with a specific focus on the visual arts.

427. Visual Theory and Aesthetics: The Western Tradition 1950–2000 (3) F—Odd Years

A study of visual aesthetics in the Western tradition from 1950–2000 with a specific focus on the visual arts.

430. Visual Theory and Aesthetics: Contemporary Issues 2000–Present (3) S—Odd Years

A study of visual aesthetics in the Western tradition from 2000 to the Present with a specific focus on the visual arts.

Studio Courses

113. Foundations: 2D Design (3) F

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

114. Foundations: 3D Design (3) S

A skill-based course where students learn aesthetic problem solving skills as they relate with areas of three dimensionality; ie, texture, form and space. Students will develop a vocabulary that will enable them to articulate visual arts ideas, concepts and criticisms. Non-majors are welcome. Six studio hours per week.

116. Foundations: Introduction to Drawing (3) F

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

117. Foundations: Figure Drawing (3) F, S

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

120. Foundations: Introduction to Digital Media (3) W, S

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. Visual Arts Seminar I: Introduction (0) F

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

216. Ceramics 01: Hand Building (3) F

The introductory studio class with focus on skills of building, decorating and firing clay. The student will learn to hand build using pinch, coil, hard, and soft slab methods. Six studio hours per week.

217. Ceramics 02: Introduction to Wheel Throwing (3) S

Prerequisite: ART 216.

Focus on the skill of throwing on the wheel, decorating and firing class. Students will produce a variety of forms including cups, bowls, plates, platters, pitchers and teapots. The student will fire and glaze 10 works in each form assigned while learning how to fire high fire gas kilns and begin the process of glaze calculation. Six studio hours per week.

218. Drawing 03: Intermediate Methods and Practices (3) F

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) As Needed

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 01: Introduction to Graphic Design (3) F

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

231. Photography 01: Introduction to Photography (3) F

Prerequisite: Camera with manually adjustable aperture and shutter speed.

Introduction to processes and aesthetical values of black and white photography, including basic camera and darkroom techniques, content, and composition, and an introduction to expressive and documentary works applicable to art. Student furnishes film and darkroom supplies for projects. Six studio hours per week.

232. Photography 02: Intermediate Photography (3) 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: Basic Planographic Processes (3) As Needed

Prerequisite: ART 116 or 117.

An introduction to printing in the processes of intaglio, relief, and planographic. Six studio hours per week.

311. Painting 01: Introductory Methods and Practices (3) F

Practices and approaches to studio oil/acrylic painting. Emphasis will be placed on visual development and the use of color. Non-majors are welcome. Six studio hours per week.

312. Painting 02: Intermediate Methods and Practices (3) S

Practices and approaches to studio oil/acrylic painting. Emphasis will be placed on portraiture, the human figure, expression and experimentation with new media. Six studio hours per week.

316. Ceramics 03: Intermediate Wheel Throwing (3) F

Prerequisite: ART 217.

Advanced skill of throwing on the wheel, decorating and firing clay. The student will throw a significant number of pots to perfect throwing skills and will produce gallery or show-quality pieces. The student will write their own criteria in throwing. Six studio hours per week.

317. Ceramics 04: Advanced Wheel Throwing (3) S

Prerequisite: ART 316.

Advanced skills of throwing on the wheel, as well as setting up, equipping, maintaining and running professional production pottery. The student will throw a significant number of pots to perfect throwing skills and will participate in a craft show and fair. The student will write their own criteria in throwing. Six studio hours per week.

323. Sculpture 01: Introduction to Sculpture (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 02: Intermediate Sculpture (3) S

Prerequisite: ART 116.

This course moves into advanced thinking about what the Sculptural Arts mean today. The course will involve sculpture, concept, craft, creativity, and knowledge of multiple materials by which the student will be able to produce work that is relevant in contemporary culture, while also developing themes that are personal to the student. Skills, equipment, and techniques are of the highest priority. Six studio hours per week.

331. Photography 03: Advanced Photography and Digital Practice (3) F

Prerequisite: ART 232.

A continuation of building technical and studio skills acquired in I and II and also to begin the introductions to digital work. To include basic digital techniques as well as computer related instruction including photo editing software and photo-related hardware. Six studio hours per week.

332. Photography 04: Photography Studio Practicum (3) S

Prerequisite: ART 232.

Portfolio development as it pertains to digital and black and white, wet photography, photo history, and current photo trends. Students will develop aesthetic skills, exploration of photo expression and creativity. Six studio hours per week.

333. Sculpture 03: Advanced Sculpture (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. Six studio hours per week.

338. Drawing 04: Advanced Methods and Practices (3) S

Prerequisite: ART 218.

Advanced individualized study of drawing emphasizing the development of personal drawing techniques, modes of expression, experimentation with the non-traditional media and critical analysis. Six studio hours per week.

343. Printmaking II: Advanced Planographic Processes (3) As Needed

Prerequisite: ART 242.

A continuation of ART 242 with emphasis on developing visual expression and concept through the printmaking mediums. Six studio hours per week.

345. Graphic Design 02: Identity Systems (3) S

Prerequisite: ART 221.

A continuation of 221 with emphasis on corporate media structures, branding techniques and strategies. Attention will be given to artwork preparation, presentation for client, package design, commercial reproduction and printing techniques. Six studio hours per week.

346. Graphic Design 03: Typography (3) F

Prerequisite: ART 221.

A comprehensive study of type, its history, standard usage and creative trends. Students will learn measuring systems, grid composition, and the influence of the computer as a type design tool. Six studio hours per week.

347. Graphic Design 04: Digital Design for the Screen (3)S

Prerequisites: ART 221; CSC 360 is recommended.

A study of the role of the graphic designer with regard to visual communication in relation to the screen. This course will concentrate on graphic design theory, page design, and presentation for the web. Six studio hours per week.

348. Graphic Design 05: Motion Graphics (3) F

Prerequisites: ART 221; 346 is recommended.

Introduction to motion graphics, with emphasis placed on animation of typography, motion transitions and animation software. Six studio hours per week.

398. Visual Arts Seminar 02: Mid-Program Review (2) F

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. Painting 03: Expression, Experimentation and Critical Analysis (3) F

Prerequisite: ART 312.

Development of painting as a vehicle for expression of personal vision, experimentation, and development of a body of work which indicates a direction of artistic pursuit. Six studio hours per week.

412. Painting 04: Advanced Expression, Experimentation and Critical Analysis (3) S

Prerequisite: ART 411.

Significant investigation of individual content toward the development of a mature body of work with additional emphasis on critical analysis and historical context. Six studio hours per week.

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

Prerequisite: Consent of the Instructor.

Advanced studio course for professional development in any of the major areas of the department; meets at the same time the parallel studio is scheduled.

424. Sculpture 04: Advance Sculpture Methods (3) S

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. Six studio hours per week.

445. Graphic Design 06: Design Studio Practicum (3) S

Prerequisite: ART 221, 345, 346.

Advanced study in graphic design techniques and fieldwork.

Students will develop an in depth portfolio of work that will emphasize experimental techniques, creative use of imagery and material, as well as strategies for freelance and creative development. Six studio hours per week.

460. Studio Practice 5 (3) F

Prerequisites: BFA core; All four lower level Primary Emphasis Courses; Senior Standing.

A course designed to encourage dialogue on selected topics in contemporary art through readings, discussion, and critique. Topics covered will be used to investigate the conceptual, experimental and production issues, and challenges facing each individual student in their respective emphasis toward the objective of becoming practicing professional artists.

465. Studio Practice 6 (3) S

Prerequisites: BFA core; All four lower level Primary Emphasis Courses; Senior Standing.

Continuation of ART 460. Portfolio section, compilation and documentation of student's work in chosen area of concentration. Students must present an exhibition of their body of work in a gallery setting. Work exhibited may represent both primary and secondary concentrations.

485. Internship/Apprenticeship (2-4) As Needed

Prerequisite: Permission of Chair.

Students are assigned supervised practical work or studio experience in their chosen concentration in art. May be taken for a maximum of 9 credit hours. Pass/Fail.

499. Visual Arts Seminar 03: Capstone/Research (2) F, S

Prerequisite: Consent of the Department; ART 198, 398.

Research selection, compilation, and documentation of student's project in chosen area of concentration. Students must present their work in symposium setting. Research may represent both primary and secondary concentrations.

Teacher Licensure

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

A course designed 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) As Needed

Design and implementation of instruction 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.

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs

(Pass/Fail) As Needed

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

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

295-6-7. Special Studies (1-4)

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

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

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

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

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

DEPARTMENT OF BIOLOGY

COLLEGE OF ARTS AND SCIENCES

Faculty

Mark Bolyard (2006). University Professor of Biology and Department Chair. B.A., Hanover College; Ph.D., University of North Carolina; Additional study, Michigan State University; Penn State College of Medicine.

Jeremy Blaschke (2015). Assistant Professor of Biology. B.S., Bryan College; M.S. and Ph.D., University of Tennessee, Knoxville.

Euna (Esther) Choi (2016). Assistant Professor of Biology. B.S. and M.S., Hallym University (Chuncheon, South Korea); Ph.D., University of Illinois; Additional Study, University of Nebraska

Micah Fern (2018). Assistant Professor of Biology. B.S., Union University; M.S. and Ph.D., Auburn University.

Hannah Henson (2016). Assistant Professor of Biology. B.S., Union University; Ph.D., University of Tennessee; Additional Study, University of Kentucky.

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

James Kerfoot, Jr. (2009). Associate Professor of Biology. B.S. and M.S., Southern Illinois University Edwardsville; Ph.D., Florida Institute of Technology.

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

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

Tamara Popplewell (2008). Assistant Professor of Biology. B.S. and M.A.Ed., Union University; M.S., Mississippi State University.

Michael Schiebout (2012). Associate Professor of Biology. B.A., Dordt College; M.S. and Ph.D., University of Northern Colorado.

William Thierfelder (2014). Associate Professor of Biology and Director of the Hammons Center for Scientific Studies. Sc.B, Brown University; Ph.D., University of Pennsylvania; Additional study, St. Jude Children's Research Hospital.

Faith A. Zamamiri-Davis (2011). Associate Professor of Biology. B.S., Westmont College; Ph.D., Pennsylvania State University; Additional study, St. Jude Children's Research Hospital.

Instructional Staff

Juliana Cobb (2017). Laboratory Specialist. B.S., Union University; M.S., East Carolina University.

Lisa Conway (2012). Laboratory Specialist. B.S. and D.V.M., Texas A&M University.

Heather Hetrick (2019). Laboratory Specialist. B.S. and M.U.Ed., Union University

Cathy Huggins (2009). Laboratory Specialist. B.S. and B.S.M.T., Arkansas State University; M.B.A., Union University.

Robert Wamble (2011-2015, 2017). Laboratory Specialist, Director for Anatomical Services and Director for Plastination. B.S., University of Tennessee; D.V.M., Auburn University.

Staff

Anna Livingston (2018). Academic Secretary—Biology and Chemistry. B.S.W., The University of Mississippi.

Curriculum

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 or other professions, or prepare for secondary-level science teaching. Students participate in independent or group research as well as specific courses.

Because contemporary biology leans heavily on mathematics and physical sciences, students majoring in biology should include mathematics, statistics, chemistry, and physics. In the freshman year students in BIO 112 will build a foundation for study of biological processes. Students can proceed to the first 200-level biology course during the second semester of the freshman year. In the sophomore year, students 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 as appropriate. Biology courses at the 300-400 level should be taken during the junior and senior years, with seminar reserved for the senior year. Students will examine in detail how organisms function and interact with their environment and each other.

General Biology, Botany, and Zoology majors are required to complete a minor and are encouraged to minor in chemistry. Conservation Biology and Cell and Molecular Biology majors are exempt from the minor requirement.

Conservation Biology Majors may meet the requirements to become a Certified Wildlife Biologist by taking twelve hours of communication. The General Core requirement for COM 112 and electives of COM 121 and COM 235 may be used to fulfill 9 hours of this requirement. The remaining hours may be selected in consultation with your assigned faculty advisor.

I. Major in General Biology—42 hours

1. BIO 112, 210, 211, 215, 315, 318—24 hours
2. Four 300-level BIO courses—14 hours minimum
3. BIO 425, 426, 437, 498—4 hours

(Majors are required to take CHE 111 from Group A list of laboratory science options in the general core.)

II. Major in Zoology—43–44 hours

1. BIO 112, 200, 210, 211, 301, 312, 316, 336—32 hours
2. Select one from: BIO 304, 310, 315, 317, 323, 325—4 hours
3. Select one from: BIO 318, 321, 324, 356, 357, 360—3 or 4 hours
4. BIO 425, 426, 437, 498—4 hours

(Majors are required to take CHE 111 from Group A list of laboratory science options in the general core.)

III. Major in Cell and Molecular Biology—72–73 hours

1. BIO 112, 211; 210 or 215—12 hours
2. BIO 315, 323, 325, 397—15 hours
3. Three of BIO 307, 309, 310, 316, 317, 320, 321, or 324—12 hours
4. One 300-level BIO Elective—3 or 4 hours
5. CHE 111, 112, 314, 315, 324, 326, 319, 329—26 hours
6. BIO 425, 426, 437, 498—4 hours
7. No minor is required

IV. Major in Conservation Biology—66–68 hours

- A. Prerequisites or Corequisites: CHE 111; 2 MAT courses 111 or higher
- B. BIO 112, 200, 210, 215; PHY 112 or higher—20 hours
- C. BIO 303, 304, 305, 318, 335, 355—20 hours
- D. BIO 425, 426, 437, 498—4 hours
- E. Two of BIO 337, 358, 359, or 360—8 hours
Four of BIO 301, 312, 315, 316, 321, 324, 336, 356, 357—14–16 hours
- F. No minor is required.

V. Major in Botany—42–44 hours

1. BIO 112, 211, 215, 337, 358, 359, 360—28 hours
2. Select three electives (at least one from each group):
Group A: BIO 304, 318, 321, 355
Group B: BIO 315, 323, 325
3. BIO 425, 426, 437, 498—4 hours

(Majors are required to take CHE 111 from Group A list of laboratory science options in the general core.)

VI. Teacher Licensure in Biology (Grades 6–12)

- A. Major requirements as shown above with General Biology Major to include 316 (or 307 and 309).
- B. Students will take BIO 419 and an additional 300-level elective applicable to biology major in place of BIO 425, 426, 437.
- C. Additional requirements: PHY 111 and 112; CHE 111 and 112; MAT 114 or 208 (in B.S. core); CSC 105; and membership in BIOME.

D. Professional Education:

1. Prior to Internship—EDU 150, EDU 305, EDU 358, PSY 213, PSY/SE 230.
2. Fall of Internship Year—EDU 306, 340, 418, 440
3. Spring of Internship Year—EDU 441 and 451
4. CSC 105 is required in the BA core

E. Completion of applicable portions of the Praxis II.

F. For additional information, see the Director of Educator Preparation.

VII. Minor in Biology—21–24 hours

- A. BIO 112
- B. Two 200-level BIO courses—8 hours
- C. Three 300-level BIO courses—9–12 hours, no more than 2 may be from BIO 307, 309, 322.

Major in Biology with Discipline-Specific Honors

The Biology Discipline-Specific Honors program offers advanced training in laboratory and library research through completion of contract courses with expanded requirements, an original research project, as well as colloquium attendance.

Application Timeline/Process

- At least three full semesters, preferably four, must remain before graduation
- Applications are submitted to the Office of the Director of the Honors Community after the student has met with the Chair of the Department of Biology

Admission Requirements

- Minimum GPA of 3.50 both overall and in Biology
- Completion of at least one semester at Union prior to application
- Completion of 16 credit hours applicable toward the Biology major including BIO 112 and at least one 300-level BIO course.

Progression

- Maintain at least a 3.50 GPA both overall and in Biology
- Complete each honors contract course with a B or better

A one-time, one-semester probation will be allowed to correct a deficient GPA. If the deficiency is not corrected, the student will be dismissed from the Honors program. A one-time, one-semester probation also will be allowed for students failing to meet other expectations, as determined by their thesis advisor and/or Biology Chair. Appeals may be instituted by students in the manner stipulated in the Student Handbook. Application forms may be obtained from the Department Chair.

Honors Requirements

Accepted students will

1. Complete 12 hours of contract courses, selected from among the 300-level biology courses that count toward the Biology major, by entering into a contract with the instructor of each chosen course that outlines the additional course requirements
2. Attend at least four colloquia during each year (8 total) and, within one week of attendance, submit

a reflection paper on each colloquium to his or her thesis advisor. At least one of the four colloquia attended each year must be sponsored by the Biology Department.

3. Design and complete an honors project/thesis that will lead to either an off-campus presentation or to a paper suitable for submission to an appropriate professional journal. This project meets the research requirement for all Biology majors.

Assessment of Majors

Biology majors are required to take two terminal courses as a requirement for graduation: BIO 410, Research Experience for Educators or BIO 437 Research Experience; and BIO 498, Seminar. The Department may administer the Major Field Examination to senior biology majors in BIO 419 and 437.

Student Organizations

Biologists In Observation of 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.

Union's Biology department has formed a local chapter of **Tri-Beta**, which is an honorary society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research (www.tri-beta.org).

Student Awards

The **Biology Research Award** is given by the faculty of the Department of Biology to the student in BIO 437 who presents the best research paper of the year, based on an original piece of work.

Whiteaker Freshman Biology Award. The Department selects a freshman major or minor 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 for non-science majors focused on the basic ideas to enable students to appreciate the living world and their relationship to it. Topics : the cell, genetic basis of life, biodiversity, survey of the 5 kingdoms of life, ecology, and the environment. Three hours lecture and 2 hours laboratory/week. No credit toward BIO major/minor.

110. Global Biology (4) S

A course for non-science majors focused on global issues in biology, including global diversity, global health; agriculture and biotechnology; and the interactions between humans and nature. Three hours lecture and 2 hours laboratory/week. No credit toward BIO major/minor.

112. Principles of Biology (4) F, S

A study of the basic characteristics of organisms, dealing with structure, function, reproduction, and ecology. Three hours lecture and 3 hours laboratory/week.

200. Wildlife Biology (4) S

Prerequisite: BIO 100 or 112.

Biological concepts involved in fisheries and wildlife biology, their application in practice, and exploration of contemporary issues facing the organisms, habitats, and human consumers. Three hours lecture and 3 hours laboratory/week.

201. Survey of Microbiology (4) S

Pre- or Corequisites: BIO 221 and BIO 222.

Emphasis on observation, growth, identification and control of microbes with focus on selected microbial diseases. Four hours lecture per week to include lab demonstrations and simulations. No credit toward BIO major/minor.

210. Zoology (4) F, S

Prerequisite: BIO 112.

Classification, morphology, physiology, and ecology of vertebrate and invertebrate animals. Three hours of Lecture and 3 hours of laboratory/week.

211. Microbiology (4) F, S

Prerequisite: BIO 112

Pre- or Corequisite: CHE 111

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

215. Botany (4) F, S

Prerequisite: BIO 112.

Pre- or Corequisite: CHE 111.

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

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

The first semester of a 2-semester course for nursing, physical education, and allied health students. Body systems studied include the integumentary, nervous, skeletal, and muscular. Three hours lecture and 2 hours laboratory/week. No credit toward BIO major/minor.

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

A continuation of BIO 221. Systems studied include: urinary, cardiovascular, lymphatic, endocrine, digestive, and respiratory. Three hours lecture and 2 hours laboratory/week. No credit toward a BIO major/minor.

300. Pathophysiology (3) F, W, S

Prerequisites: BIO 221 and 222.

Study of various states of altered health. Topics: 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 a BIO major/minor.

301. Invertebrate Zoology (4) F–Even Years

Prerequisites: BIO 112, 210, and 4 hours applicable to the BIO major.

Students will develop practical vocational skills by working within a framework of designing, performing, and communicating novel scientific research as we explore the diversity, natural history, physiology, and behavior of invertebrate animals. Three hours lecture and 3 hours laboratory/week.

303. Natural Resources Policy (3) F–Odd Years

Prerequisites: BIO 112, 200, and 4 hours applicable to the BIO major.

Examines current laws and policies governing public and private lands and the conservation of wildlife in the United States.

304. Experimental Design and Biostatistics (4) F

Prerequisites: 12 hours applicable to the BIO major; MAT 111 or higher (MAT 114 or 208 recommended).

Introduces students to the basic concepts and techniques underlying statistical analysis of data in a biological context. Students will be given the opportunity to identify a variety of biological problems, develop specific questions, design and conduct experiments to address these questions, formulate and test hypotheses, choose and run the appropriate statistical test, and interpret the outcomes of such test. Three hours lecture and 3 hours laboratory/week.

305. Conservation Techniques (3) S–Even Years

Prerequisites: BIO 112, 200, and 4 hours applicable to the BIO major.

A field intensive introduction to techniques for determining the age of many species, trapping for population assessments, terrestrial and aquatic sampling methods, methods for assessing population health through necropsies, and habitat management techniques. One hour lecture and 6 hours laboratory/week.

307. Advanced Human Anatomy and Physiology I (4) F

Prerequisites: BIO 112, 210 and 4 hours applicable to the BIO major.

The 1st of a 2-semester sequence designed primarily for science majors seeking to establish a knowledge base of human anatomy and physiology. Body systems studied include the integumentary, skeletal, muscular, and nervous systems. Three hours lecture and 3 hours laboratory/week.

309. Advanced Human Anatomy and Physiology II (4) S

Prerequisite: BIO 307.

A continuation of BIO 307 studying body systems: endocrine, cardiovascular, respiratory, urinary, digestive, and lymphatic. Three hours lecture and 3 hours laboratory/week.

310. Histology (4) W–Every Third Year

Prerequisites: BIO 112 and 8 hours applicable to the BIO Major.

The branch of anatomy that deals with structure, composition, design and function of body tissues as it relates to the principles of physiology, biochemistry, molecular biology and medicine. Three hours lecture and 3 hours laboratory/week.

312. Comparative Vertebrate Anatomy (4) F–Odd Years

Prerequisites BIO 112, 210, and 4 hours applicable to the BIO major.

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

315. Genetics (4) S

Prerequisites: BIO 112, BIO 211, and 4 hours applicable to the BIO major.

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

316. Physiology (4) S

Prerequisite: BIO 112, 8 hours applicable to the BIO major, CHE 111-112. BIO 210 and CHE 314 are recommended.

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

317. Developmental Biology (4) F

Prerequisite: BIO 112 and 8 hours applicable to the BIO major. BIO 210 is recommended.

A study of development in organisms, including both classical, descriptive embryology and contemporary investigations of processes involved in morphogenesis and differentiation.

318. Ecology (4) S

Prerequisite: BIO 112 and 8 hours applicable to the BIO major.

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

320. Immunology (4) F

Prerequisites: BIO 112, 211, and 4 hours applicable to the BIO major; CHE 314/324 is recommended.

Structure and function of the immune system and some diseases related to the immune system. Laboratory will focus on a group research project. Three hours lecture and 3 hours laboratory/week.

321. Ecotoxicology (4) As Needed

Prerequisites: BIO 112, 8 hours applicable to the BIO major 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 within that ecosystem, and the methodology of assessing pollutant damage. Three hours lecture and 3 hours laboratory/week.

322. Human Gross Anatomy (3) S

Prerequisites: BIO 221 and 222 or 210.

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

323. Cell Biology (4) S

Prerequisite: BIO 112 and 8 hours applicable to the BIO major.

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. Three hours lecture and three hours laboratory/week.

324. Medical Parasitology (4) W—Every Third Year

Prerequisite: BIO 112 and 8 hours applicable to the BIO major.

Parasitology is a course that will apply information learned in a variety of Biology courses to the study of parasites and parasitic diseases. Specifically, this course will address the ecology, epidemiology and biochemistry of parasites and diseases caused by parasites. The laboratory will focus on the identification of important parasite groups and methods for host examination and diagnosis. Three hours of lecture and 3 hours laboratory/week.

325. Molecular Biology (4) F

Prerequisites: BIO 112, 211 and 4 hours applicable to the BIO major; CHE 314/324 is recommended.

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

335. Conservation Biology (3) S—Even Years

Prerequisites: BIO 112, 200, and 4 hours applicable to the BIO major.

A study of the principles of conservation and wildlife management. Examines the ecology of species of interest and the habitat manipulation techniques used in the conservation of such organisms.

336. Ecology and Conservation of the Vertebrates (4) F—Even Years

Prerequisites: BIO 112, 210 and 4 hours applicable to the BIO major.

Study of the natural history and ecology of North American vertebrates, including fish, amphibians, reptiles, birds and mammals. Conservation concerns of particular vertebrates will be examined. Three hours lecture and 3 hours laboratory/week.

337. Taxonomy of the Vascular Plants (4) S—Odd Years

Prerequisites: BIO 112, 215 and 4 hours applicable to the BIO major.

A study of the vascular plants of the eastern United States, focusing on the common herbaceous plants, vines, shrubs, and trees and their identification in the field. Field trips required. Two hours lecture and 6 hours laboratory/week.

355. Environmental Ethics (3) S—Even Years

Prerequisite: BIO 112 and 8 hours applicable to the BIO major.

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

356. Marine Biology (3) W

Prerequisite: BIO 112 and 8 hours applicable to the BIO major.

Corequisite: BIO 357.

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

357. Ornithology (3) W

Prerequisite: BIO 112 and 8 hours applicable to the BIO major.

Corequisite: BIO 356.

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

358. Plant Physiology (4) S—Even Years

Prerequisites: BIO 112, 215, 4 additional hours applicable to the BIO major, and CHE 111 (CHE 112 recommended).

Study of physiological factors influencing the chemical and structural composition of plant absorption and utilization of water and minerals; photosynthesis, translocation, respiration, nitrogen metabolism; and growth and development. Physiology is the study of how plants function, including resource acquisition, energy creation and use, resource allocation, life cycle, and stress response. Three hours lecture and three hours laboratory/week.

359. Dendrology (4) F-Even Years

Prerequisites: BIO 112, 215, and 4 additional hours applicable to the BIO major.

This course will focus on the identification and management of trees, focusing on forest ecology and silvicultural practices. The laboratory will include field trips that will focus on tree identification. Three hours lecture and three hours laboratory/week.

360. Plant-Insect Interactions (4) As Needed

Prerequisites: BIO 112, 215 and 4 hours applicable to the BIO major. BIO 210 is strongly recommended.

This course is designed to introduce the student to insects and their relationships with plants. Lecture will cover insect ecology, taxonomy, and biology, as well as plant strategies to overcome insect damage and mutualism between plants and insects. The laboratory and field portions of the class will involve insect collection and identification, along with the evaluation of positive and negative impacts of insects on plants. Three hours lecture and 3 hours laboratory/week.

419. Research Experience for Educators (2) S

Prerequisites: EDU 305; Junior Standing; 20 hours applicable to the Biology major; Minimum BIO GPA 2.0.

An introduction to the skills necessary to conduct scientific research. Each student will develop a research question and explore research addressing that questions. Students will attend all scheduled presentations. Course is not available by audit.

425. Introduction to Research (1) F, S

Prerequisites: Junior Standing, 20 hours applicable to the 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. Students will attend all scheduled presentations. Course not available by audit.

426. Research Experience I (1) F, S

Prerequisites: BIO 425 or 415, minimum BIO GPA of 2.0.

Individual research in accordance with the proposal developed and approved in 425. Students will attend all scheduled presentations. Course is not available by audit. Students may only take this course during winter or summer if the student is also registered for Short Term Research Experience (428) for a fall or spring semester.

428. Short Term Research Experience (1) W, Su

Prerequisites: BIO 425 and minimum BIO GPA of 2.0; Research conducted during winter or summer term. Does not substitute for BIO 426. Course is graded Pass/Fail and is not available for audit.

437. Research Presentation (1) F, S

Prerequisites: BIO 426, minimum BIO GPA of 2.0.

Presentation of results of 426 as a publishable manuscript and oral presentation. Not available by audit.

498. Biology Seminar (1) F, S

Prerequisites: 28 hours applicable to any BIO major, minimum BIO GPA of 2.0, and senior standing.

Written and oral presentation of a library research paper and weekly discussions of current biological research. May be modified at the discretion of the department. Not available by audit.

Course Offerings for Au Sable Institute of Environmental Studies

The following courses are taught only at AuSable Institute. In addition, other courses are taught at AuSable Institute. See their catalog for course descriptions of courses currently offered at www.ausable.org:

Land Resources (4)

A systems-level perspective on land forms and ecosystems. Includes analysis and interpretation of field data, remote-sensing data derived from satellites and aircraft and geographic information systems (GIS), including field trips to and analysis of forests, wetlands, lakeshores, and rivers. Includes application to policy and land use planning. Prerequisite: one year of introductory science.

Lake Ecology and Management (4)

Field study of lakes and other freshwater systems with applications to planning and management. Investigates representative lakes, streams, and wetlands of the region and develops prescriptions for stewardship of these water resources.

Environmental Applications for Geographic Information Systems (4)

Theory and application of spatial analysis for applied social and ecological problem-solving. This course combines GPS field data collection; ArcGIS use for storage, processing, interpretation, and presentation of data; location and integration of existing source information; and remote sensing integration with GIS applications. The course is designed around an environmental project to apply GIS techniques for real-world problem-solving in protecting and restoring ecosystems.

Restoration Ecology (4)

Ecological and theoretical foundations for ecosystem and biotic community restoration. This course develops ecological principles for ecosystem restoration and applies them to redeeming and restoring degraded and damaged ecosystems and endangered species. Field studies include analysis of restoration and rehabilitation work with the Kirtland Warbler, an officially designated wild river, coastal dunes, kettle-hole bogs, deforested lands, degraded residential and farming sites, and abandoned oil wells. A practical field laboratory is included in which techniques are applied to a specific site. Prerequisite: one year of biology and one course in ecology or field biology, or permission of professor.

179-279-379-479. External Domestic Study Programs (1-3)

As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

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

295-6-7. Special Studies (1-4)

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

395-6. Special Studies (1-4)

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

397. Special Studies in Cell and Molecular Biology (3)

F or S

Upper-level group studies that 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).

DEPARTMENT OF CHEMISTRY

COLLEGE OF ARTS AND SCIENCES

Faculty

Michael Hayes (2009). Professor of Chemistry and Department Chair. B.S., Union University; Ph.D., University of Texas at Austin.

Tamara (Betsy) Caceres (2019). Assistant Professor of Chemistry. B.Pharm., Universidad Central del Este, Dominican Republic; Ph.D., Utah State University

Jimmy H. Davis (1978). Hammons 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).

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

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

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

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

Staff

Anna Livingston (2019). Academic Secretary—Biology and Chemistry. B.S.W., University of Mississippi

Giley Wright (2004). Stockroom Coordinator. B.S., Union University.

Curriculum

The chemistry program at Union University seeks to serve effectively all students, recognizing different needs, interests, and career goals. The 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 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 processes which characterize life systems while developing an inquiring attitude toward scientific exploration. The curriculum is intended to provide liberal arts students with a working knowledge of science and to meet the needs of students who wish to:

- continue study in chemistry at the graduate level;
 - teach science at the elementary or secondary school level;
 - prepare to enter a health science profession such as medicine, dentistry, medical technology, pharmacy, nursing, physical therapy, or other allied health fields;
- or

- become a professional/industrial chemist.

Students who complete the chemistry or biochemistry degree as described below or upon their coursework being approved by the chair of the department, will receive degrees that are certified by the American Chemical Society. Our certified programs offer students a broad-based and rigorous chemistry education that provides them the intellectual, experimental, and communication skills necessary to become successful scientific professionals.

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

I. Major in Chemistry—46 hours

- A. CHE 111, 112, 211, 221, 314, 315, 317, 318, 319, 324, 326, 327, 335, 498
- B. Research, 3 hours from: 424 or 425
- C. One of: 405, 430, 435

II. Major in Biochemistry—70 hours

- A. CHE 111, 112, 211, and 221—13 hours
- B. CHE 314, 315, 324, 326—10 hours
- C. CHE 317, 318, 319, 329, 327, 335—19 hours
- D. CHE 424/425—3 hours
- E. CHE 498—1 hour
- F. BIO 112, 211, 315, 325—16 hours
- G. BIO—one 200-level Elective—4 hours
- H. BIO—one 300-level Elective—4 hours
- I. No minor is required.

III. Major in Medical Technology—102–105 hours

- A. Chemistry 111, 112, 211-21, 314-15, 319, 324, 326
- B. Biology 112, 211, 221, 222, 315, 316, 320
- C. Physics 213-214 or 231-232
- D. Computer Science (3 hours) and MAT 111 or preferably MAT 211
- E. A minimum of 33 hours of Medical Technology at an affiliated hospital as the fourth year of study.

IV. Major in Chemical Physics—119 hours

Designed for those seeking a broad background in the physical sciences to pursue graduate work in chemistry or physics or secondary teacher licensure, the major permits students with previous experiences to shorten the time spent in formal education without reducing the quality of the degree obtained.

Students with an advanced preparation in secondary school or as college sophomores may be selected for this program. Entrance as a freshman requires an ACT Composite of 26 or higher with a Math ACT of 25 or higher, 4 units of high school math with a B average or better, high school chemistry and physics with a B average or better, and a successful personal interview with a faculty admissions committee. Entrance as a sophomore requires readiness to enter MAT 211, CHE 111 and PHY 231 with a cumulative and science GPA of 2.5 or higher, and a successful interview with admissions committee.

- A. CHE 111, 112, 211, 221, 314, 315, 324, 326, 317, 318, 327, 319, 335—38 hours

- B. PHY 231, 232, 311, 313, 314; 325 or 420; 430–26 hours
- C. PHY or CHE 424; PHY or CHE 498; Upper-level PHY or CHE—4 hours
- D. MAT 211, 212, 213, 314—15 hours
- E. ENG 111, 112; 201 or 202—9 hours
- F. ART 210; CHR 111, 112; BIO 112; HIS 101; and 9 hours of social science—27 hours
- G. No minor is required.

V. Teacher Licensure with Endorsement in Chemistry 6–12

- A. Complete the requirements for the Chemistry major as shown above including CHE 405.
- B. Additional Requirements: CSC 105, PHY 112 (in B.S. core), PHY 231 and 232, MAT 212 (in B.S. Core), and membership in SMACS.
- C. Professional Education:
 1. Prior to Internship—EDU 150, EDU 305, EDU 358, PSY 213, PSY/SE 230.
 2. Fall of Internship Year—EDU 306, 340, 418, 440
 3. Spring of Internship Year—EDU 441 and 451
 4. CSC 105 is required in the BA core
- D. Completion of applicable portions of the Praxis II.
- E. For additional information, see the Director of Educator Preparation.

VI. Minor in Chemistry

- A. CHE 111, 112, 211, 221, 314, 315, 324 326—23 hours
- B. Elective, one of: 317, 319, 335, 405, 430–3 or 4 hours

Major in Chemistry with Discipline-Specific Honors

In addition to the requirements listed in I., students must complete

- A. Honors contracts in two of the following courses: CHE 211, 315, 318, 319, or 335
- B. An honors contract in one of the following courses: CHE 405, 430, or 435
- C. An honors contract in CHE 424/425 and 498

Major in Biochemistry with Discipline-Specific Honors

In addition to the requirements listed in II., students must complete

- A. Honors contracts in two of the following courses: CHE 211, 315, 318, 319, or 335.
- B. An honors contract in CHE 329.
- C. An honors contract in CHE 424/425 and 498.

Admission Requirements for Majors with Discipline-Specific Honors

- Completion of at least 15 hours at Union University or in transfer

Progression in Majors with Discipline-Specific Honors

To remain in the program a student must earn at least a B in each honors contract course in the major. A student who earns a B in two honors contract courses in the major may continue in the program only with permission of the department committee. This committee of three or four faculty (including the course

instructor or research mentor) will be created for each course. The committee will approve the honors contract with the student and will evaluate the honors project on a satisfactory/unsatisfactory basis. The course instructor will determine the overall course grade.

Honors Contract Courses

1. Honors Contract Course Projects

In addition to the normal coursework, the discipline-specific honors student must complete one project in each honors contract course as noted here:

- a. In the first honors contract course, prepare a review article on a topic studied within the course.
- b. In the second honors contract course, prepare and deliver two 30-minute lectures on topics studied within the course.
- c. In the third honors contract course, prepare a societal impact study of an important chemically related topic.

2. Research Course Project

The student must complete the first honors lecture course before starting the research course. The research course includes preparation of a formal written proposal for the work to be completed (written before work starts) and a defense of the proposal before the department committee.

3. Seminar Course Project

The student must prepare a research proposal (similar to the one for the research course) on a different topic and make an oral presentation of the proposal to the class and committee.

Assessment of Majors

The Department utilizes standardized tests of the American Chemical Society as final examinations for the first and/or second semester of all one-year courses. These courses include General (CHE 111-2), Organic (CHE 314-5 and CHE 435), and Physical (CHE 317-8). Standardized examinations are also used as the final examination in Fundamentals (CHE 105), Analytical (CHE 211), and Biochemistry (CHE 319-29), and Inorganic (CHE 335 and CHE 430). Examination results are used to monitor progress of students as a group through their course of study at Union. Strengths and weaknesses of courses are also assessed by comparing class averages with national norms. Students are required to complete a research project (CHE 424) and give a seminar to faculty and colleagues (CHE 498).

Student Organizations

Student Members of the American Chemical Society is organized to better acquaint 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 15 hours in natural science and mathematics and with a minimum 3.0 GPA 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 **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

102. Chemistry of Common Consumer Products (4) S, Su

A study of several of the many chemical compositions found in the everyday lives of American consumers. Students will learn how highly specialized mixtures of diverse substances enable the safety, comfort and convenience of early 21st century life. From this students will be equipped to make better product purchase and use decisions throughout their lives. Three 1-hour lectures and one 3-hour laboratory period/week. This course is for adult students only.

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

An introductory general chemistry course that includes study of both physical and chemical properties, structure and reaction of matter. Not applicable to pre-health professions except Nursing. Science credit will not be given to a student who has completed a course in either CHE or PHY. Three 1-hour lectures and one 2-hour laboratory period/week.

106. Fundamentals of Chemistry II (4) As Needed

Prerequisite: CHE 105 or 111.

A beginning course in organic and biochemistry with emphasis on topics specifically related to the health sciences: carbohydrates, fats, proteins, vitamins, hormones, normal and abnormal metabolic processes, and the role of ATP. Not open to science majors other than physical science and nursing. Three 1-hour lectures and one 3-hour laboratory period/week.

111. General Chemistry (4) F, W

Prerequisite: ACT math subscore 21 or higher or instructor consent.

A comprehensive study of the fundamental experiments, principles, and theories of chemistry with emphasis on quantitative relationships. The structure and properties of matter with their energy relationships are stressed. Three (four for enhanced sections) 1-hour lectures and one 3-hour laboratory/week.

112. Chemical Equilibrium (4) W, S

Prerequisite: CHE 111.

Quantitative study of chemical principles, including detailed study of the principles of equilibrium in chemical systems. Three 1-hour lectures and one 3-hour laboratory period/week.

113. Survey of Chemical Instrumentation (2) W–Even Years, S–Odd Years

Prerequisite: CHE 111.

An introduction to chemical instrumentation used in industry, including titrations, spectroscopy, and chromatography. One lecture and one 3-hour lab/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 and electrochemistry analysis. Three 1-hour lectures/week.

221. Analytical Chemistry Laboratory (2) S

Prerequisite: CHE 112; Corequisite: CHE 211.

The application of gravimetric, titrimetric, spectrophotometric quantitative analysis, and chromatographic separations to the study of chemistry. Two 3-hour laboratory periods/week.

300. Chemical Safety and Health (1) S–Even Years

Safety policies and procedures for the use of hazardous chemicals. Topics include awareness, routes of chemicals into the body, safety apparatus and use; identification, types of chemical hazards; proper ways to handle, store, and dispose of hazardous chemicals.

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 mechanisms, and stereochemistry are included. Some functional groups containing halogen and oxygen are examined in detail.

315. Organic Chemistry II (3) S

Prerequisite: CHE 314; Corequisite: CHE 326.

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 are examined. Three 1-hour lectures/week.

317. Physical Chemistry I (3) F

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

Application of physical techniques to chemical systems with emphasis on thermodynamics. The laws of thermodynamics are derived and applied to phase and chemical equilibria, electrochemical cells, and surface phenomena.

318. Physical Chemistry II (3) S

Prerequisite: CHE 317.

A continuation of CHE 317 with emphasis on dynamics and quantum chemistry: kinetics, mechanisms, and photochemistry; atomic and molecular electronic structure and application to spectroscopy.

319. Biochemistry (4) F

Prerequisite: CHE 315, CHE 326, and BIO 112.

Introduction to the organic chemistry of living systems. Topics include the structure and function of proteins, enzymatic control of chemical reactions, catabolism, anabolism, bioenergetics, biosynthesis, and molecular biology. Three 1-hour lectures and one 3-hour lab/week.

324. Organic Chemistry Laboratory (2) F

Corequisite: CHE 314.

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 3-hour labs/week.

326. 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 3-hour labs/week.

327. Physical Chemistry Laboratory (2) S

Corequisite: CHE 318.

The application of physical methods in the study of chemical compounds. Two 3-hour labs/week.

329. Biochemistry II (4) S

Prerequisite: CHE 319.

A continuation of 319 with emphasis on bioenergetics and metabolism. Topics include the function and molecular control of catabolic pathways for proteins, lipids, and carbohydrates as well as anabolic pathways for biological synthesis of these molecules. Three 1-hour lectures and one 3-hour lab/week.

335. Intermediate Inorganic Chemistry (3) S

Pre- or Corequisite: CHE 315.

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) W—Odd Years

Prerequisite: CHE 211 and 315.

Study of rapid changes in earth's atmosphere, water, and soil caused by the activities of humankind with attention to the ozone layer, air quality, and water cycles. The vectors, fate, and treatment/removal strategies for organic and heavy metal pollutants are discussed. Three 1-hour lectures and one 3-hour lab/week.

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

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

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

Prerequisite: CHE 211. Pre-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 1-hour lectures and one 3-hour lab/week.

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

Prerequisite: CHE 315.

Extensive treatment of topics including reaction mechanisms, stereochemistry, heterocyclic chemistry, and molecular rearrangements. Three 1-hour lectures and one 3-hour lab/week.

498. Seminar (1-3) S

Prerequisite: 20 hours of chemistry and junior/senior standing. Skills in scientific and technical presentations, written and oral, are polished. To be used at the discretion of the department for majors and minors only.

Medical Technology Hospital-in-Residence Curriculum

411. Clinical Chemistry (6)

Chemical analysis of various body fluids and the study of their relationship to disease states.

412. Instrumentation (1)

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 classification of anemias, leukemias, and other blood cell abnormalities.

422. Advanced Microbiology (7)

A lecture and lab course covering the role of microorganisms as they cause disease in humans. Methods employed in the identification of bacteria, fungi, viruses, and rickettsiae.

423. Serology (2)

A lecture and lab course in immunology, including demonstrating reactions between antigens and antibodies. 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.

425. Parasitology (2)

A study of parasites of medical significance, both indigenous and foreign, with particular emphasis on life cycles and identification.

431. Urinalysis (2)

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 medical graduate for positions of leadership as supervisors and instructors.

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

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

295-6-7. 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 study under the guidance of a faculty member(s).

489-9. Seminar (1-3)

To be used at the discretion of the department.

DEPARTMENT OF COMMUNICATION ARTS

COLLEGE OF ARTS AND SCIENCES

Faculty

Steve Beverly (1993). Associate Professor of Communication Arts. B.A., University of Georgia; M.A., Auburn University.

Ashley Blair (1999). Associate Professor of Communication Arts. B.A., Union University; M.A., University of Memphis.

Chris Blair (1997). Professor of Communication Arts. B.A., Union University; M.A. and Ph.D., University of Memphis.

Aaron Hardin (2016). Assistant Professor of Communication Arts. B.A., Union University; M.F.A., University of Hartford.

John Klonowski (2013). Assistant Professor of Theatre. B.A., Lewis University; M.F.A., University of California Davis.

Ted Kluck (2015). Assistant Professor of Communication Arts. B.A., Indiana University; M.F.A., Ashland University.

Instructional Staff

Raymond H. Eaton (2009) Broadcasting Technician. M.S., University of Tennessee, Knoxville; M.M., Freed-Hardeman University.

Staff

Sydney Kelley (2018) Academic Secretary—Communication Arts. B.S., Union University.

Mission Statement

The Communication Arts Department provides a practical and theoretical education in written, oral, and visual communication with a Christian worldview that prepares students to be culture-makers across a broad spectrum of contexts.

Curriculum

The Department offers a wide range of courses designed to meet the complex and significant theoretical and communication skill requirements in its respective professional fields.

The Department is affiliated with several organizations and programs that enhance student learning:

- the Los Angeles Film Studies Center
- American Studies Program
- Washington Journalism Center
- the Southwestern Photojournalism Conference
- the Southeastern Journalism Conference
- the International Public Debate Association
- the Public Relations Student Society of America

- the Radio-Television News Directors Association
- the International Digital Media and Arts Association
- the Tennessee Theatre Arts Conference
- the Southeastern Theatre Conference
- the Tennessee Associated Press Conference

Faculty encourage participation in regional and national conferences.

Communication Arts majors are not allowed to double major or double minor within the department. Non-Communication Arts majors may double minor in the department except in the areas of Journalism, Public Relations, and Broadcast Journalism.

I. Major in Journalism—45 hours

- A. Major Requirements: COM 112, 121, 210(x2), 220, 236, 242, 334, 352, 415, 430–33 hours
- B. Professional Electives—Select 12 hours from: COM 320, 323, 326, 327, 329, 336, 347, 356, 360, 399, 407, 486(x2)

II. Major in Broadcast Journalism—45 hours

- A. Major Requirements: COM 112, 121, 220, 230, 245, 347, 352, 365, 399(x2), 406, 430–36 hours
- B. Professional Electives
Select 9 hours from: COM 210, 211, 236, 242, 320, 329, 356, 407, 486

III. Major in Public Relations—45 hours

- A. Major Requirements: COM 121, 220 or 236, 242, 320, 323, 343, 356, 360, 416, 423, 430–33 hours
- B. Professional Electives—12 hours
 1. Select 6 hours from: COM 325, 329, 334, 415
 2. Select 6 hours from: COM 210, 399, 488

IV. Major in Communication Studies—45 hours

- A. Major Requirements: COM 112, 121, 242, 430–12 hours
- B. Professional Electives—33 hours
 1. Select one upper-level course from each of the following areas: journalism, media, public relations, speech and theater—15 hours
 2. Select 18 hours of COM courses

V. Digital Media Communications Major—49 hours

- A. Major Requirements: COM 121, 220, 236, 276, 365, 430; CSC 360—19 hours
- B. Professional Electives: 30 hours
 1. Select 9 hours from: COM 327, 337, 427; CSC 361
 2. Select one course from each group—6 hours:
 - a. COM 320, 325, 356
 - b. COM 323, 329, MKT 328

3. Select 9 hours from: COM 230, 245, 326, 336, 346, 360, 410, 426

4. Select 6 hours from: COM 399, COM 483

VI. Major in Film Studies—45 hours

A. Major Requirements—15 hours

COM 123, 328, 306, 421, 430

B. Production Electives—9 hours

Select 3 courses from: COM 220, 221, 230, 317, 410, 412

C. Performance Electives—6 hours

Select 2 courses from: COM 211, 240, 245, 345

D. History Electives—3 hours

Select one of: COM 338 or 309

E. Theory Electives—6 hours

Select 2 courses from: COM 301, 302, 438; CHR 348; PHL 448; ENG 311; PSC 300

F. Select 6 hours from: COM 399 (repeatable 3 times),

COM 484 (repeatable 2 times)

VII. Major in Rhetoric—33 hours

A. COM 112, 211, 218, 235, 311, 416, 417—21 hours

B. Select 12 hours from the following:

COM 170(x2), 240, 245, 270(x2), 299(x3), 312, 325, 370(x2), 399 (1 hr. x 3), 470(x2), BLAW 421, CHR 363, PHL 345

VIII. Major in Theatre—42 hours

A. COM 123, 240, 221, 330, 341, 342, 350, 399(x3), 412

B. Select 15 hours from: COM 211, 301, 302, 311, 312, 317, 345, 399(x3), 494, EDU 426

IX. Major in Theatre and Speech with Teacher Licensure (Grades K-12)

A. Major requirements—79 hours

1. COM 112, 123, 211, 218, 221, 235, 240—21 hours

2. COM 311, 312, 330, 341, 342, 412—18 hours

B. Required Minor in Professional Education—40 hours

1. Prior to Internship—EDU 150, EDU 305, EDU 358, PSY 213, PSY/SE 230.

2. Fall of Internship Year—EDU 306, 340, 426, 440

3. Spring of Internship Year—EDU 441 and 451

4. CSC 105 is required in the BA core

X. Minor in Broadcast Journalism—21 hours

A. Requirements: COM 121, 220, 230, 245, 352—15 hours

B. Select 6 hours (to include 3 upper-level) from: COM 211, 347, 399, 406, 486

XI. Minor in Communication Studies—21 hours

A. Select 12 hours of COM courses (any level)

B. Select 9 hours of upper-level COM courses

XII. Minor in Digital Media Studies—21 hours

A. Choose two courses from each list:

1. ART 120, 221, 345, 346, 347, 348

2. COM 220, 236, 320, 327, 356, 365

3. CSC 200, 265, 335, 360, 361

B. a 3-hour course in area of emphasis must be chosen from one of the lists above.

XIII. Minor in Film Studies—18 or 22 hours

A. Required for both Tracks: COM 328—3 hours

B. Track One—15 hours

1. Required: COM 338, CHR 348

1. Select 3 courses from: COM 301, 302, 309, 438; ENG 311; PHL 448; PSC 300

C. Track Two—19 hours

1. Select 3 hours from: COM 301, 302, 309, 338, 438; CHR 348; ENG 311; PHL 448; PSC 300

2. Admission to Los Angeles Film Studies Center: Check with the Communication Arts Department, Intercultural Studies, or lafsc.bestsemester.com for details.

XIV. Minor in Journalism—18 hours

A. COM 210 (x2), 334, 415—12 hours

B. Select 6 hours from: COM 121, 220, 236, 343, 360, 407, 421

XV. Minor in Photojournalism—18 hours

A. Required courses: COM 121*, 236*, 326, 336, 346, 426

Students whose major requires COM 121, 236 may substitute with courses from: ART 232; COM 360, 327, 481.

XVI. Minor in Public Relations—18 hours

A. COM 323, 343, 423—9 hours

B. Select 9 hours from: COM 121, 220, 236, 242, 320, 329, 356, 360, 361, 415, 416

XVII. Minor in Rhetoric—18 hours

Select 18 hours (9 must be 300 level or above) from:

COM 170(x2), 112, 211, 218, 235, 270(x2), 299(x3),

311, 325, 370(x2), 399(1 hr. x3), 416, 417, 470(x2);

BLAW 421

XVIII. Minor in Theatre—21 hours

A. COM 123, 211, 240, 412; COM 112 or 235—15 hours

B. Select 2 from: COM 301, 311, 317, 330, 341, 342, 345, 350—6 hours

Major in any Communication Arts Field with Discipline-Specific Honors

Students must do all of the following in order to earn

Discipline-Specific Honors in Communication Arts:

A. Meet the admission requirements for the University Honors program.

1. 3.5 GPA

2. At least 15 credit hours at the university level

B. Fulfill Honors contracts in three upper-level, content-based courses.

C. Complete the Honors thesis project (enrolled in COM 495).

D. Present the Honors project in the appropriate format.

E. Successfully defend the Honors thesis/project.

F. Satisfy the Honors Colloquium requirement as set by the Honors Community.

Student Organizations

Beta Mu is the Union chapter of Alpha Psi Omega, the national honorary dramatic fraternity. Membership is based on attainment in theatre. The chapter sponsors Campus Day activities, coffee house presentations, and a variety of other events.

The Bulldog Communication Group, a student-run public relations agency, provides students with portfolio building opportunities by offering communication services to clients on campus and in the community. Positions in the firm are awarded via an application process.

Alpha Epsilon Rho is the Union chapter of the **National Broadcasting Society**. AERho encourages and rewards scholarship and accomplishment among students of broadcasting, establishing meaningful communication between student and professional broadcasters, and fostering integrity in the use of the powerful instruments of radio, television, film, cable and its many associated business industries.

The **Public Relations Student Society of America (PRSSA)** is open to all students interested in the public relations profession and society activities. PRSSA is student-led and relates to the practice of public relations, planning a PR career, and acquiring the skills needed in public relations.

The **Union Broadcasting System (UBS)** exists for students interested in broadcasting. UBS is a student chapter of the Radio-Television News Directors Association. UBS produces news programming and documentaries for public TV, the live daily news program Jackson 24/7, and Union's basketball games. UBS also provides opportunities for students to strengthen contacts with professionals in the industry.

The **Union Debate Team** is open to all students and competes four or five times a semester in the International Public Debate Association. Membership is based on an interview with the team's director.

The **Union Film Society** seeks to increase interest in and understanding of the art and process of filmmaking through a variety of experiences, including film screenings, filmmaking seminars, and film projects.

The **Cardinal & Cream** is the student news publication. The newspaper is online and updated daily during the fall and spring semesters. A full-color news magazine, C&C, is published each semester. Staff positions are open to all classes and majors.

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.

120. Mass Media (3)

Functions, responsibilities, and influence of various mass communication media. Students review the economic, technical, historical, regulatory, and sociological aspects of radio, television, film, newspapers, magazines, books, advertising, and public relations and are offered opportunities for telephone conferences with significant media figures.

121. Writing Across Media Platforms (3) F,S

Introduction to news writing skills for the beginning media student to understand the differences and similarities of writing for print and broadcast media.

123. Introduction to Theatre and Film (3) F—Even Years

An introductory study of the techniques of theatre and film, designed as a foundational study to make play and movie going more meaningful and better appreciated.

205. Sport Media (3) S

Reciprocal credit: PEWS 205. See PEWS 205 for course description.

210. Journalism Practicum (3) F, S

Prerequisite: COM 121.

Application of journalism fundamentals to the *Cardinal & Cream*. Includes: writing, editing, layout, advertising, management and production. May be taken 3 times.

211. Voice and Diction (3) S

Study and development of the voice with exercises in articulation and pronunciation. Seeks to evaluate vocal weaknesses and provide students with the tools to improve their voices. A special unit emphasizes improving regionalisms and southern dialect.

218. Argumentation and Debate (3) F

An oral communication class that seeks to assist the student in developing a critical mind and verbal acumen through researching, analyzing, and developing sound arguments for and rebuttals to various issues; and viewing and participating in various forms of educational debate. Includes parliamentary procedure.

220. Digital Storytelling (3) F,S

An introductory course to visual storytelling using a variety of digital media. Students will learn to create and deliver compelling and emotionally engaging narratives for a variety of purposes, combining video, still images, audio and interactivity.

221. Stagecraft (3) F—Alternate Years

Stagecraft is designed to introduce the students to the basic production elements of technical theatre such as scenery and prop construction, lighting and sound rigging, and scenic painting. This course is predominately hands-on, so the student will be immersed in a practical and authentic theatrical production experience.

230. Television Production (3) F

Overview of the elements of production: cameras, sound, lighting, and videotape recording using a switcher. Students work with these in producing television programs.

235. Interpersonal Communication (3) F, W, S, Su

Identify communication problems in interpersonal relationships 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.

236. Digital Photography (3) F, S

The basics of seeing a story-telling photograph and learning to apply the basics of photography to help communicate a message. Emphasis will be placed on setting high standards of visual integrity and communication ethics and on developing an understanding of the role of photojournalism in shaping and reflecting contemporary society. The history of photojournalism, current trends, and the varied challenges found in this field will be explored.

240. Acting Theory and Technique (3) F—Even Years

Various acting theories and practices with emphasis on exercises in physical training, vocal reproduction, character projection, and the aesthetics of acting.

242. Communication Theory and Research (3) F

Focuses on practical research associated with the pursuit of a degree in communication. Emphasis is on developing a research attitude, research skills, and a research vocabulary. Deals with surveys, validity, and the interpretation of data.

245. Broadcast Performance (3) S

Development of professional vocal, visual, personality, and performance skills by use of simulated newscasts, interviews, and script narrations.

276. DMC Sophomore Seminar (1) F

Introduces the student to the basic methodologies, technologies, and expectations of the Digital Media Communications major, utilizing case studies, guest speakers, and field trips.

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—Odd Years

This course explores the subtle uses of symbolism in presenting subtextual messages. Students view and analyze a variety of films and taped theatre productions.

302. The Films of Peter Weir (3)

This class will strive to examine the overall perspective, position, and point of view of the content and images as well as the vision and values within Peter Weir's body of work.

305. Drama (3) F

Prerequisites: ENG 201 and 202. Reciprocal credit: ENG 305. See ENG 305 for course description.

306. Entertainment Industry (3) S

A survey of current industry practices and careers in the entertainment industry. Students will learn about the professional guilds; the core business configuration of the film/television industry; and professional expectations in the entertainment industry.

309. History of Animation (3) S

A historical survey of animated motion pictures from the medium's pre-history through the modern era in America and abroad. Emphasis will be placed on the major movements, genres, and themes in narrative film from the silent era, early talking pictures, the studio system, and post-classical cinema. Lectures and class discussions are accompanied by screenings of appropriate films.

311. Oral Interpretation of Literature (3) F—Even Years

Analysis, adoption, and staging of various literary genres for solo and ensemble performance including techniques for Reader's Theatre staging and performances before an audience.

312. Creative Writing (3) F, S

Prerequisites: ENG 201 and 202. Reciprocal credit: ENG 312. See ENG 312 for course description.

317. Technical Theatre (3) S—Even Years

Design, installation and use of stage lighting, sound, and other technical elements of theatre productions

318. Advanced Composition (3) S; W—As Needed

Prerequisites: ENG 201 and 202. Reciprocal credit: ENG 318. See ENG 318 for course description.

320. Organizational Communication (3) S

Organizational structure, communication networks, and employer-employee relationships. Emphasis: conducting interviews and performance appraisals, decision-making strategies, ethics, team-building, and the communication audit.

323. Principles of Public Relations (3) F

Introduction to principles, practices, context, and structure of public relations examining both the process and its implementation in business, industry, and institutions.

325. Communication Training and Development (3)

An interactive experience emphasizing the process by which organizations help managers and employees improve performance and increase job satisfaction.

326. Social Documentary S—Even Years

Prerequisite: COM 336.

Social documentary photojournalism is an attempt to bear witness, to bring attention, and to advocate. At its best, it tries also to communicate something a concerned and informed photographer felt when he/she released the camera's shutter. Social documentary photojournalism communicates through a complex distillation of visual truth and interpretation. This course will take a close look at work that has made an impact on its audiences and at the photographers who produced it. Technical proficiency and visual awareness will continue to broaden.

327. Interactive Media I (3) F

Prerequisite: COM 220.

Introduction to principles, practices, context, and structure of public relations examining both the process and its implementation in business, industry, and institutions.

328. Film Theory and Criticism (3) F

An introduction to the scholarly aesthetic analysis and study of cinema teaching students the critical skills involved in the interpretation of film. Includes a foundational study of the forms, functions, and history of film arts to develop appreciation and skill in analysis.

329. Principles of Advertising (3) F

An overview of the field of advertising, including its history in the United States, advertising as a business, current career opportunities in the field, and past and current trends in both traditional and new media.

330. Theatre Production (3) S—Odd Years

Fundamentals of successful stage production and technique: directing, acting, and rehearsing; organization; play choice and casting; and scenery, costuming, makeup, and lighting.

334. Immersion Journalism (3) S

Prerequisite: COM 121.

This workshop-based course introduces students to reading and writing in immersion journalism, the long interview, the personal essay, and memoir. This includes (but is not limited to) things like travel and nature writing, observational or descriptive essays, and literary journalism.

336. Advanced Digital Photography (3) S

Prerequisite: COM 236.

Course will broaden proficiency and visual awareness in the articulation of ideas through learning how to "see" light, capturing the moment, documentary photography, portraiture, fashion, food, architecture, advertising, and sports. It will also stress exploring a fresh view of the commonplace, maintaining high standards of visual communication and understanding the relationship between words, photographs, and design.

337. Interactive Design (3) S

Pre- or corequisite: COM 327.

Using hands-on experiences to edit, layout and develop interactive projects, to provide a practical understanding of navigation and user interface design principles, with emphasis placed on multi-platform template design, usability, information visualization and collaborative communication.

338. Development of Cinema (3) S—Odd Years

Historical survey of motion pictures with emphasis on major movements, genres, and themes in narrative film from the early silent era, early talking pictures, the studio system, and post-classical cinema.

341. Theatre History I (3) F—Odd Years and**342. Theatre History II (3) S—Even Years**

A survey of the historical development of the Theatre from its beginnings through the Elizabethans with emphasis on selected plays. The sequel considers from the French Neoclassical period to present day.

343. Public Relations Writing (3) F

Prerequisite: COM 121; Corequisite: COM 323.

Practical application of public relations writing process for various media with focus on targeting publics using research, audience analysis, message design, and selection of communication channels.

345. Advanced Acting/Improvisation (3) S—Odd Years

Advanced acting characterization, historical styles, and improvisational techniques.

346. Photo Editing (3) F—Even Years

Prerequisite: COM 336.

An exploration of the technical aesthetic qualities of photographs and how these factors affect editorial decisions concerning their use in publications. Students will acquire skills in visual editing and participate in discussions of ethical and legal issues. Understanding subject emphasis, application of framing techniques, characteristics of good photographs, universal themes, photograph evaluation, recognizing impact value, and ethics will be stressed.

347. Broadcast News Producing and Management (3) F

Management and producing theories and techniques for the newsroom learned from studying day-to-day decision making, personnel management, regulation, story decision, and ethical dilemmas faced by news directors and senior producers.

350. Christian Drama (3) S—Odd Years

Exploration of the meaning of and possible uses for theatre from a Christian perspective.

352. Reporting for Broadcast Media (3) F

Prerequisite: COM 121.

This course is designed to improve and expand the news gathering and writing skills of the media student, further developing understanding of broadcast news writing, news judgment and construction of broadcast news stories, as well as social responsibility and an ethical framework for broadcast journalists.

356. Social Media Theory and Strategies (3)

An exploration of the theoretical foundations of social media and the relevant strategies necessary to understand, critically evaluate, and create in this emerging digital space. The course will be split between thinking critically about the ramifications of social media on personal and professional communication, and gaining fluency in the tools necessary to create a strategic digital identity.

360. Publication Design (3) F

Using hands-on experiences to edit, design, layout, and develop camera-ready documents to provide practical knowledge of state-of-the-art publishing technology.

361. Reporting for Print and Online Media (3) S

Prerequisites: COM 121 and 220.

This course is designed to improve and expand the news gathering and writing skills of the media student, further developing understanding of print news writing, news judgment and construction of print news stories, as well as social responsibility and an ethical framework for print journalists.

365. New Media Theory and Trends (3) F

An introduction to the critical study of new media, with a focus on the history of contemporary digital media, the theories developed to make sense of contemporary digital media, and the social and political impact of digital technologies. This course will also consider coming and future trends in media technologies in light of the history and theory of new media.

399. Advanced Communications Practicum (1-3) F, S

Prerequisite: Instructor consent.

Practical hands-on experience in communications. Students work with a faculty member on specific projects related to one of the various media productions to enhance their knowledge and expertise in their major. May be repeated for a maximum of 9 semester hours.

406. Documentary Reporting (3) S

Prerequisites: COM 230 and 352.

Combines advanced skills in broadcast production with writing, producing, and reporting for a regular news magazine for cable television.

407. Special Topics in Journalism (3)

Prerequisite: COM 121.

This course will vary depending on the semester to include a broad range of special topics related to the journalism field.

410. Digital Filmmaking (3) F—Even Years

Prerequisite: COM 220.

Focused on the narrative style of storytelling, this course will expand students' understanding of the technical, theoretical and aesthetic issues inherent to time-based media, with specific focus on the role of Christians in media.

412. Fundamentals of Directing (3) S—Even Years

The art of the director, culminating in production of a one-act play by each student.

415. Magazine and Feature Writing (3) S

Prerequisite: COM 351 and senior standing.

Practical experience in mastering the craft of writing the special feature; each student is encouraged to prepare an article for publication.

416. Persuasion (3) S—Odd Years

A study of theories, strategies, and applications relating to persuasion. Students examine rhetorical address, advertising, public relations, interpersonal communication, and political communication. Topics include language, ethics, audience-analysis, imagery, culture, reasoning, credibility, and motivation.

417. Advanced Public Speaking (3) S-Even Years

Prerequisite: COM 112 or 235.

An oral communication skills course that teaches advanced public speaking skills including impromptu and manuscript speeches, speaking while using technology, speech writing, and special occasion speeches. Rhetorical criticism, critical thinking, and verbal fluidity are also covered.

421. Introduction to Screenwriting (3)

Prerequisite: COM/ENG 312. Reciprocal Credit: ENG 421.

The key to every great film is a great script. Screenwriters need to be adept at not only conceptualizing a film, but also conveying that idea to the industry, and, most importantly, putting pen to paper and writing a script that rings true with layered characters, meaningful conflict, and authentic dialogue. This course will allow students to consume important and transcendent screenplays and explore the journey from idea to finished script.

423. Public Relations Campaigns (3) S

Prerequisites: COM 242, 323, 343.

Examines preparation of comprehensive public relations campaigns with emphasis on critical thinking and problem solving through use of case studies.

426. Photojournalism Professional Portfolio (3) F

Prerequisite: COM 336.

This course will explore the many variations of portfolio presentation in today's marketplace and the photographs needed to present a well-rounded collection. Preparation of a portfolio based upon research in the student's areas of interest will be a primary target of the class. Looking closely at potential clients, target audiences, various ways of delivery, and the images needed for a portfolio will be addressed.

427. Interactive Media II (3) S

Prerequisite: COM 327.

Project-based approach toward developing skills in the creation of interactive media using industry standard software, interactive design theories, needs assessment, and project management procedures.

430. Communications Law (3) F

Prerequisite: Senior standing.

The legal controls and government regulations on mass media. Students will study case precedents involving the freedom and rights of the press and broadcasters.

438. Censorship and Propaganda in Film (3) As Needed

The practice and patterns of censorship in cinema. Issues include local and state censorship boards, legal challenges, organized public pressure, and self-regulatory efforts by the industry. The use of film as propaganda, including Soviet cinema theory, Nazi film propaganda, and American use of film in supporting war efforts will be considered.

481. Internship in Photojournalism (3) F, W, S, Su

Prerequisite: Three courses required in the Photojournalism minor; permission of the chair.

The main purpose of an internship in Photojournalism is to provide the minor with an opportunity to practice and enhance their skills and knowledge in a real-world environment. The experience is more than a job in the sense that it continues the student's education at a higher level of engagement. It is also an opportunity for the student to connect what they are learning in the classroom to an authentic experience in their discipline.

483. Internship in Digital Media (3) F, W, S, Su

Prerequisites: COM 220, CSC 360, and two additional courses from the DMC major; permission of the chair.

The main purpose of an internship in Digital Media is to provide the major with an opportunity to practice and enhance their skills and knowledge in a real-world environment. The experience is more than a job in the sense that it continues the student's education at a higher level of engagement. It is also an opportunity for the student to connect what they are learning in the classroom to an authentic experience in their discipline. Course may be repeated for credit.

484. Internship in Film and Television (3)

Prerequisites: Permission of the chair.

The main purpose of an internship in Film & Television is to provide the major or minor with an opportunity to practice and enhance skills and knowledge in a real-world environment. The experience is more than a job in the sense that it continues the student's education at a higher level of engagement. It is also an opportunity for the student to connect what they are learning in the classroom to an authentic experience in their discipline. Course may be repeated for credit.

486. Internship in Television Broadcasting (3) F, W, S, Su

Prerequisites: Permission of the chair.

The main purpose of an internship in Television Broadcasting is to provide the major with an opportunity to practice and enhance skills and knowledge in a real-world environment. The experience is more than a job in the sense that it continues the student's education at a higher level of engagement. It is also an opportunity for the student to connect what they are learning in the classroom to an authentic experience in their discipline. Course may be repeated for credit.

487. Internship in Journalism (3) F, W, S, Su

Prerequisites: COM 121; 2 required courses in the major; permission of the chair.

The main purpose of an internship in Journalism is to provide the major with an opportunity to practice and enhance skills and knowledge in a real-world environment. The experience is more than a job in the sense that it continues the student's education at a higher level of engagement. It is also an opportunity for the student to connect what they are learning in the classroom to an authentic experience in their discipline. Course may be repeated for credit.

488. Internship in Public Relations (3) F, W, S, Su

Prerequisites: COM 323; 3 required courses in the major; permission of the chair.

The main purpose of an internship in Public Relations is to provide the major with an opportunity to practice and enhance skills and knowledge in a real-world environment. The experience is more than a job in the sense that it continues the student's education at a higher level of engagement. It is also an opportunity for the student to connect what they are learning in the classroom to an authentic experience in their discipline.

489. Internship in Theatre (3)

Prerequisites: COM 123; COM 221 or COM 240.

The main purpose of an internship in Theatre is to provide the Theatre major or minor with an opportunity to practice and enhance their skills and knowledge in a real world environment. The experience is more than a job in the sense that it continues their education at a higher level of engagement. It is also an opportunity for the student to connect what they are learning in the classroom to an authentic experience in their discipline.

494. Special Studies in Theatre (1-4) F

Available in multiple departmental prefix:

170-270-370-470. Debate Practicum (1 each) F,S

Corequisite: Participation in the Union Debate Team.

Practical experience in the field of academic debate, public speaking and critical thinking. A maximum of 8 hours may apply toward graduation.

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

195-6-7. Special Studies (1-4)**295-6-7. 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. Independent Study (1-4)

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 COMPUTER SCIENCE

COLLEGE OF ARTS AND SCIENCES

Faculty

G. Jan Wilms (1992). University Professor of Computer Science and Department Chair. 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.

Haifei Li (2004). Associate Professor of Computer Science. B.E., Xi'an Jiaotong University, Xi'an, China; M.S. and Ph.D., University of Florida.

Staff

Christine Rowland (2006). Academic Secretary—Engineering, Physics, Math, and Computer Science.

Student Awards

A **Departmental Award** is given to the senior who places first in the Major Field Test for Computer Science as partial fulfillment of 498.

First Year Programming Award is awarded to a computer science student by the Department of Computer Science. A student is selected for excellence and expertise in first year programming courses.

The **Bill Truex Award in Computer Science** is presented to the outstanding senior in the department based on demonstrated creativity, enthusiasm, and academic achievement.

Curriculum

The department offers seven plans of study: Computer Science major, Information Technology major, Digital Media Studies major, Computer Science minor, Computer Information Systems minor, Digital Media Studies minor, and an interdisciplinary minor in Computational Engineering Science.

Upon completion of the Computer Science Major, the student will have an understanding of and an appreciation for the interrelation of the main areas of study in Computer Science. The major provides a solid foundation of the concepts while emphasizing practical application; therefore, the graduate will be able to continue study in Computer Science at the graduate level or enter the job market.

Whereas the CS major is more theoretical in nature, Information Technology is more practical and includes organizational issues and information systems. It deals more with soft skills and has fewer math prerequisites. IT produces graduates who possess the right combination of knowledge and practical, hands-on expertise to take care of both an organization's information technology infrastructure and the people who use it.

The Digital Media Studies minor is an interdisciplinary program joining Art, Communication Arts, and Computer Science. Its purpose is to produce a student 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 technological advances in digital communications.

The Computer Science Minor is intended for students interested primarily in pursuing a career in computer science or a related field immediately upon graduation.

The 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.

CSC 100 and 105 are not applicable to any major/minor in the department.

I. Major in Computer Science—42 hours

- A. CSC 115 (or 105 and 106), 125, 160, 205, 255, 270.
- B. CSC 321, 365, 425, 341 or 455, 498.
- C. Electives: 9 hours (3 hours must be upper-level).
- D. Prerequisites: MAT 205, 211-12, 315.

II. Major in Information Technology—39 hours

- A. Prerequisites: MAT 205 and Technical Writing
- B. CSC 115 (or CSC 105 and 106), 125, 130, 235, 265—16 hours
- C. CSC 310, 321, 341, 360, 365—15 hours
- D. CSC 455, 485, 498—8 hours

III. Minor in Computer Science—21 or 22 hours

- A. CSC 115 (or CSC 105 and 106), 235; CSC 321 or 365—9 hours.
- B. CSC 125 or 255—4 or 3 hours.
- C. Select CSC Upper-level Elective—3 hours
- D. Select one track:
 - 1. CSC 205 and 341.
 - 2. CSC 160 and 170.
 - 3. CSC 220 and 425.
 - 4. CSC 360 and 361.

IV. Minor in Computer Information Systems—21 or 22 hours

- A. CSC 115 (or CSC 105 and 106).
- B. CSC 125 or 255—4 or 3 hours.
- C. CSC 235, 321, 360, 365.
- D. CSC 395 or 411—3 hours.

V. Minor in Digital Media Studies—21 hours

- A. Choose two courses from each list:
 - 1. ART 120, 221, 345, 346, 347, 348
 - 2. COM 220, 236, 320, 327, 356, 365
 - 3. CSC 200, 265, 335, 360, 361
- B. A 3-hour course in area of emphasis must be chosen from one of the lists above.

VI. Minor in Computational Engineering Science—18 hours

A. EGR 109, 209, 325

B. CSC 255, 329

C. MAT 315, 360

D. If a student has taken all required courses but needs additional credits for the minor as the courses above count toward other degrees, students can (with advisor approval) count any other math, science, computer science, or engineering course that does not already fulfill a major/minor degree requirement.

Assessment of Majors

All senior computer science majors must take the Major Field 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

100. Introduction to Computer Literacy (3) F, S

An introductory class on computer literacy for the non-major/minor adult student. This course is not intended for the traditional student. The purpose of the course is to prepare the student for successful use of computer technology and to achieve competency through hands-on practice. Cannot be taken after CSC 105.

105. Survey of Microcomputing Applications (3) F, S

An introduction, for the non major/minor, to computers and their applications. Includes computer and information literacy, but the main emphasis is on competency with software through hands-on practice. Due to content overlap, students cannot get credit for both 105 and 115.*

106. Algorithm Development (1) As Needed

How to analyze a problem and design a solution with a specific and explicit sequence of steps that must be performed. Emphasis is on logical thinking and debugging, not on the syntax of any particular programming language. This course is intended for students who need CSC 115 but have already completed CSC 105. It cannot be earned for credit after earning credit in CSC 115.

115. Computer Science: Introduction and Overview (3) F, S

Introduction exposing majors/minors to the breadth and interrelationships of courses in the field and empowering others 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. Due to content overlap, students cannot get credit for both 105 and 115.* Must earn a C or higher to apply to majors in the department.

*Either 105 or 115 apply to the B.S. specific core, but not both.

125. Computer Science I: Programming in Java (4) 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. Must earn a C or higher to apply to major/minor.

130. System Administration and Maintenance (3) S— Alternate Years

Introduces system administration and maintenance as well as platform technologies. Includes operating systems, applications, administrative activities and organization, and computing infrastructures. Focuses on the Linux operating system.

160. Digital Systems (3) F

Corequisites: CSC 115.

Binary codes, Boolean algebra, combinational logic design, flip-flops, counters, synchronous sequential logic, programmable logic devices, MSI logic devices, adder circuits.

200. Mobile Device Programming (3) F

Prerequisite: CSC 115.

Recommended Prerequisite: CSC 125

Covers the fundamental programming principles, software architecture and user experience considerations underlying handheld software applications and their development environments.

205. Computer Science II: Algorithms and Data Structures (3) F

Prerequisite: CSC 125.

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 (3) S

Major social and ethical issues in computers and the Internet, including impact of computers on society and the computer professional's code of ethics.

255. Programming in C (3) S

Prerequisites: CSC 115 or EGR 109.

Introduces the procedural programming paradigm using ANSI C. Must earn a C or higher to apply to CSC major/minor.

265. Fundamentals of Human Computer Interaction (3) F—Alternate Years

Corequisite: CSC 115

Introduces HCI, including human factors, HCI aspects of application domains, human-centered evaluation, developing effective interfaces, accessibility, emerging technologies, human-centered software development.

270. Computer Architecture (3) S

Prerequisite: CSC 160.

Introduction to the architecture of stored-program digital computer systems including processor and external device structures and operations, machine operations and instructions, and assembly language concepts and programming.

310. Information Assurance and Security (3) S—Alternate Years

Corequisites: CSC 365.

Recommended Prerequisite: CSC 235.

Introduces IAS including fundamental aspects, security mechanism, operational issues, policy, attacks, security domains, forensics, information states, security services, threat analysis and vulnerabilities.

321. Database Management Systems (3) F

Prerequisites: CSC 115 and Junior standing.

Hands-on approach to the design of databases: conceptual design using E-R model and logical design using the relational model and database programming using SQL. The architecture of database application is discussed including the 3-tiered model and web access. Queries, forms, reports and application will be studied by implementing them in a client-server environment.

329 Parallel Computing (3) F—Alternate Years

Pre-requisite: CSC 255

An overview of the various forms of parallelism currently used in computing, including the role of hardware, the operating system, and software. Modern techniques for parallelism are examined, including threads, distributed computing, and GPU-based computation. Students will achieve proficiency in at least one tool for parallel programming and will use that tool to solve real-world problems that can benefit from a parallel rather than a sequential approach.

335. Computer Graphics (3) F—Alternate Years

Prerequisite: CSC 125 or 255.

Recommended Prerequisite: MAT 315.

An investigation of a wide range of computer graphics via programming techniques. Topics include graphic display theory, graphic techniques, applications, and hardware.

341. Software Engineering (3) F—Alternate Years

Prerequisite: CSC 125.

Issues involved with the life cycle of large and complex software systems. Topics include software planning, specifications, coding, testing, and maintenance.

360. Web Building and Site Management (3) F

Fundamentals 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, and the delivery of basic multimedia content.

361. Web Applications (3) S.

Prerequisite: CSC 360.

Recommended Prerequisites: CSC 125 and 321.

Examines the world of server-side web technologies and the development of web application tools. This will be accomplished by exploring methodologies for building web applications; exploring various methods of web data base exchange, and examining the aesthetics of a well-formed application for various applications like content management systems, personalized service centers, and other tools that push the power of databases to the web.

365. Data Communications and Networking (3) S

Prerequisite: CSC 115.

Introduction to 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.

Process of designing computer-based systems for business applications, tools and techniques of systems development and management; advantages and disadvantages of conversion from existing to new systems will be discussed.

425. Operating Systems (3) F

Recommended Prerequisites: CSC 130, 220, 270, and 365.

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. Theory is augmented by detailed study of implementation of an existing operating system.

455. Programming Languages (3) S—Alternate Years

Prerequisite: CSC 125 or 255.

Issues in programming language design, specification, and implementation: overview and comparison of major contemporary languages; analysis of translation process with focus on context-free grammars; and investigation of data representation, binding, sequence control, logic and object oriented paradigms. Theory is augmented by implementation of a tokenizer and parser for a simple language.

465. Formal Language (3) As Needed

Prerequisites: CSC 255 and MAT 315. Recommended prerequisite: CSC 455.

Theoretical foundations of computer science including formal languages and automata, parsing of context-free languages, Turing machines, computability, and complexity.

485. Internship in Computer Science (1-3) As Needed

Prerequisite: CSC 115; one of CSC 220, 235; one of 321, 360, 365.

Selected students are assigned as interns to obtain supervised practical work related to the CS discipline at a business or non-profit organization.

498. Computer Science Seminar (2-3) S

Prerequisite: 20 hours of CSC and taken in Senior Year.

The setting for administering the Major Field Test and addressing topics where the department perceives need for additional instruction. Students will 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 multiple departmental prefix:

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

195-6-7. Special Studies (1-4)**295-6-7. 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)

499 Seminar (1-3-)

To be used at the discretion of the department for majors only. Individual research under the guidance of a faculty member(s)

DEPARTMENT OF ENGINEERING

COLLEGE OF ARTS AND SCIENCES

Faculty

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

Don Van (2001). Professor of Engineering and Director of Accreditation. B.S. and M.S., University of Illinois in Chicago; M.S. and Ph.D., New Jersey Institute of Technology; P.E., CEM.

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

Georg Pinggen (2010). Associate Professor of Engineering. B.A., Samford University; B.S. and M.S., Washington University; Ph.D., University of Colorado at Boulder; P.E.

Randal S. Schwindt (2004). Professor of Engineering. B.S., Hardin-Simmons University; M.S., Texas A&M University; Ph.D., University of Illinois at Urbana-Champaign; P.E.

Staff

Christine Rowland (2006). Academic Secretary—Engineering, Physics, Math, and Computer Science.

Ethan Wilding (2015). Lab Systems Engineer. B.S., University of Memphis; B.S.E., Union University; M.S., University of Tennessee.

Objectives

1. Graduates will make contributions through engineering practice, graduate school, or other professional pursuits.
2. Graduates will solve problems through inventive thinking.
3. Graduates will participate in continuing education.
4. Graduates will exemplify Christian principles and ethical standards.

Curriculum

Union offers the Bachelor of Science in Engineering, BSE, with concentrations in electrical and mechanical engineering. The curriculum is designed to expose students to a broad base of engineering knowledge and the basic science and math upon which that knowledge rests. In addition, the curriculum at Union includes a strong general education component that provides a greater understanding of the world in which engineering products will ultimately be used.

Because engineering courses build upon one another, the prerequisite sequences that exist in the curriculum must be closely followed. Incoming freshmen will ideally be ready to begin the calculus sequence in their first semester in order to satisfy the various prerequisites and complete the degree in four years.

The engineering major must complete all General Core Requirements to include CHE 111 and MAT 211. The major must also complete the BSE Specific Core comprised of MAT 212, 213, 314 (11 hours); MAT 208 or 315 (3); CSC 255 (3) or CHE 113 (2) plus at least 1 hr. of EGR Elective and PHY 231-32 (10).

The student with an acceptable bachelor's degree seeking the BSE as his second baccalaureate will complete CHE 111, MAT 211 and the BSE Specific Core as prerequisites to the major as well the major requirements described below.

The minor in engineering will benefit non-engineering students who are interested in applied science or fields that involve instrumentation and technology. It can also be useful for students who intend to pursue graduate work in related disciplines not offered at Union.

The minor in computational engineering science will benefit science, engineering, and mathematics students who are interested in the intersection of these three fields. It combines Union's existing strengths in these disciplines to offer an innovative program of study that introduces students to the field of computational modeling and simulations.

The Union BSE program is accredited by the EAC Accreditation Commission of ABET, www.abet.org. Accreditation is a consideration for professional licensure in many states and for admission to some engineering graduate schools. ABET does not accredit minors.

I. Major in Engineering—61 hours

- A. Major core requirements—47 hours + a Concentration
 1. EGR 101, 105, 109, 210, 240, 250, 261, 262
 2. EGR 330, 342, 360, 375, 391
 3. EGR 475, 491, 492, 498
- B. Mechanical Engineering Concentration—14 hours
 1. EGR 320, 352, 355
 2. EGR 455, 456
- C. Electrical Engineering Concentration—14 hours
 1. EGR 361, 365
 2. EGR 405, UL EEC Elective

II. Minor in Engineering – 18 hours

EGR coursework to exclude EGR 391, 491, 492, and 498 (must include 6 upper level hours).

III. Minor in Computational Engineering Science—18 hours

- A. EGR 109, 209, 325
- B. CSC 255, 329
- C. MAT 315, 360
- D. If a student has taken all required courses but needs additional credits for the minor as the courses above count toward other degrees, students can (with advisor approval) count any other math, science, computer science, or engineering course that does not already fulfill a major/minor degree requirement.

Major in Engineering with Discipline-specific Honors

The discipline-specific honors program in engineering offers students an opportunity to go beyond the basic curriculum through taking engineering contract courses with expanded requirements, completing an original honors project, and attending colloquia sponsored by the Honors Community. Specific program requirements are outlined below, and additional details can be found on the engineering website.

Application Requirements

- At least three full semesters, preferably four, must remain before graduation.
- The applicant must first meet with the Chair of the Engineering Department. If approval to proceed is granted at the departmental level, the student must submit an application to the Office of the Director of the Honors Community.

Admission Requirements

- Students must have a cumulative GPA of at least 3.5, as well as a GPA of at least 3.5 in engineering courses.
- Students must have completed at least ten credit hours of sophomore-level engineering courses. Transfer students must have completed at least two engineering courses at Union.

Progression Requirements

- Students must maintain a GPA of 3.5 overall and in engineering courses.
- Students must complete each honors contract course with a grade of B or better and achieve satisfactory completion of the honors contract for each course.

Curriculum Requirements

- Students must take at least 12 credits of honors contract courses.
 - For electrical engineering concentration students, typical honors contract courses include EGR 361 (4 credits), EGR 405 (4 credits), EGR 475 (4 credits), and EGR 498 (1 credit).
 - For mechanical engineering concentration students, typical honors contract courses include EGR 320 (3 credits), EGR 355 (4 credits), EGR 475 (4 credits), and EGR 498 (1 credit).
- Students must complete an honors project that is distinctly different from the senior design project. The honors project will be either a research project or a humanitarian engineering design project, with specific requirements to be determined in conjunction with the student's departmental honors advisor. It is expected that a typical honors project will require roughly 250-300 hours of work.
- Students must attend four colloquia per year, organized by the Honors Community.

Assessment of Majors

Assessment of majors culminates with the Fundamentals in Engineering (FE) exam taken during the senior year. The test, prepared by the National Council of Examiners for Engineering and Surveying, is administered by the State of Tennessee as the first step toward becoming a licensed professional engineer.

Student Award

The **Service through Engineering Award** is given by the faculty of the Department of Engineering to the senior who best exemplifies the use of engineering knowledge in service to society.

Course Offerings in Engineering (EGR)

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

101. Introduction to Engineering Design and Analysis (2) F

Provides an overview of the engineering profession, including technical and legal responsibilities, the design and analysis method, and application of the engineering process to problem solving.

105. Engineering Graphics (3) F

Graphical communication methods through one of the widely used software packages-ProE; covers 2-D projections and views, 3-D surface and solid modeling, and general concepts such as object dimensions and tolerances.

109. Introduction to Matlab and Computer Programming (2) S

Pre- or Corequisite: MAT 211.

Introduces computer programming using Matlab as a high-level programming language and as an engineering computational tool. Includes general computer programming principles and structures and the unique features of Matlab, such as vector and matrix operations, with application to engineering.

209. Survey of Computational Engineering (1) S—Odd Years

Using tutorials, an introductory exposure to the broad analysis and optimization capabilities offered by modern engineering software packages will be provided. In particular, structural and thermal simulation and optimization will be explored with Creo Simulate and structural, thermal, fluid, and multi-physics simulations will be explored with COMSOL Multiphysics.

210. Materials Engineering (3) S

Prerequisites: CHE 111, PHY 231.

Examines the structure of material at the atomic level, including how physical, thermal, and mechanical properties affect the behavior of materials.

240. Mechanical Engineering Fundamentals I: Mechanics (3) F

Prerequisites: MAT 212; PHY 231.

Introduces vector analysis of forces and torques. Examines rigid bodies and determinate structures at equilibrium. Covers kinematics of a particle and of a rigid body. Presents kinetic analysis using force-acceleration, work-energy, and impulse-momentum techniques.

250. Mechanical Engineering Fundamentals II: Thermo-fluid Dynamics I (4) S

Prerequisite: PHY 232; Pre- or Corequisites: EGR 109; MAT 314.

Introduces macroscopic concepts of thermodynamics, including first and second laws, properties of a pure substance, and energy analysis; also introduces hydrostatics and fluid dynamics, including pressure distribution, relations for fluid particles, and development of conservation theorems. Includes weekly lab.

261. Electrical Engineering Fundamentals I: Digital Logic (3) F

Basic principles of logic design, including Boolean algebra, number systems, combinational and sequential logic, and programmable logic devices. Introduces computer simulation techniques for logic circuits. Credit toward the engineering major or minor will not be granted for both EGR 261 and CSC 160.

262. Electrical Engineering Fundamentals II: Electric and Electronic Circuits (4) S

Prerequisites: PHY 232; MAT 212; Pre- or Corequisite: EGR 109.

Fundamental concepts of circuits and electronics, including basic concepts, theorems, and laws of dc and ac circuits. Introduces power sources, passive circuit devices, op amps, and selected semiconductor devices. Includes weekly lab.

320. Mechanics of Materials (3) S

Prerequisites: EGR 210, 240; MAT 314.

The relationship between internal stresses and changes of form produced by external forces acting on solid bodies; also covers normal and shear stresses, strain, elasticity and plasticity, deformations, and loading.

325. Computational Analysis of Structures – Finite Element Methods (3) S – Even Years

Pre-requisites: EGR 109, MAT 212

Finite element methods will be introduced as a means to solve physical phenomena governed by partial differential equations through 1-D and 2-D examples from structural analysis, which will be implemented in Matlab, providing students with a “behind-the-scenes” glimpse of Computational Engineering. Further, this course will explore the most common mistakes made by users of Finite Element Methods in order to teach students how to recognize and avoid those mistakes.

330. Engineering Economy (3) S

Prerequisite: 7 EGR credit hours at the 200 level.

Presents basic principles of economic analysis related specifically to the realm of engineering; covers methods of developing engineering alternatives to capital investment projects using economic and financial principles.

342. Engineering Experimental Methods (3) F

Prerequisite: 7 EGR credit hours at the 200 level.

Teaches computer-based tools for engineering data analysis and experimental design; includes probability, statistical analysis, measurement errors, and graphical presentation methods.

352. Mechanical Engineering Laboratory (1) S

Prerequisite: EGR 342.

Demonstrates laboratory experimentation as a design and modeling tool. Emphasizes design of experiments and communicating engineering results. Includes planning, executing, and reporting on an area chosen by the students.

355. Thermo-fluid Dynamics II (4) F

Prerequisites: EGR 250; MAT 314.

Covers the 2nd law of thermodynamics, reversible/irreversible processes, entropy, steady-flow devices, power and refrigeration cycles, conduction, convection, and radiation heat transfer, as well as an application of the Navier-Stokes equations to internal and external viscous fluid flows. Includes weekly lab.

360. Modeling and Analysis of Linear and Dynamical Systems (3) F

Prerequisites: EGR 240, 262; MAT 314.

Presents analysis of linear time-invariant (LTI) systems using time-domain and frequency-domain techniques. Electrical and mechanical system dynamics are characterized and modeled using differential equations, impulse response, and Laplace and Fourier techniques. Includes extensive use of Matlab.

361. Digital Electronics (4) F

Prerequisite: EGR 261 or CSC 160

Design and simulation techniques for digital systems, including optimal state assignment and state reduction for sequential circuits, circuit fault analysis, and higher level conceptual modeling. Covers system level topics such as computer organization and design test techniques. Includes weekly lab.

365. Electromagnetics (3) F

Prerequisites: EGR 262, MAT 314

An introduction to engineering applications of electric and magnetic fields through the solution of Maxwell’s equations in free space and in materials subject to various boundary conditions. Topics include transmission lines, transmission line circuits, the wave equation, wave propagation in unbounded regions, wave reflection and transmission, and antennas.

375. Power Systems and Electrical Machines (3) F

Prerequisite: EGR 262.

Introduces the basic principles of power systems and electrical machines with an emphasis on 3-phase power, theory of machinery, and principles of machine operation. Topics include transformers, electro-mechanics, synchronous machines, induction motors, and DC motors and system-level topics such as power flow, faulty analysis, and economic operation.

391. Major Project Design Preparation (1) S

Prerequisite: 24 EGR credit hours

Provides a review of the engineering design process and allows the student to apply the early stages of the process (including needs assessment and project formulation) to the selection of a senior design project. Exposes students to project sponsors from industry or other external entities and allows them to assess various project proposals. Introduces the basics of project management and presents selected case histories in engineering design and problem solving.

405. Electronic Circuit Analysis and Design (4) S

Prerequisite: EGR 262.

Introduces fundamental principles of electronics, including analysis and design techniques for circuits containing diodes, field effect transistors, and bipolar junction transistors. Includes weekly lab.

416. Physical Principles of Solid State Devices (3) S

Prerequisites: EGR 262; MAT 314.

Introduces concepts in material science and quantum physics, including modern theory of solids, magnetic and optical properties of materials, semi-conductors and semi-conductor devices, dielectric materials, and superconductivity.

455. Energy Conversion (3) S

Pre- or Corequisite: EGR 355.

Provides a comprehensive analysis of current energy systems, including fossil power plants, nuclear plants, and other forms of renewable energy sources; covers the Rankine cycle, steam generators, combustion, and turbines; presents information on the environmental impact of energy generation.

456. Machine and Mechanism Theory and Design (3) F

Prerequisite: EGR 360.

Covers design, selection, and evaluation of mechanisms for various applications, including planar and spatial linkages, cams, gears, planetary and non-planetary gear systems, linkage synthesis, and linkage dynamics.

470. Heat Transfer (3) As Needed

Prerequisite: EGR 355.

The analysis of various heat transfer modes, including conduction, natural and forced convection, and radiation; introduces industrial applications of heat transfer such as heat exchangers, waste heat recovery, and steam generators in a nuclear plant or in a gas turbine electrical generator.

475. Control Theory and Design (4) S

Prerequisite: EGR 360.

Introduces analysis and design of linear control systems using root locus and frequency response techniques; includes system representation and control system characteristics. Includes weekly lab.

491. Major Project Design I (2) F

Prerequisite: 30 EGR credit hours and EGR 391.

Allows a student to work individually on a real-world engineering problem assigned by either the instructor or a sponsoring industry; requires the student to solve the problem by applying the engineering design and analysis method; involves oral and written presentations, where the written presentation is in the form of a design portfolio that documents a full engineering study of the project. This course must be taken the last full academic year in the program.

492. Major Project Design II (3) S

Prerequisite: EGR 491.

Allows a team of students to work on a real-world engineering problem assigned by either the instructor or a sponsoring industry; requires the student to solve the problem by team effort via project management; involves oral written presentations, where the written presentation is in the form required for EGR 491. The oral presentation will be a publicly announced event. This course must be taken the last full academic year in the program.

498. Engineering Seminar (1) S

Prerequisite: 30 EGR credit hours.

Provides an opportunity for students to discuss professional ethics and Christian conduct as engineers through case studies. Includes also presentations by engineers from local industry on current topics. This course must be taken the last full academic year in the program.

499. Seminar (1-3) As Needed

To be used at the discretion of the department.

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

195-6-7. Special Studies (1-4)**295-6-7. Special Studies (1-4)**

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

395. Special Studies (3)

Upper-level group studies applicable to electrical engineering which do not appear in the regular department offerings.

396-7. Special Studies (1-4)

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

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

Individual research under the guidance of a faculty member.

DEPARTMENT OF ENGLISH

COLLEGE OF ARTS AND SCIENCES

Faculty

David Malone (1999). Department Chair and Associate Professor of English. B.A., Wheaton College; M.A., State University of New York at Binghamton; Ph.D., Northern Illinois University.

Christine Bailey (2006). Associate Professor of English and Director of Composition Support. B.S., Tennessee Tech University; M.A., Belmont University; M.F.A., Murray State University; Ph.D., Indiana University of Pennsylvania.

Janna Chance (2007) Associate Professor of English. B.A., Texas A&M University; M.A. and Ph.D., Rice University.

Jason Crawford (2011). Associate Professor of English. B.A., Louisiana State University; A.M. and Ph.D., Harvard University.

Patricia L. Hamilton (2001). Professor of English. B.A., Biola University M.A., California State University, Fullerton; Ph.D., University of Georgia.

Scott Huelin (2009). Professor of English and Director of the Honors Community. B.A. and M.A., University of North Carolina; Ph.D., University of Chicago.

John Netland (2008). Provost and Vice President for Academic Affairs and Professor of English. B.A., Biola University; M.A., California State Polytechnic University; Ph.D., University of California, Los Angeles.

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

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

Staff

Melanie Kuykendall (2018). Academic Secretary—English and Languages. B.S., Union University.

Mission Statement

- 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.

Curriculum

I. Major in English With Creative Writing Emphasis —34 hours

A. Core requirements for all majors—13 hours

1. ENG 318 and 410—6 hours
2. ENG 450 or 460—3 hours
3. ENG 300 and 490—4 hours

B. Writing Core: ENG 312, 425, and 426—9 hours

C. Genre Studies: Select 2 from 305, 310, 311, 320, 336, 337—6 hours

D. Select 6 hours from ENG 305, 310, 311, 320, 325, 334, 335, 336, 337, 340, 342, 400, 422, 423, 427, 430, 431, 432, 433, 450 or 460, 395-6-7, 495-6-7.

II. Major in English with Literature Emphasis—34 hours

A. Core requirements for all majors—13 hours

1. ENG 318 and 410—6 hours
2. ENG 450 or 460—3 hours
3. ENG 300 and 490—4 hours

B. Advanced Literature Studies—6 hours

1. ENG 340 or 342
2. ENG 334 or 335

C. Genre studies: Select 1 from 305, 310, 311, 320, 336, 337—3 hours

D. Select 12 hours from ENG 305, 310, 311, 312, 320, 325, 334, 335, 336, 337, 340, 342, 400, 422, 423, 425, 426, 427, 430, 431, 432, 433, 435, 450, 460, 395-6-7, 495-6-7.

III. Teacher Licensure for English (Grades 6–12)

A. Major requirements as shown above for either concentration to include in the Creative Writing Emphasis ENG 334 or 335 and ENG 340 or 342, replacing choices under I.D. above.

B. Additional requirement: CSC 105

C. Professional Education:

1. Prior to Internship - EDU 150, EDU 305, EDU 358, PSY 213, PSY/SE 230.
2. Fall of Internship Year - EDU 306, 340, 420, 440
3. Spring of Internship Year - EDU 441 and 451

D. The student must earn a 3.0 major GPA.

E. Completion of applicable portions of the Praxis II.

F. For additional information, see the Assistant Dean for Teacher Education and Accreditation.

IV. English Minor Requirements

Building on the 12 hours of ENG required in the General Core, the minor requires 15 ENG hours >299.

Major in English with Discipline-Specific Honors

The Honors Program in the English Department is intended to offer outstanding students the opportunity to engage in certain kinds of advanced, academically-challenging projects that they might not have the occasion to encounter in the

standard English curriculum. The program involves two elements: a) English honors students will contract to perform honors work in four upper level English courses; and b) they will write an honors thesis in lieu of the standard senior thesis. The honors thesis will build upon previous work undertaken in upper-level English courses, including work done for honors contracts.

Application Process

Students who meet the minimal requirements should submit an application to the Chair of the English Department. Admission is at the discretion of the English Department faculty. Applications must be approved by a majority vote of the English Department at the next departmental meeting.

Admission Requirements

The following students are eligible for admission to the discipline-specific honors program

- English majors who have been admitted to the General Honors Program and who have attained a cumulative GPA of 3.5 or higher for one academic year
- English majors who have completed at least one academic year of coursework at Union, including at least one upper-level English course, and who have a cumulative GPA of 3.5 or higher

English majors who do not meet the minimal GPA or residency requirements, but who have completed at least one full year of course work and have completed at least two upper-level English courses at Union, may submit a portfolio of their creative or critical work and appeal to be admitted to the program.

Upon admission to the English DSH program, the student will be assigned a faculty advisor who will oversee the student's progress in the course of study and who will direct the senior honors thesis.

Progression

To remain in the program a student must

- Maintain a 3.50 GPA in the major
- Earn at least a B in each honors contract course
- Complete each item in the Honors Project/Thesis timeline on time and to the satisfaction of the department chair or thesis director

Students who fail to meet any of these three criteria may be placed on probation; students on probation who fail to rectify their shortcomings within one semester may be dismissed from the program. Probation and dismissal decisions will be made by the department chair in consultation with the Director of the Honors Community.

Honors Project/Thesis

The honors thesis serves as the culmination of the student's honors work in the English Department. Building on previous work, the honors thesis represents a mature, independent work of original scholarship or creative writing. All projects must be

approved by the English Department prior to the beginning of the semester in which the work will be undertaken.

1. Literature-track students will write a work of literary or linguistic analysis of approximately 35-40 pages that draws upon at least 15-20 works of secondary criticism. These students will also submit an annotated bibliography of their research.
2. Writing-track students will write a work or collection of works in their preferred genre(s) totaling approximately 35-40 pages. These students will also prepare a short (3-4 page) reflective essay on five major literary influences on their writing.
3. All thesis writers will give a formal presentation of their findings or a reading of their finished creative work in a colloquium setting. All students in the English discipline-specific program will be expected to attend.

All students will work with a thesis director, who will take the lead in guiding the project and responding to early drafts, and with a second reader, who will provide some feedback later in the process (after a first draft has been completed).

Assessment of Majors

Majors are required to take ENG 490 which is the culmination of the major in the completion and defense of a thesis.

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 Award

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.

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

Includes a study of the principles of grammar, usage, and rhetoric, emphasizing the writing of clear, effective exposition.

111L. Writing Lab (1) F

Corequisite: ENG 111—sections K.

In this lab setting, this one-hour supplement to ENG 111 for the Keystone sections focuses on the skills necessary to enhance student success in ENG 111.

112. Written Composition II (3) F, W, S

Prerequisite: ENG 111.

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.

Selected writers beginning with the Greeks and continuing through the 17th century.

202. World Literature II (3) F, W, S, Su

Prerequisites: ENG 111, 112.

Selected world writers from the 18th through the 20th century.

Completion of ENG 111, 112, 201 and 202 is prerequisite to the following unless otherwise noted:

300. Literary Criticism and Analysis (3) F, S

Prerequisite: ENG 201 or 202 with alternate as the Corequisite. Overview of methodologies and various schools of theory used in literary analyses with special attention to close reading techniques, coupled with mastery of MLA style guidelines.

305. Drama (3) F–Odd Years

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.

309. Women Writers (3) F

Pre-requisites: ENG 201, 202

A close literary, cultural, and historical analysis of women writers. Representative authors may include Austen, E. Bronte, C. Bronte, Lennox, Rosetti, E.B. Browning, Stowe, Alcott, Woolf, and Plath.

310. Poetry (3) Every Third Year

Representative poetry selected from literary, historic, or thematic types. Includes the works of such writers as Sappho, Catullus, Petrarch, Goethe, Pushkin, Eliot, and Frost.

311. Literature and Film (3) Every Third Year

Prerequisite: ENG 201 or 202 with alternate as the Corequisite. An examination of the intersection of film and literary texts and the scholarly analyses of each narrative format. Discussion includes cultural and historical aspects, philosophical approaches to adaptation, and the technical analysis of film.

312. Creative Writing (3) F, S

Prerequisite: ENG 201 or 202 with alternate as the Corequisite. Reciprocal credit: COM 312.

Emphasis is on the production of original writings, particularly in the genres of poetry, short story, drama, and essay.

318. Advanced Composition (3) S; As Needed

Prerequisite: ENG 201 or 202 with alternate as the Corequisite. Reciprocal credit: COM 318.

Techniques of writing effective expository, argumentative, descriptive, and narrative nonfiction prose.

320. The Short Story (3) Every Third Year

Prerequisite: ENG 201 or 202 with alternate as the Corequisite.

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.

324. Professional Editing, Proofreading, and Publishing (3) F

Prerequisites: ENG 201, 202; Co-requisites: ENG 318 (could also be taken prior to this course)

This project-based, career preparation course focuses on editing and publishing in print and/or electronic forms. The course includes theory and practice of editing, practice with publication tools, and group collaboration.

325. Literature and Faith (3) Every Third Year

Prerequisite: ENG 201 or 202 with alternate as the Corequisite.

A close literary, theological and historical analysis of writers of faith such as Augustine, Dante, Donne, Herbert, Hardy, Tennyson, C. Rossetti, Dostoyevsky, T.S. Eliot, Lewis, Solzhenitsyn, Wiesel, Endo, Potok, Dillard, Robinson and Berry.

334. Survey of American I (3) S–Even Years

A study of literature from the Colonial, Early National, and Romantic Periods.

335. Survey of American II (3) S–Odd Years

A study of literature from the Realistic Period through Post Modernism.

336. The Epic (3) Every Third Year

Comparative study of oral/formulaic 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

Representative novels from literary, historic, or thematic types. Includes such writers as Cervantes, Balzac, Dostoevsky, Hawthorne, Joyce, Faulkner, Soseki, and Achebe.

340. Survey of British Literature I (3) F–Odd Years

Survey of major works authors and themes of British literature from the Anglo-Saxon period through the Renaissance.

342. Survey of British Literature II (3) F—Even Years

Survey of major works authors and themes of British literature from the Restoration through the Post-Colonial period.

400. Race and Ethnicity in American Literature (3) Every Third Year

A close literary, cultural and historical study of traditions of ethnic literature in America, such as African American, Asian American, Latino/a, Native American, and Jewish American literature.

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.

422. Eighteenth Century British Literature (3) Every Third Year

A close literary and historical analysis of one or more such authors from the Long 18th Century, such as Dryden, Pope, Behn, Defoe, Fielding, Richardson, Johnson, Swift, and Gray.

423. Nineteenth Century American Literature (3) Every Third Year

Advanced literary, cultural and historical study of 19th century American literature. Topics may include Transcendentalism, Realism, and Naturalism, and representative authors may include Emerson, Thoreau, Hawthorne, Dickinson, Twain, Whitman, Jewett, Stowe, Cather, and Wharton.

425. Fiction Writing (3) S

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)F

Prerequisite: ENG 312.

A writing workshop in which advanced techniques of poetry writing are practiced, culminating in a manuscript of original work.

427. Victorian Literature (3) Every Third Year

A close literary, cultural and historical analysis of the literature of the English Victorian period, featuring one or more such authors as Arnold, C.Bronte, E. Bronte, R. Browning, E.B. Browning, Dickens, Eliot, Hardy, Hopkins, and Tennyson.

428. Creative Nonfiction Writing (3) S—alternate years

Prerequisite: ENG 312

Creative Nonfiction Writing is a writing workshop in which students will develop their facility with advanced techniques in such subgenres as the memoir, the lyric essay, the travel narrative, and others. Writing assignments will be supplemented with essay readings and craft readings as appropriate.

429. Southern Literature (3)

Pre-requisites: ENG 201, 202

Advanced literary, cultural, and historical study of literature of the American South. Representative authors may include Hurston, Ransom, Warren, Faulkner, McCullers, O'Connor, Welty, Percy, Walker, Morrison, and McCarthy.

430. Classical Antiquity (3) Every Third Year

An in-depth analysis of some feature of the literature of Greece and/or Rome. Previous iterations of English 430 have examined Greek mythology as well a Roman religion from the state-sponsored paganism of the Aeneid to the rise of Christianity.

431. The Middle Ages (3) Every Third Year

A seminar examining a single writer, work, or tradition from the Middle Ages. Previous seminars have studied Arthurian legend, the world of Beowulf, Dante's Divine Comedy, and the poems of Chaucer.

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.

435. Twentieth Century and Contemporary Literature (3) Every Third Year.

A close literary and historical analysis of world authors across genre from World War I-era High Modernism, World War II-era postmodernism, post-colonialism, and contemporary literature.

450. The History of the English Language (3) S

Study of the development of current forms of the English language, surveying issues of historical linguistics with attention to the roles of Old English and Middle English in the development of Anglophone language and literature.

460. Advanced Grammar (3) Fall

English 460 utilizes Reed-Kellogg diagramming to help students identify and name the principal sentence structures and grammatical elements in the English language, from the most basic constructions to the most complex.

490. Senior Thesis (1) S

Prerequisite: Permission of the Department Chair

To complete the major, the student will complete a thesis demonstrating an understanding of the principles of literary theory and criticism. The student will present and defend the work before a faculty panel.

**179-279-379-479. External Domestic Study Programs (1-3)
As Needed**

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

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

295-6-7. 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).

498-499. Seminar (1-3) On Demand

To be used at the discretion of the department for majors only.

*Consult the English Department for details.

DEPARTMENT OF HISTORY

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.

J. Henry Allen (2013). Assistant Professor of History. B.A., B.B.A., M.B.A., University of Memphis; M.A., Trinity Evangelical Divinity School; M.L.S., University of Maryland; Ph.D., The George Washington University.

D. Keith Bates (2004). Professor of History. B.A., Union University; M.A., Southwestern Baptist Theological Seminary; Ph.D., Kansas State University.

W. Terry Lindley (1986). University 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.

David Thomas (1994). Professor of History. B.S., The Ohio State University; M.S., University of Michigan; Ph.D., The Ohio State University.

Staff

Rebecca Edgren (2015) Academic Secretary—Warren F. Jones Academic Suite; B.A., Union University.

Curriculum

The Department of History 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. History students encounter a diversity of teaching styles, learn about the methods of the discipline, and deepen their understanding of the integration of Christian faith and history. The geography courses provide the student with an understanding of the relationship between geographical elements and man's life on earth.

I. History Major Requirements—36 hours

- A. Required: HIS 101, 102, 211, 212, 245, 498 (HON 225 does not substitute for HIS 102 in the major.)
- B. Two from: HIS 301, 311, 312, 317, 320, 322, 420 (World)
- C. Two from: HIS 325, 330, 331, 332, 333, 410, 414, 415, 417, 422 (American)
- D. One from: HIS 300, 305, 316, 397 (Church)
- E. One upper-level HIS elective

II. Teacher Licensure for History (Grades 6–12)

- A. Major requirements as shown above.
- B. Additional requirements for licensure: GEO 112; 215 or 216.
- C. Professional Education:
 1. Prior to Internship – EDU 150, EDU 305, EDU 358, PSY 213, PSY/SE 230.
 2. Fall of Internship Year – EDU 306, 340, 425, 440
 3. Spring of Internship Year – EDU 441 and 451
 4. CSC 105 is required in the BA core
- D. Completion of applicable portions of the Praxis II.
- E. For additional information, see the Assistant Dean for Teacher Education and Accreditation.

III. History Minor—21 hours

- A. Requirements of all History Minors
 1. HIS 101, 102, 245 (HON 225 does not substitute for HIS 102 in the minor.)
 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 325, 330, 331, 332, 333, 410, 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

Major in History with Discipline-Specific Honors

A student must do all of the following in order to earn discipline-specific honors in history:

- A. Meet the history department's admission requirements for its honors program;
- B. Complete as a part of the 36-hour requirement for the history major:
 1. Honors contracts in two upper-level, content-based courses:
 - The courses must be regularly scheduled classes or directed studies; no independent studies will be allowed;
 - The courses must be taken either during the fall or spring semester;
 - The courses must be taken from two separate history professors;
 - The student must have a minimum 3.5 GPA for the two classes.

2. Honors contracts in two courses (HIS 497, HIS 498) that focus on the student's honors thesis:
 - The student must take an independent study (HIS 497) to launch the honors thesis project;
 - The student must take a directed-study senior seminar (HIS 498) to complete the honors thesis;
 - The student must earn a final grade of A in both HIS 497 and HIS 498.
 - The student must complete the honors thesis by the end of the fall semester of his/her senior year (based on the assumption that the student will graduate at the conclusion of the spring semester that immediately follows).
- C. Present his/her honors thesis in an abridged form at an acceptable history conference.
- D. Defend successfully his/her honors thesis before a committee of three full-time Union University professors, two of whom will be from the Department of History.
- E. Attend 4 honors colloquia per year as determined by the Director of the Honors Community.

Assessment of Majors

History 498 is the culmination of the history major's study in which the student demonstrates the use of the tools of historical research and writing by composing a major paper that includes primary sources. This course requires the major to discuss with fellow history students the methodological and historiographical problems that historians face and to share the findings of his/her paper in a seminar setting. All senior history majors must also take the Area Concentration Achievement Test (ACAT) in History.

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
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.

Student Organizations

The **Delta-Psi Chapter of Phi Alpha Theta National History Honor Society** 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 the remainder of their work. Union's chapter, established in 1953, was the first in the state of Tennessee.

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 undertaken three semester hours of history with a course average of 3.0 and who have expressed an interest in the study of history.

Student Awards

Departmental Awards are given to: two graduating seniors for outstanding work, one in the history major and the other in the history minor; a graduating senior for excellence in student teaching; and students who present papers at Phi Alpha Theta regional conferences.

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 **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.

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) F—Even Years

Reciprocal credit: CHR 300.

Religious and church developments in America from the Puritans to the present.

301. Ancient History (3) S—Even Years

Prerequisite: HIS 101.

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—As Needed

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

Main currents of thought, constitutional changes, the rise of parliament, and foreign policy.

316. Renaissance and Reformation (3) F—Odd 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

A study of the background, personalities, and events of the Revolution, the Napoleonic Wars, and the Congress of Vienna.

320. Latin American History (3) S—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.

325. History and Government of Tennessee (3) S—Odd Years

The political, constitutional, social, and economic history from 1796 to the present.

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. 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. Civil War and Reconstruction (3) S—Even Years

The American nation during the years leading to the Civil War, the war itself, and the immediate aftermath.

333. Women in U.S. History, 1607 to the Present (3) S—Even Years

A study of social, cultural, and political aspects of women's history in the U.S. with additional emphasis on the role religion played in the lives of American women in the 19th and 20th centuries.

410. American Foreign Policy (3) F—Odd Years

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. The Gilded Age and Progressive Era, 1877-1920 (3) F—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) S—Odd Years

The Old and New South, 1607 to the present.

420. Russia Since 1547 (3) F—As Needed

Social, cultural, and political developments from the 16th century to the present.

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 administration 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) As Needed

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 Geography (GEO)

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

112. Elements of Physical Geography (4) F, W, Su

Reciprocal credit: PHY 112.

See PHY 112 for description.

215. World Regional Geography I (3) F

Regional, physical, and human geography of the developed world to include the United States, Canada, Western Europe, Russia, Eastern Europe, Japan, Australia and New Zealand.

216. World Regional Geography II (3) S

Regional, physical, and human geography of the developing world to include Middle and South America, Southwest Asia, North Africa, Africa south of the Sahara, China, East and South and Southeast Asia, and the Pacific.

Available in each departmental prefix:

**179-279-379-479. External Domestic Study Programs (1-3)
As Needed**

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

**179PF-279PF-379PF-479PF. External Domestic Study
Programs (Pass/Fail) As Needed**

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

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

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

**180PF-280PF-380PF-480PF. Study Abroad Programs
(Pass/Fail) As Needed**

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

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

295-6-7. Special Studies (1-4)

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

395-6. Special Studies (1-4)

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

397. Special Studies in Church History (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).

498. Seminar (3) F

Prerequisite for history seminar: HIS 245 or consent of instructor.

To be used at the discretion of the department.

499. Seminar (1-3)

To be used at the discretion of the department.

DEPARTMENT OF LANGUAGE

COLLEGE OF ARTS AND SCIENCES

Faculty

Jean Marie Walls (1987). 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). Professor of Language. B.A., Union University; M.A., and Ed.D., University of Memphis.

Victoria Malone (2005). Coordinator of Study Abroad and Assistant Professor of Language. B.A. and M.A., Northern Illinois University

Karen Martin (2003). Professor of Language. B.A., Samford University; B.A., Union University; M.A., The University of Alabama; D.M.L., Middlebury College.

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

Staff

Melanie Kuykendall (2018). Academic Secretary—English and Languages. B.S., Union University.

Curriculum

The Department of Language provides a multifaceted, innovative curriculum in language, literature, culture and language acquisition. The Department offers majors in French, Spanish, Teaching English to Speakers of Other Languages, and Applied Linguistics with the option of teacher licensure in the first three. The Department's commitment to a strong interdisciplinary approach to the study of language and culture is reflected in the variety and scope of offerings, as well as the opportunities to enhance on-campus study with off-campus international and domestic programs.

The French and Spanish majors offer three tracks. All hours of the major are in one language unless the student has received prior written permission of the Chair. A minimum of 15 hours, including 490, of the major must be earned under the direct supervision of the faculty of Union University.

Students are strongly urged to complete the immersion experience required for the French and Spanish majors prior to the last semester of study at Union and to enroll in at least one language course after the experience. See Department guidelines for details about planning study abroad.

The Teaching English to Speakers of Other Languages major, with its strong emphasis in applied linguistics and with its field experience opportunities, provides a supportive and substantive framework for participants to develop their understanding of language and to explore their own development as language

teachers. The program is designed for those seeking employment teaching English as a second or foreign language.

The Applied Linguistics major is designed for students committed to vocational and intellectual pursuits involving human language, including translation, interpretation, cross-cultural engagement, and research. The major incorporates a range of current linguistic theory and research, providing students with a framework for understanding the complexities of human language, including its structure, its acquisition, its role in culture and society, its relationship to literacy, and its significance in identity negotiation. The major also includes an innovative 12-hour component in which students—under the direction of the lead faculty—construct an emphasis relevant to linguistics, including but not limited to immersion opportunities in less commonly taught languages.

I. Major, French or Spanish: 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, 411, 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 or 214, 318, 319, 320, 359, 419, 499, 395/495
- D. External program/study credit approved by department—3 hours
- E. 490—1 hour
- F. B, C, or D above must include at least 6 hours at the 400 level

II. Major, French or Spanish: 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, 411, 420, 421, 499, 395/495
- C. Select 9 hours: 313, 325, 330, 359, 430, 440, 395/495
- D. Select 6 hours: 213 or 214, 318, 319, 320, 419, 499, 395/495
- E. External program/study credit approved by department—3 hours
- F. 490—1 hour
- G. B, C, or D above must include at least 6 hours at the 400 level

III. Major, French or Spanish: Educator Preparation Track—36 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, 318, 411, 420, 395/495

- D. 318, 319 or 419; 350, 359— choose 6 hours
- E. 490—1 hour
- F. External program/study credit approved by department—3 hours
- G. B, C, or D above must include at least 6 hours at the 400 level
- H. Professional Education:
 1. Prior to Internship - EDU 150, EDU 305, EDU 358, PSY 213, PSY/SE 230.
 2. Fall of Internship Year - EDU 306, 340, 423, 440
 3. Spring of Internship Year - EDU 441 and 451
 4. CSC 105 is required in the BA core
- I. Completion of applicable portions of the Praxis II.
- J. For additional information, see the Assistant Dean for Teacher Education and Accreditation.

IV. Major, Teaching English to Speakers of Other Languages—34 hours

- A. TESL 210, 220, 315, 320, 410, 440
- B. ICS 320; EDU 423; LANG 350; ENG 450 or 460
- C. One of: PSC 332, PHL 349, SOC 419
- D. Language prerequisite: Six hours 200 or above or demonstrated proficiency as approved by the Language Department.
- E. TESL 490—1 hour

V. Major, Applied Linguistics—34 hours

- A. ALNG 220, 315, 325, 440—12 hours
- B. ICS 245, 320; ENG 450—9 hours
- C. External Study—9 to 12 hours through the Intercultural Studies Program or another program approved by the Language Department.

Approved programs awarding less than 12 hours will require an advisor-approved elective to fulfill the 12-hour requirement.

- D. ALNG 490, Capstone—1 hour

VI. Teacher Licensure in Teaching English to Speakers of Other Languages

- A. Major requirements as shown above.
- B. Professional Education:
 1. Prior to Internship - EDU 150, EDU 305, EDU 358, PSY 213, PSY 324, PSY/SE 230.
 2. Fall of Internship Year - EDU 306, 340, 440
 3. Spring of Internship Year - EDU 441 and 451
 4. CSC 105 is required in the BA core
- C. Completion of applicable portions of the Praxis II.
- D. For additional information, see the Assistant Dean for Teacher Education and Accreditation.

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, 411, 420, 421, 499, 395/495
- C. Select 6 hours: 313, 325, 330, 430, 440, 395/495
- D. Select 6 hours: 213 or 214, 318, 319, 320, 419, 499, 395/495
- E. B, C, or D above must include at least 3 hours at the 400 level

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, 411, 420, 421, 499, 395/495
- C. Select 6 hours: 313, 325, 330, 430, 440, 395/495
- D. Select 3 hours: 213, 318, 319, 320, 419, 499, 395/495
- E. B, C, or D above must include at least 3 hours at the 400 level

VIX. Minor, Teaching English to Speakers of Other Languages—21 hours

- A. TESL 210, 220, 315, 320; ICS 320—15 hours
- B. TESL 410 or 440; EDU 423—6 hours

X. Minor, Applied Linguistics—22 hours

- A. ALNG 220, 325, 440—9 hours
- B. ICS 245 and 320—6 hours
- C. ALNG 490, Capstone—1 hour
- D. Select one Option

1. Option 1/External Study: 3 to 6 hours through the IIS or another program approved by the Language Department. Approved programs awarding 3 hours will require a Language Department Approved elective.
2. Option 2: ALNG 315 and ENG 450

Major in Spanish, French, Applied Linguistics, or Teaching English to Speakers of Other Languages with Discipline-Specific Honors

The Honors program in the Department of Languages offers outstanding students the opportunity to engage in advanced, academically-rigorous research and writing projects that expand upon the breadth and depth of the standard curricular offerings in Spanish, French, TESOL, and Applied Linguistics. Honors students will contract to perform honors work, to be defined by a collaboration between the student and the professor, in four upper-division courses in the major. The specific courses involved are delineated below according to their respective major tracks. The fourth of these courses will be an intensive research course focused on developing the honors thesis, which will be a synthesizing paper that builds upon the research focus developed in the prior honors courses.

After a student has satisfied requirements, the student may begin the discipline-specific honors program. In most cases, this will begin no later than fall of the junior year, but may begin once admissions requirements have been satisfied in order to accommodate students with multiple majors or an accelerated graduation timeline. The request to participate in the program should initiate with the student's advisor, who will ensure that admissions requirements have been met. Students must have 3 full semesters remaining on campus in order to enroll in DSH, and honors-designated courses must be taken on-campus at Union so that the research can be directed by Union faculty. Study abroad sequences should be carefully planned in order to allow students to complete all course requirements and enroll in the program length of their choice abroad; students who plan a full semester abroad should begin the honors sequence no later than fall of the junior year, but enrolling in the spring of

the sophomore year is recommended. Students may enroll in no more than two honors-contracted courses in the department per semester. All honors courses must be upper-level courses. If there is a compelling reason to do so that supports the student's research goals, a student may request to take one of his/her honors courses outside the major department.

Specific designation of honors courses within the major will be as follows:

1. The student in SPA or FRE honors will designate three 3-hour upper-level courses as honors courses, and the student and professor will work together to ensure that the honors component involves more in-depth and comprehensive research than the standard enrollment. The final honors-designated course will be SPA 417 or FRE 417, the Special Studies course, which will be an intensive research course completed with close guidance from the faculty member and focused on preparation and writing of the honors thesis.
2. The student in ALNG honors will designate ALNG 315, 325, 440, and 495 as honors-contracted courses.
3. The TESOL honors student will designate 315, 320, 410, and 440 as honors-contracted courses.
4. All honors students in the department will present their honors thesis in lieu of the standard capstone presentation when they enroll in the required SPA/FRE/TESL/ALNG490 course during their final semester of coursework in the major.

Admission Requirements.

1. 3.5 minimum GPA in the major, including the completion of at least one upper-level course prior to entry into DSH
2. Recommendation to the program by the student's academic advisor.
3. The student should have at least 3 semesters remaining at Union in order to meet the program requirement of designation of no more than two courses per semester as honors courses and allow time for preparation and presentation of the honors thesis. If students plan a fall or spring full-semester study abroad, they should plan to begin the DSH program no later than the fall of the junior year. They may incorporate research conducted abroad into their thesis research, but the honors-designated

courses must be taken at Union to allow for oversight by a Union faculty member.

Progression:

1. The student must maintain a minimum GPA of 3.5 in the major in order to remain enrolled in discipline-specific honors.
2. The student must earn an A or B in each honors-designated course and adhere to the timeline that the department specifies for his/her program.
3. If students fall short of any of these requirements, they will be placed on probation with the discipline-specific honors program and given one semester to rectify their shortcomings. If the required adjustments are not made within one semester, the student will be dismissed from the DSH program. The student's academic advisor will monitor the student's progress through the honors track each semester.

Applied Linguistics Program Guidelines

- Students majoring in any Applied Linguistics cannot double major/minor with TESOL given the shared coursework approach
- The 12-credit hour external program component for the major will consist of an immersion experience involving intensive language study new to the learner approved by the department.
- The goal of the 12-credit hour external program component is not language proficiency gains as much as it is a self-reflexive experiential learning component that complements the broader program of study.
- Students may petition the Language Department to apply the 12-credit hour external program component in a second language as satisfying the University's BA-level core language requirement
- The external program component has a pre-requisites: ALNG 220, 325; ICS 245, 320.

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.

Students presenting transfer or testing credit in language will be evaluated toward placement in the program and in possible application of those credits toward a language major or minor.

Course Offerings in Arabic (ARA)

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

***116. Contemporary Arabic I (6) Su**

An introduction to the fundamentals of pronunciation and grammar of written and spoken Arabic and introductions to the culture and traditions of the Arab world.

***216. Contemporary Arabic II (6) Su**

Pre-requisite: ARA 116 or demonstrated proficiency

The course builds on the fundamentals of pronunciation, conversation, grammar of Arabic introduced at the beginning level and will introduce students to more complex grammatical structures and conversation levels.

**This course sequence is offered only through an approved Study Abroad program.*

Course Offerings in Applied Linguistics (ALNG)

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

220. Principles of Language and Acquisition (3) F

Reciprocal credit: TESL 220.

See TESL 220 for course description.

315. Critical Contexts of Language and Literacy (3) F

Reciprocal credit: TESL 315.

See TESL 315 for course description.

325. Introduction to Language Acquisition (3) F

Prerequisite: ALNG/TESL 220.

A study of the cognitive, psychological, and environmental factors related to human language acquisition, the complexities of multilingualism as it relates to acquisition, the similarities and differences between first and additional language acquisition, and the relationship between language acquisition and language learning.

359. Service Learning Immersion Experience (3) As Needed

Pre-requisite: At least 200-level course

This three-hour course is for students who are working with a community-based organization which requires them to use their target language. The independent readings and requirements provide a framework for the student to think critically about the real-life situations they encounter and to hone their language skills in a context-specific way.

Course Offerings in French (FRE)

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

111-2. Beginning French (3) 111-F; 112-S

Fundamentals of pronunciation, conversation, grammar, and composition. FRE 111 cannot be taken for credit by students who have had three or more secondary school units.

211. Intermediate Conversation and Grammar (3) Every Fourth Semester

Prerequisite: FRE 112, 2 years high school FRE or demonstrated proficiency.

Conversation, listening comprehension, introduction to phonetics, grammar review.

212. Composition and Grammar (3) Every Fourth Semester

Prerequisite: FRE 112, 2 years high school FRE 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) Every Fourth Semester

Prerequisite: FRE 112, 2 years high school FRE or demonstrated proficiency.

Selected readings and material giving an overview of France and French-speaking cultures around the world.

214. Readings in Literature and Culture (3) Every Fourth Semester

Prerequisite: FRE 112, 2 years high school FRE or demonstrated proficiency.

Focus on development of reading comprehension skills and analysis of written texts.

Upper-level courses are offered on a 2 or 3-year rotation:

311. Survey of French Literature (3)

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)

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)

Prerequisite: 6 hours of French at the 200 level or demonstrated proficiency.

Develops advanced oral communication skills with emphasis on developing vocabulary, recognizing and using appropriate register, learning interpersonal skills for different contexts, and developing an awareness of non-verbal communication.

317. Survey of Francophone Literature (3)

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)

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 Professional Contexts (3)

Intensive focus on oral and written communication skills through a variety of translation and interpretation practices including editing of prepared documents, preparation of professional documents in French, and professional protocol.

325. Phonetics and Diction (3)

Prerequisite: One 200-level course.

Pronunciation, intonation, patterns, and use of the International Phonetic Alphabet.

330. Advanced Grammar I (3)

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.

359. Service Learning Immersion Experience (3) As Needed

Pre-requisite: At least 200-level course

This three-hour course is for students who are working with a community-based organization which requires them to use their target language. The independent readings and requirements provide a framework for the student to think critically about the real-life situations they encounter and to hone their language skills in a context-specific way.

417-8. Advanced French Studies (3)

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 individual student with content determined by the scope and quality of the student's prior work in French.

419. Francophone Cultural Studies (3)

Prerequisite: 213 or 319.

An examination of dynamics of culture in the Francophone world. Study of cultural systems, institutions, and practices.

420. Introduction to French Novel (3)

Prerequisite: One 200-level French course or equivalent proficiency.

Reading and analysis of representative novels in French.

421. Introduction to French Poetry (3)

Prerequisite: One 200-level French course or equivalent proficiency.

Study and analysis of poetry and representative texts from the Francophone world.

430. Grammar and Translation (3)

Prerequisite: FRE 330.

A history, theory, and practice of written translation, both from French to English and from English to French. The course will focus on how to translate medical and legal documents, letters, newspaper articles, commercial advertisements, and other materials.

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. GER 111 cannot be taken for credit by students who have had three or more secondary school units.

211-2. Intermediate German (3 and 3) As Needed

Prerequisite: GER 112 or demonstrated proficiency.

Review of grammar; reading of German texts; conversation

Course Offerings in Biblical Languages (GRK and HBR) and Latin (LAT)

For major and minor requirements and course offerings in Biblical Languages (Greek and Hebrew) and Latin, see the School of Theology and Missions.

Course Offerings in Sign Language (SIG)

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

101-2. Introduction to American Sign Language (3) 101-F; 102-S

Fundamentals of American Sign Language (ASL) including syntax, semantics, and pragmatics of signing as well as an introduction to deaf culture. These courses do not satisfy the core curriculum language requirement or any humanities requirement.

Course Offerings in Spanish (SPA)

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

111-2. Beginning Spanish (3) 111-F, S; 112-F, S

Fundamentals of pronunciation, conversation, grammar, and composition. SPA 111 cannot be taken for credit by students who have had three or more secondary school units.

211. Intermediate Conversation and Grammar (3) Every Fourth 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) Every Fourth 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) Every Fourth Semester

Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency.

Selected readings and material giving an overview of Spain and Spanish-speaking cultures around the world.

214. Readings in Literature and Culture (3) Every Fourth Semester

Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency.

Focuses on development of reading comprehension skills and analysis of written texts.

Upper level courses are offered on a 2 or 3-year rotation:

311. Survey of Spanish Literature (3)

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)

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)

Prerequisite: 6 hours of Spanish at the 200 level or demonstrated proficiency.

Focuses on advanced oral communication skills with emphasis on developing vocabulary, recognizing and using appropriate register, learning interpersonal skills for different contexts, and developing an awareness of non-verbal communication.

314. Spanish Conversation and Cinema (3) W

Pre-requisite: 3 hours of Spanish at 300-level or demonstrated proficiency

This course is designed to guide students in the development of speaking skills primarily through film, using materials that will further their knowledge of Spanish culture and language. The course is designed to provide information and opportunities for practice that will allow students to learn to communicate both objectives and subjective ideas more effectively in spoken Spanish. The speaking skills developed in this course will help prepare students for further study in Spanish language, literature, and cultures. Finally, the materials used in the course will contribute to students' understanding of the Hispanic world.

316. Survey of Spanish American Literature to the 19th Century (3)

Prerequisite: One 200-level Spanish course or equivalent proficiency.

Representative Spanish American authors from the Conquest to the 19th Century.

317. Survey of Spanish American Literature from the 19th Century (3)

Prerequisite: One 200-level Spanish course or equivalent proficiency.

Representative Spanish American authors from the 19th Century to the present.

318. Historical Perspectives of the Hispanic World: Spain (3)

Prerequisite: any 200-level course

Advanced study of the historical development of Spanish culture.

319. Historical Perspectives of the Hispanic World (3)

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 Professional Contexts (3)

Intensive focus on oral and written communication skills through a variety of translation and interpretation practices including editing of prepared documents, preparation of professional documents in Spanish, and professional protocol. Study of each Spanish-speaking country in terms of demographic and economic indicators.

325. Phonetics and Diction (3)

Prerequisite: One 200-level course.

Pronunciation, intonation, language patterns and use of the International Phonetic Alphabet.

330. Advanced Grammar I (3)

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.

359. Service Learning Immersion Experience (3) As Needed

Pre-requisite: At least 200-level course

This three-hour course is for students who are working with a community-based organization which requires them to use their target language. The independent readings and requirements provide a framework for the student to think critically about the real-life situations they encounter and to hone their language skills in a context-specific way.

411. Introduction to Hispanic Drama (3)

Prerequisite: One 300-level course.

Reading and analysis of selected Hispanic plays. Study of drama as a literary genre.

**416. Latino Literature and Cultural Studies (3) F,
Alternate Years**

Pre-requisites: SPA 311, 312, 316 or 317

This course proposes an intensive study and discussion of latinismo anchored in cultural productions and representations by Latinas/os dating from the earliest writings of the Spanish in the Americas to the contemporary period.

417-8. Advanced Spanish Studies (3)

Prerequisite: Six hours of advanced Spanish (or three hours and concurrent enrollment in three advanced hours other than Supervised independent work specifically designed for individual student with content determined by the scope and quality of the student's prior work in Spanish.

419. Hispanic Cultural Studies (3)

Prerequisite: 213 or 319.

An examination of underlying causes of cultural phenomena of the Hispanic world.

420. Introduction to the Hispanic Novel (3)

Prerequisite: One 200-level SPA or equivalent proficiency and instructor's consent.

Reading and analysis of representative novels in Spanish.

430. Grammar and Translation (3)

A history, theory, and practice of written translation, both from Spanish to English and from English to Spanish. The course will focus on how to translate medical and legal documents, letters, newspaper articles, commercial advertisements, and other materials. Additionally, there will be service-learning opportunities.

**Course Offerings in Teaching
English to Speakers of Other
Languages (TESL)**

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

210. Language and 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 and 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 Limited English Proficient Student in PreK-12
(3) As Needed**

Prerequisite: TESL 210 and 220. ESL theory and practice for incorporating LEP students of varying abilities into bi- and multilingual classrooms with focus on methods, approaches, strategies, learning styles and culture, and state/federal requirements for non-English background students. Examines the interaction between teacher, student, parent, and administration.

315. Critical Context of Literacy (3) F

Exploring 2nd language literacy from the critical perspective of linguistics, pedagogy, and language teacher education toward the design and teaching of literacy skills to language learners.

320. ESL Assessment (3) S

Prerequisite: TESL 210 and 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 (3) F

Prerequisites: CSC 105 and TESL 320. 440.

440. Theories of Language (3)

Prerequisite: TESL 210 and 220.

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, social and regional variation, language change and change planning, and the implications of language variety for the transmission of literacy.

Available in multiple departmental prefixes:

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

All courses and their applications must be defined and approved prior to registering. 1

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

All courses and their application must be defined and approved prior to travel. 1

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

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

295-6-7. Special Studies (1-4)

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

260, 360, 460. Language Immersion (1-3)

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)

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).

350. Instructional Methodology (1-3)

Prerequisite: One 300-level course.

Corequisite: one additional 300 or 400-level course.

A supervised experience in foreign language instruction. Maximum of 3 hours to apply for graduation.

490. Capstone Seminar (1)

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)

Examples include but are not limited to Critical Approaches to Culture and Literature, Romance Philology, and Language and Culture.

DEPARTMENT OF MATHEMATICS

COLLEGE OF ARTS AND SCIENCES

Faculty

George Moss (2009). Associate Professor of Mathematics and Department Chair. B.S., Auburn University; Ph.D., Virginia Polytechnic Institute and State University.

Bryan Dawson (1998). University Professor of Mathematics. 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.

Chris Hail (1995). 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.

Matt Lunsford (1993). Professor of Mathematics. B.G.S., Louisiana Tech University; M.S., University of Nebraska; Ph.D., Tulane University.

Troy Riggs (1993, 2000). Professor of Mathematics. B.S., University of South Dakota; M.A., and Ph.D., University of Nebraska-Lincoln.

Staff

Christine Rowland (2006). Academic Secretary—Engineering, Physics, Math, and Computer Science.

Mission Statement

Union's mathematics program seeks to further students in their quest for increased understanding of Creation and the created order and to equip students to serve God, church and society through excellence in thinking and the use of mathematics. We do this through a curriculum that develops the student's ability to think logically, analytically, and abstractly; to pursue a body of knowledge whose basis is independent of both empirical observation and culture; and to learn humility and a sense of wonder at the complexity, beauty, and applicability of mathematics.

Curriculum

The department offers a major in mathematics and minors in mathematics, mathematics with emphasis in statistics, and actuarial science, and an interdisciplinary minor in Computational Engineering Science. Students majoring in mathematics may select from the following tracks: mathematics, teacher licensure in mathematics for secondary education (grades 7-12), or actuarial science. The offerings of the major provide a foundation for beginning graduate study in mathematics, for entry into mathematics-related work fields, and for teaching mathematics at the secondary level. Students majoring or minoring in mathematics begin their academic credit towards the major or minor with courses numbered MAT 205 or above. Students having a four-year high school mathematics program that included trigonometry should be able to begin the calculus sequence in their first semester.

I. Major in Mathematics—35 hours

- MAT 207, 208, 211, 212, 213, 315 and 498 are required.
- Select one: MAT 411, MAT 415.
- Select 9 hours from junior or senior MAT courses.
- Independent Study (MAT 495) or Departmental Special Study (MAT 395) may be used for 3 of the 9 hours required in C.
- Prerequisites: PHY 231, and CSC 115 or 255.

II. Major in Mathematics with Discipline-Specific Honors—36 hours

- MAT 207, 208, 211, 212, 213, 315*—21 hours
- MAT 411* and MAT 415*—6 hours
- Upper Level MAT *Elective hours—6 hours
- Three 300 or 400 level MAT courses from * above taken under honors-contract, as approved by the department, to include 411 or 415 with at least two completed prior to the semester in which the honors project is completed—9 hours
- Independent Study (MAT 495) or Departmental Special Study (MAT 395) may be used for 3 of the 6 hours required in C.
- Attend at least 4 honors colloquia during each of the junior and senior years, as approved by the Director of the Honors Community.
- MAT 498—3 hours to include the honors project.
- Admissions Standards met and Progression Standards continue to be met throughout the program.
- Prerequisites: PHY 231, and CSC 115 or 255.

III. Teacher Licensure in Mathematics (Grades 6–12)

- Major requirements as shown above to include MAT 413.
- Professional Education:
 - Prior to Internship - EDU 150, EDU 305, EDU 358, PSY 213, PSY/SE 230.
 - Fall of Internship Year - EDU 306, 340, 422, 440
 - Spring of Internship Year - EDU 441 and 451
- Completion of applicable portions of the Praxis II.

D. For additional information, see the Assistant Dean for Teacher Education and Accreditation.

IV. Minor in Mathematics—21 hours

- A. MAT 211 and 212
- B. Select one: MAT 205, 207, 208, 213; CSC 115, 255
- C. 6 hours of upper-level MAT courses.
- D. The remaining must be 205 or higher.

V. Minor in Mathematics with an Emphasis in Statistics—20 or 21 hours

- A. MAT 211 and 212, 208, 305, and 405
- B. One of: MAT 213, 314, 315; CSC 115 or 255.

VI. Minor in Actuarial Science as earned with a Math Major—19 hours

- A. Prerequisites (applicable to major): MAT 211, 212, 213, 305, 315, 401, 402.
- B. ACC 211, 212; ECO 211, 212; FIN 320.
- C. ECO 411 or 412.
- D. MAT 400.

VII. Minor in Actuarial Science as earned with a Business Major and BSBA—21 hours

- A. Prerequisites (applicable to other requirements): ACC 211, 212; ECO 211, 212; FIN 320; ECO 411 or 412; MAT 208, 211; CSC 115 or 255. Note: In the BSBA core MAT 208 substitutes for MAT 114, and CSC 115 or 255 for 105.

B. MAT 212, 213, 305, 315.

C. MAT 400, 401, 402.

VIII. Minor in Computational Engineering Science—18 hours

A. EGR 109, 209, 325

B. CSC 255, 329

C. MAT 315, 360

- D. If a student has taken all required courses but needs additional credits for the minor as the courses above count toward other degrees, students can (with advisor approval) count any other math, science, computer science, or engineering course that does not already fulfill a major/minor degree requirement.

Admissions and Progression in the Major in Mathematics with Discipline-Specific Honors

Admission to the Program requires completion of at least 15 hours through Union University or transfer to include MAT 207 and MAT 213 with a minimum GPA of 3.50 both in all coursework and specifically in mathematics as well. Transfer students must complete at least one semester at Union University prior to application to include at least one course applicable to the major. Application is made during or immediately following the second semester of the sophomore year, or for a transfer student not at Union during the sophomore year, immediately following the first semester of the junior.

At least three full semesters, preferably four, must remain before graduation when application is made. The student makes application to the Office of the Director of the Honors Community but must be preceded by an appointment with the mathematics faculty member in charge of DSH.

To remain in the program the student must maintain the 3.50 minimum GPA both overall and in Mathematics, complete each honors contract course with a grade of B or better, and complete the requirements of the honors thesis in a timely manner as outlined below.

The honors contract for upper-level courses other than MAT 498 shall consist of work that helps the student develop skills in proving theorems and promotes understanding deeper than that required of other students. Possibilities include, but are not limited to, Option (1) completion of a collection of 20 proofs that are more difficult or probe the material more deeply than is required of other students, or Option (2) reading, understanding, and presenting a previously-published paper in the content area of the course. The department reserves the right to require an honors student to complete an honors contract of each type during the junior year. For each honors contract course, the student must:

- Come to agreement with the instructor of the course regarding the nature of the contract prior to the beginning of the course. Students are advised to contact the instructor prior to the end of the previous Fall or Spring Semester.
- Obtain approval of the honors contract from the faculty member in charge of DSH.
- Complete the required paperwork with the Office of the Director of the Honors Community prior to the first day of classes for the semester.

A student may petition the Department of Mathematics in writing to have his/her case reviewed for exception. The petition is submitted to the Chair and will be reviewed by a committee of three mathematics faculty.

A student planning to graduate in May shall enroll in the same 2-credit-hour MAT 498 taken in the fall semester by all senior mathematics majors, but with an honors contract. The student shall make enough progress in the fall semester to make a presentation along with the other seniors and complete the requirements for the 2-credit-hour MAT 498. The student shall enroll in one credit hour of MAT 498 for honors in the spring semester in order to complete the honors project. The project advisor will guide the student through the timetable required to meet internal and external requirements for project development and completion. For a student planning to graduate in December, an equivalent timeline will be developed on a case-by-case basis in consultation with the faculty member in charge of DSH and the project advisor, preferably by the end of the previous January, but no later than the beginning of the spring second accelerated term. The requirements for the Honors Project/Thesis will be detailed in the student's syllabus for MAT 498 during the semester of graduation.

A student failing to make sufficient progress in the honors thesis to meet the required timetable or is of insufficient quality shall be dismissed from departmental honors.

Graduation with Discipline-Specific Honors in Mathematics requires the student must:

- Complete degree requirements with a minimum 3.50 mathematics GPA ,
- Complete each honors contract course with a grade of B or better,
- Present the project at the Union University Scholarship Symposium,
- Apply to present the project at an off-campus meeting, and
- Submit an article based on the project.

Greater detail for admissions, honors contract requirements, and other program specifics is provided at <http://www.uu.edu/dept/math/honors.cfm>.

Assessment of Majors

All senior mathematics majors must take the Major Field Test in mathematics as one requirement for MAT 498 (see below). Those majors completing a teacher licensure program are required to take the PRAXIS II.

Student Organizations

Kappa Mu Epsilon, honor society in mathematics, selects students who have achieved standards of scholarship, professional merit, and academic distinction. A student must

have completed 3 semesters' rank in the upper 35%, completed 3 courses in MAT, to include calculus, and have a minimum 3.0 Math GPA.

Mallory Mathematics Club promotes community within the students and faculty of the mathematics department and organizes service opportunities. Students are eligible for membership if they have completed, or are currently enrolled in, Calculus I.

Sigma Zeta is a national honorary science society for those who have completed 15 hours in natural science and math with a minimum GPA of 3.0 in these courses.

Student Awards

A **Departmental Award** is given to the senior who places first in the Major Field Test for Mathematics as partial fulfillment of MAT 498.

The **Wolfram Research Inc. Award** is awarded to a freshman calculus student chosen by the Department of Mathematics based upon demonstrated outstanding achievement, enthusiasm,

Course Offerings in Mathematics (MAT)

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

@101. Mathematics for Elementary Teachers (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, functions and coordinate geometry.

@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. Topics of focus will include counting techniques, descriptive statistics, probability and geometry.

@108. Invitation to Mathematical Thinking (3)

The course is designed to introduce students to mathematical ways of thinking. Topics may include Fibonacci numbers, golden ratio, infinity, dimension, Pythagorean theorem, Platonic solids, topology, chaos and fractals, and selected topics from probability and statistics. By exploring "great ideas" in mathematics, students will discover that mathematics requires both imagination and creativity and can change how they view the world. The course satisfies the general core requirement for mathematics.

@*111. College Algebra (3) F, W, S; Su As Needed

Prerequisite: Two years of high school algebra.

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) 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.

Descriptive statistics with introduction to inferential statistics. Topics include organization of data into frequency distribution tables and histograms, measures of central tendency, standard deviation, basic probability, continuous distributions through the normal distribution, introduction to sampling theory and hypothesis testing.

@*116. Precalculus (4) F; S

Prerequisites: Two years of high school algebra and one of geometry.

An introduction to polynomial, exponential, logarithmic, trigonometric, circular and inverse circular functions. The course also includes trigonometric identities 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.

* Six hours maximum may be applied toward graduation from MAT 111-2, 116.

@ Does not apply toward the major or minor.

@201. Applied Calculus (3) As Needed

Prerequisite: MAT 111 or its equivalent.

Topics include a review of algebra principles, development of differential calculus with an emphasis on applications of the derivative to business and biological sciences, and an introduction to integral calculus with elementary applications of the definite integral. Is not recommended for students that have taken MAT 211-12.

205. Discrete Mathematics (3) F—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.

207. Transition Mathematics (3) F

Corequisite: MAT 212

An introduction to abstract mathematical reasoning, including reading and writing proofs. Topics include logic, types of proofs, set theory, functions and relations.

208. Statistics (3) W—Even Years, S

Prerequisite: MAT 201 or 211.

This is a calculus-based statistics course. Topics include descriptive statistics, probability theory, discrete and continuous random variables, common discrete distributions, the normal distribution, sampling distributions, and applications to confidence interval estimates and hypothesis testing.

211. Calculus and Analytic Geometry I (4) F, S

Prerequisite: Choose one of the following: 1) MAT 116; 2) MAT 111 and 112; 3) Math ACT of 29 or higher; or 4) a passing score on the Calculus Readiness Test (CRT). A Math ACT of 23 or higher is recommended for students taking the CRT.

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, numerical integration, applications of the definite integral, the calculus of transcendental functions, techniques of integration, and the calculus of parameterized curves.

213. Calculus and Analytic Geometry III (4) F, S

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—Odd Years

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) S—Even Years

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

Prerequisite: MAT 213.

Topics include linear first-order differential equations and applications, higher-order differential equations, and applications.

315. Linear Algebra (3) W—Odd Years, S

Prerequisite: MAT 212.

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

Prerequisite: MAT 213.

Algebraic properties of the complex number system, complex transformations, analytic functions, complex integration, residues, and series representations of functions.

360. Numerical Analysis (3) F—Odd Years

Prerequisite: CSC 115 or 255 or EGR 109; MAT 213

An introduction to the theory and application of numerical approximation techniques. Topics include roots of equations, linear and nonlinear systems of equations, interpolation, numerical integration and differentiation, and differential equations.

400. SOA Exam P Preparation (1) S—Odd Years or as Needed

Prerequisite: MAT 213.

Pre- or Corequisite: MAT 305

Application of calculus and statistics to risk management problems relevant to the Society of Actuaries first exam. Sitting for the SOA Exam P is required for successful completion of the course. Pass/Fail.

401. Actuarial Mathematics I (3) F—Odd Years or as Needed

Prerequisite: MAT 400

Measures of interest, annuities-certain, amortization schedules, sinking funds and bonds. Introduction to life tables, life annuities and life insurance.

402. Actuarial Mathematics II (3) S—Even Years or as Needed

Prerequisite: 401.

Actuarial models, including survival models, stochastic processes, and loss models. Applications to insurance and annuity contracts.

405. Mathematical Statistics (3) As Needed

Prerequisites: MAT 305 and 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) Three-semester rotation

Prerequisite: MAT 207 and 213.

A proof-based course in traditional topics in real analysis, including the real number system, sequences, limits of functions, continuity, differentiation, and integration.

412. Analysis II (3) As Needed

Prerequisite: MAT 411

A continuation of MAT 411. Topics include sequences of functions, infinite series, and further development of the theory of integration and other topics from MAT 411. Additional topics at the discretion of the instructor.

413. College Geometry (3) Three-semester rotation

Prerequisite: MAT 207 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) Three-semester rotation

Prerequisite: MAT 207 and 212.

An introduction to the theory of groups and rings. Topics include elementary properties of groups and rings, permutation groups, cyclic groups, subgroups, Lagrange's theorem, normal subgroups, quotient groups, homomorphisms and isomorphisms, subrings, integral domains, fields, and characteristic.

416. Abstract Algebra II (3) As Needed

Prerequisites: MAT 315 and 415

A continuation of MAT 415. Topics include polynomial rings, ideals, quotient rings, extension fields, and finite fields. Additional advanced algebra topics at the discretion of the instructor.

498. Mathematics Seminar (1 or 2) F

Prerequisite: 20 hours of MAT course work and Senior standing.

This course provides an appropriate setting for reviewing major topics in the mathematics curriculum and administering the Major Field Test, discussing how worldviews might contribute to our understanding of the Christian faith and demonstrating awareness of the nature of mathematics and its unifying principles through the presentation of current mathematical literature. Students participating in discipline-specific honors must repeat the course for a total of 3 credits.

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

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

295-6-7. 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).

497-9. Seminar (1-3)

To be used at the discretion of the department.

DEPARTMENT OF MUSIC

COLLEGE OF ARTS AND SCIENCES

Faculty

John Kinchen, III (2018). Chair, Professor of Music and Director of Choral Activities. B.M., Eastman School of Music, University of Rochester; M.M., Florida State University; D.M.A., Boston University.

Paul H. Randlett (2019). Associate Professor of Music and Director for the Center of Worship. B.M. and M.A., Liberty University; Ph.D., (ABD), Southern Baptist Theological Seminary.

Elizabeth Bedsole (1998). Professor of Music. B.M., Stetson University; M.C.M., Southwestern Baptist Theological Seminary; Ed.D., University of Illinois.

David Dennis (1994). Professor of Music. B.A., Western Carolina University; M.C.M. and D.M.A., Southern Baptist Theological Seminary.

Michael Mann (2011). Assistant Professor of Music. B.M., Middle Tennessee State University; M.M., University of Miami.

C. David McClune (1981). University Professor of Music. B.M., Westminster College; M.M., Bowling Green State; D.M., Florida State University.

Terry McRoberts (1992). University Professor of Music. B.S., Manchester College; M.M., Youngstown State University; D.A., Ball State University.

Joshua Veltman (2004) Professor of Music. B.A., Calvin College; M.A. and Ph.D., Ohio State University.

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

Staff

Kelly Maust (2017). Academic Secretary - Music

Mission Statement

The mission of the Department of Music at Union University is to offer Christ-centered education in music and worship that promotes excellence and character development in service to the Church and society.

Admission Requirements for Music Majors and Minors

An audition is required for admission into a music major or music minor program. The audition is also used to evaluate the student's eligibility for a music scholarship.

Through the audition process, students demonstrate (1) talent and capability in voice or an instrument, (2) the potential to develop advanced levels of musicianship, (3) proven academic success, (4) and a strong sense of purpose and commitment to calling. Based on these auditions, students will be placed in a studio for music instruction appropriate to his or her skills and aspirations.

An examination in the area of basic theory will be administered for placement into the correct theory course. A functional keyboard examination will be given to non-keyboard majors for keyboard placement.

Freshmen admitted to the department may declare any of the majors except performance. Students who wish to pursue the performance program will petition the 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 admit the student to the performance major or recommend that the student choose another major within the department.

All transfer students must complete the same application and audition processes outlined above. Transfer students with 8 or more hours in principal applied studies will register for MUS 250 during their first semester 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 information are included in the *Handbook*.

Ensemble requirements are based on degree, level, and principal applied area:

- Music Education/Choral Emphasis requires 6 semesters of choral ensembles.
- Music Education/Instrumental Emphasis requires 6 semesters of instrumental ensembles, excluding MUS 181-481 and 165-465.
- Worship Leadership requires at least 6 semesters of choral ensembles; two additional semesters may be fulfilled by Worship Ensembles or Worship Leadership Lab.
- 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 Piano Ensembles toward their ensemble requirement.

- Performance/Emphasis in Voice requires 8 semesters of choral ensembles and 4 semesters of Opera Workshop.
- Performance/Emphasis in Piano requires 5 semesters of any ensemble, 3 semesters of MUS 230, and 4 semesters of Piano Ensembles.
- Performance/Emphasis in Organ requires 6 semesters of any ensemble, 2 semesters of MUS 230, and 2 semesters of Piano Ensembles.
- Theory and Composition each require 8 semesters of any ensemble for which the student is qualified. Keyboard principals only are required to complete 4 semesters of MUS 181-481 and/or MUS 230.
- B.A. or B.S. Music Majors, B.M. Music Majors with Emphasis in Management or Worship Leadership, and B.M. Music Majors with Elective Studies in Communication Arts 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.
- B.A. Worship Leadership students are required to complete 6 semesters of an ensemble for which the student is qualified, two of which must be Worship Leadership Lab.

Curriculum

The Department offers majors leading to the Bachelor of Music degree in Church Music, Music Education, Performance, Worship Leadership, Church Music, Theory, and Composition; with an emphasis in Management; and with Elective Studies in Communication Arts. 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. As shown below, Music Education majors will complete the Professional Education core in completing licensure requirements.

I. Bachelor of Music Degree Required Core—48 hours:

- A. MUS 109, MUS 209, MUS 210, 220 – 15 hours
- B. MUS 311, 315, 316, 317, 340 – 12 hours
- C. Applied Music Studies – 13 hours
 1. MUS 150-350 (12 hours/6 semesters)
 2. MUS 399, recital
- D. Secondary Performance – 2 hours/semesters
 1. MUS 221-222 (voice or instrumental principals)
 2. MUS 129V (keyboard principals)
- E. Ensemble Experience – 6 hours/semesters
- F. Recital Attendance – MUS 000, 8 semesters except Music Education emphasis, which require 6 semesters

II. Major in Church Music— 35–37 hours + 48-hour core (I).

1. Additional Applied Studies: 450 – 4 hours
2. Substitute MUS 399 with 499 in Music Core
3. Additional Ensemble Experience – 2 semesters
4. Upper-level MUS Electives – 2 hours
5. Upper-level Academic MUS Electives – 3 hours
6. Professional Church Music Courses – 22
MUS 116, 313, 323, 324, 330, 390, 419, 424, 430
7. Courses Specific to Applied Area – 2-4 hours

- a. Voice – MUS 206
- b. Instrumental – MUS 129V (2 semesters)
- c. Piano – MUS 230, 325
- d. Organ – MUS 215, 219, 230

III. Major in Composition—35 hours + 48-hour core (I.)

- A. Additional Ensemble Requirements – 2 hours
- B. Upper-level MUS Electives – 6 hours
- C. Upper-level Academic MUS Electives – 4 hours
- D. MUS 223, 232, 309, 318, 331, 410, 489 – 15 hours
- E. 350C, 450C (4 semesters)—8 hours

IV. Major in Music Education

- A. Emphasis for Vocal/General Instructor—18 hours plus Professional Education Core, shown as 2. below, and 48-hour core (I). Omit MUS 317 in Music Core.
 1. Professional Music Education:
 - a. MUS 116, 313, 321, 322, 430, 439, EDU 424
 - b. Select two from MUS 237, 238, 241, 242
 2. Teacher Licensure for Vocal/General Music Grades K–12—34 hours
 - a. Major requirements as shown above
 - b. Professional Education: EDU 150, 340, 358; PSY 213; PSY/SE 230; EDU 305, 440, 441, 451.
 - c. Completion of applicable portions of the Praxis II.
 - d. For additional information, see the Assistant Dean for Teacher Education and Accreditation.
- B. Emphasis for Instrumental/General Instructor—18 hours plus Professional Education Core, shown as 2. below, and 48-hour core (I). Omit MUS 317 in Music Core.
 1. Professional Music Education:
 - a. MUS 205, 237, 238, 241, 242, 313, 319, 439, 440, EDU 424
 - b. Substitute MUS 331 for MUS 340 in the B.M. Required Core

2. Teacher Licensure for Instrumental/General Music Grades K–12—34 hours
 - a. Major requirements as shown above
 - b. Professional Education: EDU 150, 340, 358; PSY 213; PSY/SE 230, EDU 305, 440, 441, 451.
 - c. Completion of applicable portions of the Praxis II.
 - d. For additional information, see the Assistant Dean for Teacher Education and Accreditation.

V. Major in Performance

- A. Emphasis for Voice Principals – 35 hours and 48-hour core (I).
 1. Additional Applied: 350 – 2 hours, 450 – 6 hours
 2. MUS 498, 499 – 2 hours
 3. Additional Ensemble Experience – 2 semesters
 4. MUS 116, 206, 405, 406, 419 – 10 hours
 5. MUS 320, 420 – 4 semesters
 6. Foreign Language, French or German – 3 hours
 7. Upper-level Academic MUS Electives – 6 hours
- B. Emphasis for Piano Principals – 35 hours and 48-hour core (I).
 1. Additional Applied: 250, 350 – 4 hours, 450 – 6 hours
 2. MUS 498, 499 – 2 hours
 3. MUS 181-481 – 4 semesters
 4. Additional Ensemble Experience – 2 semesters
 5. MUS 325, 415, 416 – 5 hours
 6. Upper-level Academic MUS Electives – 12 hours
- C. Emphasis for Organ Principals – 35 hours and 48-hour core (I).
 1. Additional Applied: 250, 350 – 4 hours, 450 – 6 hours
 2. MUS 498, 499 – 2 hours
 3. MUS 181-481 – 2 semesters
 4. Additional Ensemble Experience – 2 semesters
 5. MUS 215, 219, 417, 418 – 7 hours
 6. Upper-level Academic MUS Electives – 12 hours

VI. Major in Theory—32 hours + 48-hour core (I.)

1. Additional Applied Studies: 450 – 4 hours
2. Substitute MUS 399 with 499 in Music Core
3. Additional Ensemble Experience – 2 semesters
4. MUS 331 – 2 hours
5. MUS 490, Senior Project (2 semesters) – 4 hours
6. Upper-Level MUS Theory Electives and/or MUS 350C/450C – 10 hours
7. Upper-Level MUS Electives – 8 hours
8. Courses Specific to Applied Area – 2 hours
 - a. Voice – MUS 116
 - b. Organ – MUS 215, 219, 418
 - c. Piano – MUS 416
 - d. Instrumental – Select two from MUS 237, 238, 241, 242

VII. Worship Leadership—35 hours

- A. Select 3 hours from MUS 313 or MUS 424
- B. Select 6 Elective hours from MUS 116, 313, 419, 424, 430
- C. Select 4 hours of upper-level MUS Electives

D. Select 3 hours of upper-level academic MUS Electives

E. WL 202, 205, 305, 310, 312, 402, 484—19 hours

VIII. Major in Music with Studies in one of the following areas, select one in addition to 48-hour core (I).

- A. Emphasis in Management—36 hours
 1. Select 8 Upper-level MUS Elective hours
 2. Select 8 Upper-level Academic MUS Elective hours
 3. MUS 484
 4. Management Required Courses: MGT 318; ACC 211, 212; ECO 212; MAT 114; MKT 328
- B. Elective Studies in Communication Arts—38 hours
 1. Select 8 Upper-level MUS Elective hours
 2. Select 12 Upper-level Academic MUS Electives
 3. Requirements from Communication Arts—18 hours
 - a. Select any 9 hours from COM courses.
 - b. Select 9 Upper-level COM hours.

While fulfilling the requirements for any of the Bachelor of Music degrees, a student may also complete a minor in a second performing area. To do so, the student must successfully complete the following in the secondary performance area:

- I. An audition
- II. 4 semesters (8 hours) of applied lessons at the 150 and 250 levels
- III. An additional 4 hours in an applicable ensemble
- IV. A non-credit recital performance

The student whose primary certification is in Vocal/General Music Education, who also desires to complete dual certification in Instrumental/General Music Education, must complete MUS 319, MUS 440, and all instrumental methods courses (MUS 237, 238, 241, and 242) in addition to the minor in a secondary performance area (non-keyboard).

The student whose primary certification is in Instrumental/General Music Education, who also desires to complete dual certification in Vocal/General Music Education, must complete MUS 116, MUS 430, and both semesters of Advanced Class Piano in addition to the minor in voice.

The Department of Music offers two majors leading to the liberal arts degree: a major in Music (BA or BS) and a major in Worship Leadership.

Students pursuing the **Bachelor of Arts** or **Bachelor of Science** degree in **Music** must complete the General Core Curriculum and the Bachelor of Arts or Bachelor of Science Specific Core and must select a minor area of study outside the Department of Music. The student will also select a principal area of applied study within the major and successfully complete an initial audition in that area.

Major in Music—50 hours

- I. MUS 109, 209, 210—12 hours
- II. MUS 220, 311, 315, 316—11 hours
- III. Applied Music Studies—13 hours
 - A. MUS 150-350—12 hours/6 semesters
 - B. MUS 399, Recital

- IV. Secondary Performance Studies—2 hours/semesters
 - A. 221-222 (voice or instrumental principals)
 - B. 129V (keyboard principals)
- V. Ensemble Experience—6 hours/semesters
- VI. Recital Attendance, MUS 000/6 semesters
- VII. Upper-level MUS Electives—4 hours
- VIII. Upper-level Academic MUS Electives—2 hours

Minor in Music—25 hours

- I. MUS 109, 209, 220, 316—14 hours
- II. Applied Music Studies—4 hours
 - A. MUS 150-250(4 hours/semesters)
- III. Ensemble Experience—4 hours/semesters
- IV. Recital Attendance, MUS 000/4 semesters
- V. Upper-level MUS Elective—3 hours
 - A. Selected from MUS 329/429 or Academic MUS courses
- VI. Available to majors outside MUS Department

In addition to courses and degrees in music, the Department of Music also offers classes in Worship Leadership as well as the **Bachelor of Arts in Worship Leadership** (with a required minor in one of the following areas of study: Accounting, Biblical Studies, Biblical Languages, Business, Christian Studies, Communication Studies, Digital Media Studies, Intercultural Studies, Management, Missions, Psychology, Theatre) and the **Minor in Worship Leadership**. Worship Leadership courses are intended to be coupled with music studies to prepare students to lead others in corporate worship that is Biblically grounded, historically informed, and demographically appropriate.

Major in Worship Leadership—47 hours

- I. WL 202, 205, 305, 310, 312, 402, 484 - 19 hours
- II. MUS 109, 209, 220, 311—13 hours
- III. Applied Music Studies - 6 hours
 - A. MUS 150-350 (6 hours/semesters)
 - B. May be divided between 2 applied areas, each taken consecutively
- IV. Ensemble Experience - 6 hours
 - A. Any MUS ensemble (4 hours/semesters)
 - B. WL 100-400 (2 hours/semesters)
- V. Recital Attendance, MUS 000/4 semesters
- VI. MUS Electives - 3 hours
 - A. Selected from MUS 329/429 or Academic MUS courses

Minor in Worship Leadership - 23

- I. WL 202, 205, 305, 310, 312, 402, 484—19 hours
- II. Courses selected from Applied Music Lessons or Ensemble Experiences—4 hours

Student Organizations

NafME is the student affiliate of the National Association for Music Education, the premier professional organization for K-12 music educators.

Pi Kappa Lambda National Music Honor Society elects outstanding juniors and seniors to membership on the basis of musicianship and scholarship.

Assessment of Majors

At the end of each semester of required applied study (MUS 150-450), 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, the "Sophomore Board," 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.

Course Offerings in Music (MUS)

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

Academic Courses

106. Fundamentals of Music (2) F

Introduction to fundamentals of music reading, listening skills and musical understanding including pitch names, simple and compound meters, major and minor scales and keys, intervals, triads, and seventh chords.

109. Elementary Music Theory (4) F, W

Basic music theory including an introduction to Species Counterpoint, four-voice writing, and leading-tone seventh chords. Three hours of lecture and two hours of laboratory each week.

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.

205. Vocal Methods I for Instrumental Music Education Majors (1) S

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, application of rules for singing in French and German.

209. Intermediate Music Theory (4) F, S

Prerequisite: MUS 109

Continuation of Elementary Music Theory. Topics will include chromaticisms and their harmonic implications, modal mixture, modulation techniques, and simple compositional forms. Three hours of lecture and two hours of laboratory each week.

210. Advanced Music Theory (4) F, S

Prerequisite: MUS 209

Continuation of Intermediate Music Theory. Topics will include serialism, set theory, and other 20th- and 21st-Century analytical and compositional techniques. Three hours of lecture and two hours of laboratory each week.

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.

216. Music Appreciation (3) F

Musical trends throughout the world and the ages. Included: contemporary music of 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 209.

Introduction to the historical styles of music through listening and score-reading to build a working knowledge of a basic music repertory through listening and score study. Attendance at and review of music performances will be required.

223. Introduction to Composition (2) F

Prerequisite: MUS 109

A first year course designed for students interested in composition. The class encompasses a broad stylistic survey, score study, notation skills, aesthetics and discussions of professional objectives as a composer.

232. Songwriting (2) S

Prerequisite: MUS 209 or consent of instructor

Students will learn the facets of strong songwriting through score study, composition, performance, and analysis. There will be an emphasis on popular styles but art song may be briefly discussed as well.

237. String Methods (1) S—Odd Years

A class in the fundamental concepts of playing stringed instruments and of teaching others in a classroom setting to do the same.

238. Woodwind Methods (1) F—Odd Years

A class in the fundamental concepts of playing woodwind instruments and of teaching others in a classroom setting to do the same.

241. Brass Methods (1) F—Even Years

A class in the fundamental concepts of playing brass instruments and of teaching others in a classroom setting to do the same.

242. Percussion Methods (1) S—Even Years

A class in the fundamental concepts of playing percussion instruments and of teaching others in a classroom setting to do the same.

302. Technology for Musicians (3) F

Through study and laboratory experience, students become familiar with the capabilities of technology as they relate to composition, performance, analysis, teaching, and research. Review of basics of computer use: word processing, databases, spreadsheets, presentation software, desktop publishing, and Internet access as well as music sequencing, notation, improvisation, performance software, and music education software.

309. Electronic Music Composition (2) F

Prerequisite: MUS 210 or consent of instructor

Designed to be a practical study of electronic music and its production, this course will study methods of sound production and manipulation with synthesizers, MIDI, software and the DAW. Students will arrange and compose in the electronic environment using basic sequencing and sound editing techniques as well as the use of MIDI-controlled devices.

311. Conducting I (2) S

Prerequisite: MUS 209 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.

313. Elementary Music Methods and Materials (3) F

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.

315. History of Music I (3) F

Prerequisite: MUS 220.

Survey of music from the Greeks to the Baroque c. 1700 with emphasis on the changing styles and forms of music through the study of compositions, composers, treatises, instruments, and performance practices. Extensive use of recordings and listening.

316. History of Music II (3) S

Prerequisite: MUS 315 or consent of the instructor.

Survey of music from the late Baroque to the present day, with emphasis on the changing styles and forms of music through the study of compositions, composers, treatises, instruments, and performance practices. Extensive use of recordings and listening.

317. Form and Analysis (2) S

Prerequisite: MUS 210.

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) F

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. Included within the content of this study will be class lectures and guided observation of selected area bands.

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. Students will study the music of hymns so the ability to read a single line of music is helpful.

324. Foundations in Church Music (3) S—Even Years

Biblical, theological, and philosophical foundations for music ministry, including studies in historical and contemporary Christian worship.

330. Resources and Practices for the Church Musician (2) F

A survey of useful, current resources and an introduction to practical skills associated with professional church musicianship, including instruments common to worship, lighting and sound systems, time management, staff relations, budgeting and training of volunteer leaders in the church program. Requires field observation (30 hours) in a local church music program.

331. Orchestration (2) S

Prerequisite: MUS 210.

The individual characteristics of 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, and copyright law.

340. Arranging and Composing Methods (2) F

Prerequisite: MUS 210.

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 210.

Major works of the symphonic idiom from early Viennese beginnings to 20th century.

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.

405. Vocal Literature I (2) F—As Needed

Survey examination of the solo song in western music with particular attention to early Italian and British song and the development of the German *lied*.

406. Vocal Literature II (2) S—As Needed

Survey examination of the solo song in western music with particular attention to the development of the French *melodie* and 20th century British and American art song.

410. Counterpoint (3) As Needed

Prerequisite: MUS 210.

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.

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 a 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 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

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.

423. 20th Century Literature (3) As Needed

Prerequisite: MUS 210.

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) As Needed

Organizing and leading comprehensive church music ministry. Topics: preschool/children's choir organization and leadership, instrumental ministry, scheduling, promotion, and integrating the ministry with other Christian education programs in church.

430. Advanced Choral Techniques (3) F

Prerequisite: MUS 311.

Advanced studies in choral conducting techniques including methods for addressing vocal techniques, diction, blend, balance, intonation, choral musicianship, and solving technical problems in the context of the choral rehearsal. Includes significant studies in vocal pedagogy, score analysis, and conducting of rehearsals.

439. Leading in the Learning Environment (Music Education) (3) F

Studies in classroom teaching and management specific to music education and informed by Christian values and ethics. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

440. Advanced Instrumental Techniques (3) F

Prerequisite: MUS 311

Advanced studies in instrumental conducting, including methods for addressing complex musical problems in the context of rehearsal. Includes extensive score analysis, rehearsals, methods and materials, supervision of ensembles, selection and maintenance of instruments, class organization, scheduling, courses of study, and preparation for public performances, contests, and festivals.

484. Music Management Internship (2) F, S, W, Su

Pre-requisite: 12 hours from the School of Business

Supervised practical work experience within the Department of Music or another music-related organization, including the design, implementation, and assessment of a semester-long project involving marketing, budgeting, and/or resource management.

490. Theory Senior Project (2) F, S

The senior project will consist of a publicly presented research paper that treats a single analytical problem in a comprehensive manner. The paper and presentation will be evaluated at the end of the senior year by a faculty committee of three members.

179-279-379-479. External Domestic Study Programs (1-3)

As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

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

295-6-7. 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).

498-9. Seminar (1-3)

To be used at the discretion of the department.

Applied Music

Individual applied music study is offered F, W, S, Su unless otherwise indicated and in all the areas listed below:

Voice	Oboe	Trumpet
Piano	Flute	Horn
Organ	Bassoon	Trombone
Strings	Clarinet	Tuba
Guitar	Saxophone	Percussion
Harp		

000. Recital Attendance

A pass/fail, non-credit course required of all music majors and minors.

121-2, 221-2. Class Piano (1 each) F, S Sequence

For the non-keyboard music majors to provide functional skills, 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 Music Theory.

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. Topics: chording, basic picking patterns, basic chord reading skills. Not applicable to MUS major/minor.

129I-429I, 129IG-429IG, 129K-429K, 129V-429V. Applied Music for Elective (1-2)

Individual applied instruction for the elective student and music major/minors in a performing area outside their principal area. Music minors may register at 300 level in their principal area after completing 4 hours of 150, 250. Permission of instructor required.

- 129I, 229I, 329I, 429I—brass, woodwinds, strings, or percussion
- 129IG, 229IG, 329IG, 429IG—guitar
- 129K, 229K, 329K, 429K—piano or organ
- 129V, 229V, 329V, 429V—voice

150I-450I, 150IG-450IG, 150K-450K, 150V-450V. Applied Music (1-3)

Individual applied lessons for students who have been admitted to a music major or minor program in their principal area. Requires a board examination or juried recital performance. Permission required to enroll for 3 hours.

- 150I, 250I, 350I 450I—brass, woodwinds, strings, or percussion
- 150IG, 250IG, 350IG, 450IG—guitar
- 150K, 250K, 350K, 450K—piano or organ
- 150V, 250V, 350V, 450V—voice

321-2. Advanced Class Piano I and II (1 each) F, S Sequence

Prerequisite: MUS 222 for 321; 321 for 322.

Piano skills required of the choral technician and music educator, including demonstrating and accompanying vocal exercises in all keys, performing octavo accompaniments, rendering of at least 2 voices in open score, realization of chord charts, improvisation of melody and accompaniment, and basic transposition.

325. Class Piano (1) W

For keyboard majors only to develop functional skills: sight-reading, harmonizing, transposing, accompanying, and improvising. Meets twice weekly.

399. Recital (1)

Corequisite: MUS 350.

Public performance in recital approximately one-half hour in length.

350–450C. Private Composition Lessons (1-2) F, S

Compositional study in varied musical forms.

489. Senior Composition Recital (2)

Corequisite: MUS 450C

A capstone project for the MUS 350–450C sequence. Students will compose a 10-15 minute original composition for an ensemble gleaned from the student body culminating in a recital performance. Students will be responsible for the recruitment of ensemble personnel, the formation of a rehearsal schedule, management of rehearsals, and event publicity. This project will be evaluated by a committee comprising the student's composition instructor, one applied faculty member (preferably for whose principal instrument the student included in his work), and another music faculty member at the student's request.

499. Recital (1)

Corequisite: MUS 450

Public performance in recital approximately one hour in length.

Ensembles

All are offered F, S unless otherwise indicated.

002. Voices of Proclamation (0) F, S

"Proclamation" is a vocal chamber ensemble that performs a wide variety of choral literature to promote the department and school at university events, church services, and public and private school settings.

100, 200, 300, 400. Jazz Band (1)

Admission by audition due to restricted instrumentation. Various phases of organization, techniques, literature, interpretation involved in professional demands on modern jazz artists. Performances include on and off campus activities. Meets once each week for two-hour rehearsal.

108, 208, 308, 408. Choral Union (1)

Choral ensemble open to university students, faculty, staff, and community members and typically divided into two groups: Women's Choir (Cantilena) and Men's Choir. These ensembles draw from a wide variety of repertoire and perform in at least one concert each semester. On occasion, they may also sing for the University Chapel and services of area churches.

126, 226, 326, 426. Union University Orchestra (1)

Pre-requisite: Successful audition

This traditional symphony orchestra performs literature from the gamut of the Western Art Tradition as well as contemporary and popular works. The Orchestra presents one feature concert each semester in addition to several smaller concerts each year and performances of choral/orchestra masterworks in partnership with university choral ensembles.

135, 235, 335, 435. Symphonic Band (1)

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)

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)

Admission by audition. The choir will ring literature for 3-5 octaves of English handbells, using various ringing and damping techniques and special effects. The Choir will perform in churches, schools, and on campus.

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)

Prerequisite: Successful audition.

This ensemble performs unaccompanied and accompanied choral literature drawn from various periods, styles, and cultural bodies of repertoire. Singers present performances as part of a spring tour of churches and schools, occasional performances in local venues, and with The Jackson Symphony Orchestra.

230. Accompanying (1) S

Accompanying art song, operatic and oratorio selections, and various instrumental works.

320, 420. Opera Workshop (1)

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.

Course Offerings in Worship Leadership (WL)

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

202. Biblical Foundations of Worship (3) F

Overview of Old and New Testament practices and principles related to worship.

205. History of Christian Worship and Song (3) S

Examination of various practices in Christian worship from the early Church to present day. While a myriad of worship actions will be surveyed, particular attention will be given to the development and utilization of music in public and private worship settings.

305. Theology and Practice of Worship (3) F

Prerequisites: WL 202 and WL 205

Exploration of a wide array of philosophies pertaining to Christian worship and how each affects elements of corporate worship. The ultimate goal is the development of a personal, working theology of worship. Practicum Included: Students will attend a determined number of worship services at churches (3-5) of diverse sizes, styles, and constituencies. Each experience will culminate with a report on the practices of the worship service and the theology exhibited through them.

310. Worship in Diverse Contexts (3) W, S

Prerequisite: WL 305

Consideration of diverse contexts of worship and applications within varied contexts of concepts, skills and philosophies learned during the Worship Leadership curriculum. Topics will include diversity of ages, cultures, socio-economic conditions, and international settings. Practicum Included: Students will participate in worship services at a determined number of churches (2-3) under the supervision of the course instructor and the pastors or designated ministers at each location. Each experience will culminate with a report on the demographics of the particular congregation, the actions of worship, and the cause and effect of each action according to the demographic.

312. Technology in Worship (2) S

Prerequisites: WL 202 and WL 205

Survey of current technology applicable to modern worship leadership, including sound reinforcement, video projection, and electronic media, and a critical analysis of their application.

402. Worship Leadership Administration (3) F

Prerequisites: WL 202 and WL 205

Examination of necessary skills and helpful tools of the worship leader that are not directly related to the implementation of corporate worship. These include budgeting, conflict management, personal, professional and spiritual development, and team building. Practicum Included: Students will attend a spectrum of committee meetings, staff meetings, business sessions, and portions of routine work days at an assigned church, for a designated number of hours (20) under the supervision of the course instructor and the pastor or designated minister. Each experience will culminate with a report on the activities observed and the impact each activity had on corporate worship and the overall life of the church.

484. Worship Leadership Internship (2) F, S

Prerequisites: WL 305, WL 310, WL 402

Capstone experience to include a full spectrum of Worship Leadership activities within the context of a local congregation and under the supervision of a designated faculty member and qualified full-time pastor or appropriate ministry staff member.

100, 200, 300, 400. Worship Leadership Lab (1) F, S

Prerequisite: 2 semesters of previous Department of Music ensemble experience

A non-performance ensemble designed for those preparing to utilize musical skills to lead others in worship. Primary focus will be placed on the planning, rehearsing, and leading of contemporary worship music.

DEPARTMENT OF PHYSICS

COLLEGE OF ARTS AND SCIENCES

Faculty

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

Ildefonso Guilaran (2008). Professor of Physics. B.S., Western Kentucky University; M.S. and Ph.D., Florida State University.

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

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

Staff

Christine Rowland (2006). Academic Secretary—Engineering, Physics, Math, and Computer Science.

Curriculum

The programs offered by the Department of Physics are designed to help students understand the physical world by examining the laws which describe the interactions throughout the universe, the methods by which the cosmos can be studied, and the relationship of physics to other aspects of human experience. The department offers courses that effectively serve all students within the institution, recognizing that each student's needs and career goals may be different. The curriculum is designed to provide content of the appropriate level and diversity for students classified as physics majors/minors, non-science majors, engineers, pre-professionals, and those preparing for a teaching career in secondary school. The faculty endeavor to create an atmosphere in which students are challenged to acquire problem-solving skills using advanced mathematics and modern methods in science. Students are encouraged to develop in-depth analytical skills and an attitude of scientific curiosity while maintaining a Christian worldview. In summary, the physics curriculum provides liberal arts students with a working knowledge of science and meets the career needs of students who wish to:

- pursue a teaching career in elementary or secondary school;
- enter engineering, one of the health professions, or an allied health field;
- become a professional/industrial physicist; or
- continue study of physics or a related field at the graduate level.

I. Major in Physics—38 hours

- A. Physics 231-232, 311, 313, 314, 420, 424(1-3 hours), 430, 498—28–30 hours
 - B. Select three or more courses: PHY 262, 325, 350, 360, 395-6-7*, 400, 410, 417, 425 (1-2 hours**), 495*
 - C. Prerequisites: MAT 211, 212, 213, 314
- *Must be approved Special/Independent Studies
**Maximum 3 hours from 424 and 425 apply to major.

II. Major in Physical Science—44 hours

- A. CHE 111, 112, 113, 211, 221—15 hours
- B. PHY 112, 231-32, 311, 310 or 301—22 hours
- C. Upper Level Electives from CHE and PHY—7 hours; maximum 1 hour from 424 and 1 from 498

III. Major in Physics with Discipline-Specific Honors

Students who are pursuing a major in physics have the option of completing an honors program in the discipline. Students who are interested in this Honors program should refer to the general requirements for Discipline-Specific Honors (DSH) as well as the requirements for the program in physics below:

- To apply for admission to the Physics DSH program students must
 - have at least a sophomore standing,
 - have a cumulative 3.5 GPA on 15 or more credit hours,
 - be enrolled in or have completed PHY 311, and
 - have at least three, and preferably four, semesters remaining in their undergraduate career.
- Application should be made to the Chair of the Department of Physics and must be approved by the Department of Physics. Upon departmental approval, the application will be sent to the Honors Community leadership for final approval.
- Physics DSH Students must complete all requirements for the major in physics. In addition, the student must complete DSH requirements established by the Honors Community.
- Physics DSH students must complete 12 credit hours of honors-contract courses in physics: Physics Research (PHY 424-425) plus three additional upper-division courses:
 - Three credit hours total must be obtained under an honors contract in the physics research courses (PHY 424 and/or 425). The research must be done within an ongoing research project either at Union or at an off-campus research site. Research Experience for Undergraduates (REUs) are ideal for this requirement. Students must present a paper and a talk which will be evaluated by departmental faculty and must meet high standards of excellence. The department maintains a rubric for evaluating these. The research must be presented at the Union University Scholarship Symposium or its successor. The student must make a good faith effort to present the research at a regional or national meeting.

- The remaining nine credit hours of upper-division honors contract must be above PHY 311 and have a minimum prerequisite of PHY 232.
- Honors contract work will consist of writing a review article on a relevant topic, preparing and giving one or more presentations on relevant topics, completing additional homework of a particularly advanced and challenging nature, designing a physical or computational experiment for a course that does not include a lab component, or a similarly demanding project approved by the department.
- PHY 498 (Seminar) may be taken for 3 hours of honors contact. Only honors students may take this course for more than 1 credit hour.
- Physics DSH students must attend at least four regularly scheduled honors colloquia during each of the student's junior and senior years. Students who are only in Physics DSH for three semesters must attend two colloquia per semester for an overall total of at least six colloquia. Within one week of attending a colloquium, the student will submit a short written summary and reflection paper to the student's honors advisor.
- A grade of C or below in any honors contract course will result in a student's re-evaluation by the department. In the absence of extenuating circumstances, the department will typically dismiss the student from the program. If a student receives more than one B for honors contract classes, the department will assess whether the student should be allowed to continue the program.
- To graduate with Discipline-Specific Honors in Physics, the student must have both a 3.5 cumulative GPA and a 3.5 Physics GPA.

IV. Minor in Physics—24 semester hours

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

V. Teacher Licensure in Physics (Grades 6–12)

- A. Complete the requirements shown above for the Physics or Physical Science major.
 1. Physics majors must select PHY 262 and 325 from the elective list and must also take CHE 105 or 111; CSC 105 or 115; MAT 114 or 208; and PHY 112 and 310.
 2. Physical Science majors must select PHY 325, 430, and 424 from the elective list and must also take CSC 105 or 115; MAT 212; MAT 114 or 208.
- B. Physics teacher candidates must hold membership in the Society of Physics Students.

C. Professional Education:

1. Prior to Internship - EDU 150, EDU 305, EDU 358, PSY 213, PSY/SE 230.
2. Fall of Internship Year - EDU 306, 340, 418, 440
3. Spring of Internship Year - EDU 441 and 451

D. Complete the applicable portions of the Praxis II.

E. For additional information, see the Assistant Dean for Teacher Education and Accreditation.

Assessment of Major

All Physics majors are required to take a research class, PHY 424, and a seminar class, PHY 498, in which presentations are made and students are questioned orally. Seniors must also take the Major Field Examination in physics and if seeking teacher licensure, complete the required education tests such as PRAXIS.

Student Organizations

The **Society of Physics Students (SPS)** stimulates an awareness of physics and the related sciences, and acquaints students with professional opportunities within the discipline. The organization promotes professionalism and pride in the physical sciences and assists students in studying, preparing, and presenting technical material. Membership is open to any student interested in physics.

Student Awards

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

The **Freshman Physics Award** is given to the freshman student completing PHY 231-232 who has shown outstanding scholastic achievement, Christian service, and school spirit.

The **Kyle L. Hathcox Memorial Physics Award** is given annually to the junior or senior student majoring or minoring in Physics. In addition to meeting specific academic criteria, the student will demonstrate excellence and decorum consistent with the faith heritage of Union University and consistent with the legacy of Dr. Hathcox, whose priorities have been aptly described as "faith, family, and physics."

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

Introduction to physics and chemistry for non-science majors including their historical, philosophical, and social significance. 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 CHE or a PHY course numbered 200 or higher. Three lectures, one 2-hour laboratory/week.

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

Reciprocal credit: GEO 112.

Earth science and astronomy: their nature, history, divisions, and relation to other sciences. The physical laws of nature will be examined as they apply to physical geography, meteorology, and astronomy. Three lectures, one 2-hour laboratory/week.

213-4. Introduction to Physics (4) 213-F, Su; 214-S, Su

Prerequisite: MAT 111 and 112, or 116.

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. Cannot be used as a PHY Elective toward majors/minors. Three lectures, one 3-hour laboratory/week.

231-2. University Physics I, II with Calculus (5) 231-F, S; 232-F, S

Prerequisite to 231: MAT 211. Pre- or Corequisite to 232: MAT 212.

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 and optics. Four lectures, one laboratory/week.

262. Electrical and Electronic Circuits (4)

Prerequisite: PHY 232 and MAT 212. Reciprocal credit: EGR 262. See EGR 262 for description.

301. Perspectives in Science (4)

Prerequisite: PHY 111-2. Reciprocal credit: CHE 301.

The study of science from a historical and philosophical perspective in an interdisciplinary manner, exploring the complementarity of physical and biological sciences, while addressing relationships to other disciplines such as art, religion, and politics. Examines the role of science in global issues and life issues. Three lecture, 2 lab hours/week.

310. Energy, Environment, and Society (4)

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: past and future demands, energy sources, storage and transportation of energy, environmental considerations, conservation, politics, economics, and national policy. Three lectures, 3 lab hours/week.

311. University Physics: Modern Physics (4)

Prerequisite: MAT 212 and 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/week.

312. The World of Water (2) S

Prerequisites: PHY 111 or CHE 105

This course is a survey of water, its nature and properties, its role in the physical world, and its role in human society. The uses of water by individuals and societies will be addressed. Ramifications and applications range from international geopolitics to designing a water pump system for a well. Cannot be used as an elective toward PHY major/minor.

313. Intermediate Mechanics (3)

Prerequisite: PHY 232 and MAT 212.

Introduction to 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)

Prerequisites: MAT 212 and PHY 232.

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

325. Thermodynamics and Statistical Mechanics (3)

Prerequisites: MAT 212 and 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.

350. Introduction to Astrophysics (3)

Pre-requisite: PHY 232

An introduction to the behaviors of solar systems, stars, and galaxies. Newtonian celestial mechanics, gravitation, simple nuclear physics, and introductory cosmology will be included.

360. Mathematical Methods in Physics (3)

Prerequisites: MAT 213, PHY 232.

Special differential equations, complex number analysis, linear algebra, group theory and Fourier analysis applied to advanced topics in physics.

400. Optics and Lasers (3)

Prerequisites: MAT 213, PHY 232.

Analyzes the behavior of electromagnetic radiation, emphasizing geometrical optics and instrumentation. The role of optics in spectroscopic measurements will be highlighted by discussing polarization and diffraction. Includes an introduction to laser physics and operations using systems, including excimer and neodymium-YAG lasers.

410. Nuclear Physics (3)

Prerequisites: MAT 213 and PHY 311.

A study of the atomic nucleus, including its constituents, interactions and energies. Radiative processes, angular momentum, and practical applications such as astrophysics, medical physics, energy production, and environmental physics.

417. Introduction to Condensed Matter Physics (3)

Pre-requisite: PHY 311

An introduction to properties of various phases of matter from the macroscopic scale down to the atomic. The topics covered in this course will include crystal structure, the reciprocal lattice, structural analysis techniques (wave diffraction), the historical progression and theories of various models of electrical conduction, energy bands, semiconductors, metals, and Fermi surfaces.

420. Quantum Mechanics (3)

Prerequisites: PHY 311 and 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/week.

424-425. Physics Research (1-3) F, S

Prerequisite: PHY 311.

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 faculty supervision, this work may be done off site at a national laboratory or comparable research facility.

430. Experimental Physics Laboratory (3)

Prerequisites: PHY 311 and MAT 213.

Modern experimentation, research, data acquisition and analysis. The theory, practice and reporting of research in a scientific format are demonstrated through experiments in atomic, nuclear, solid state, thermodynamics, and optics. One lecture, 4 lab hours/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.

179-279-379-479. External Domestic Study Programs (1-3)**As Needed**

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

195-6-7. Special Studies (1-4) On Demand**295-6-7. 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).

498-9. Seminar (1-3) As Needed

To be used at the discretion of the department.

DEPARTMENT OF POLITICAL SCIENCE

COLLEGE OF ARTS AND SCIENCES

Faculty

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

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

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

Staff

Rebecca Edgren (2015) Academic Secretary—Warren F. Jones Academic Suite; B.A., Union University.

Mission Statement

The Department of Political Science seeks to create active, informed citizens and leaders who use their analytical, research, and communication skills to improve their community.

Curriculum

Called the "queen of the sciences" by Aristotle because of its impact on law, society, philosophy, ethics, economics, and religion, political science is more than the study of government, political attitudes and behavior, and public policy. It is the study of people, their motives, their values, their relations with others, and the best way for individuals and groups to achieve their goals while improving society. Moreover, as Christians, the study of politics increases our understanding of God by learning how He wants us to live with others and how our faith leads us to be good stewards of our local, national, and global community.

Consequently, the Department seeks to (1) create an active, informed citizenry capable of influencing government; (2) prepare students for a changing world by developing and refining their analytical, communication, and research skills; (3) foster the understanding of the role of Christians in the public square and the most effective means to renew society; (4) prepare students for graduate and professional opportunities in politics, law, public service in the U.S. and abroad, business, teaching, and other endeavors; and (5) develop students who can be leaders in political, social, and religious institutions.

To this end, the Department offers a broad range of courses that focus on how individuals and groups interact with governmental and global systems while preparing students to exercise leadership in our changing domestic and global worlds. Each student begins by orienting themselves to the discipline by taking classes in each of the subfields of political science (American Politics, Comparative Politics, International Relations,

Political Theory, and Research Methods). Then students have the opportunity to choose a concentration to pursue their specific interests. Moreover, the Department encourages both practical and theoretical learning through internships and study abroad experiences which provide a broader understanding of other cultures and worldviews. Finally, the capstone experience provides students the opportunity to synthesize their knowledge in writing their senior thesis.

I. Major in Political Science—42 hours

A. Required: PSC 111, 211, 214, 232, 245, 322, 323, 498.

B. Upper-level American Politics—3 hours

C. Select one concentration and a total of no less than 15 hours

1. American: Select 9-15 hours from Upper-level American Political Politics courses

2. International Relations: Select 9-15 hours from Upper-level IR and Comparative Politics courses.

3. Political Theory: Select 9-15 hours from Upper-level Political Theory courses.

4. Select 15 hours from at least 2 of concentrations (1., 2., or 3. above).

II. Major in Political Science with Discipline-Specific Honors—42 hours

A. Complete the Major in Political Science as described in I. above.

B. Include in the major requirements, the completion of at least three PSC courses by honors contract.

C. PSC 245 should be completed prior to the second honors contract.

D. The student will write the honors thesis in PSC 498.

III. Teacher Licensure for Government (Grades 6–12)

A. Major requirements for PSC with American concentration as shown above to include 313, 415, and 416.

B. Additional requirements for licensure: GEO 112; 215 or 216; HIS 211 and 212, 101, 102; CSC 105.

C. Professional Education:

1. Prior to Internship—EDU 150, EDU 305, EDU 358, PSY 213, PSY/SE 230.

2. Fall of Internship Year—EDU 306, 340, 425, 440

3. Spring of Internship Year—EDU 441 and 451

4. CSC 105 is required in the BA core

D. Completion of applicable portions of the Praxis II.

E. For additional information, see the Director of Educator Preparation.

IV. Minor in Political Science—21 hours

A. Required courses: PSC 111, 211.

B. PSC Electives including a minimum of 6 upper-level hours—15 hours

V. Minor in Ethics and Public Policy—21 hours

A. Required courses: PSC 211, 214; CHR 243—9 hours

B. Select 12 hours from: PSC 305, 330, 342, 344, 347, 353, 354, 400, 425, 431; CHR 424

VI. Minor in International Affairs—21 hours

- A. Required courses: PSC 211, 214, 232—9 hours
- B. Select 12 hours from: PSC 324, 325, 333, 344, 355, 360, 365, 400, 414, 415, 431

VII. 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.

Admission and Progression in Major in Political Science with Discipline-Specific Honors

The department requires a one semester residency requirement for the first time college student before applying to the program.

For each honors contract course, the student must:

- Come to agreement with the instructor of the course regarding the nature of the contract prior to the beginning of the course. Students are advised to contact the instructor prior to the end of the previous fall or spring Semester.
- Obtain the Department Chair's approval of the honors contract.
- Complete the required paperwork with the Office of the Director of the Honors Community prior to the first day of classes for the semester.

The professor supervising each honors contract will evaluate the work and personally consult with the student about continuance in the program. This evaluation will also be presented to the department faculty at its next regularly scheduled department meeting. If a student makes a grade of B or higher in an honors project, they will be able to continue in the program. If a student makes two B's, the department will meet to evaluate the student's work and the professor's evaluation to determine whether the student should continue. A grade below B is unacceptable in an honors contract class and will result in dismissal from the program. The student may appeal the decision to the department as a whole.

Greater detail for admission, honors contract requirements and other program specifics is provided at www.uu.edu/dept/politicalscience/programs-honors.cfm.

Assessment of Majors

Political science majors culminate their studies by taking Senior Seminar (PSC 498) in which they will demonstrate the ability to write a quality, in-depth political science research paper using the methods of the discipline. The student will present his/her paper to fellow seminar members and political science faculty. All senior political science majors must take the Major Field Achievement Test in Political Science, a national

civics test, and write an essay on leadership and an essay demonstrating their understanding of the role of religion in the public square.

Student Organizations

Pi Sigma Alpha is the National Honor Society in Political Science. Eligible students are juniors who have completed ten semester hours of work in political science including at least one upper-division course, with an average grade of B or higher in those courses. They must also have achieved an overall GPA placing them in the top one-third of their whole class (i.e., junior or senior class). They need NOT be political science majors or minors to qualify for membership.

The **Union 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.

Student Awards

Departmental Awards are given to graduating seniors for outstanding work in fulfilling a departmental major or minor.

The **John W. Burgess Award** is granted to a graduating senior for meritorious work in political science.

Political Science Research Awards are presented for the best senior thesis and original research papers in America Politics, International Relations, and Political Theory as part of the requirement for any political science course.

The **Civic Engagement Award** is presented to the student who best demonstrates the ability to make a significant contribution to public service based on their political, university, and community involvement.

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.

214. International Relations (3) S

Reciprocal credit: ICS 214.

A study of the basic concepts of international politics, national power, diplomacy and warfare, and other vital interests of nations.

232. Comparative Political Systems (3) F

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.

245. Research Methodology (3) S

Research methodologies utilized in political science.

300. Politics and Film (3) As Needed

The impact of film on the politics and thinking of American society towards concepts such as war, peace, race, regions of the world and political ideas.

305. State and Local Government (3) As Needed

A study of the institutions and functions of state and local governments and their relationship to the political process and federalism.

313. Political Parties in the United States (3) F—Even Years

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.

322. Western Political Thought I (3) F

Great political thinkers in the Western tradition from the Greeks to the 17th Century.

323. Western Political Thought II (3) S

Great political thinkers in the Western tradition from the 17th century to the present.

324. Contemporary Global Issues (3) S—Odd Years

Current affairs focusing on events and attitudes within the world community with an assessment of their impact on domestic and foreign policy decisions in the U.S. and abroad.

325. Politics and Governments of Asia (3) S—Odd 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) As Needed

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.

333. International Organizations and Law (3) F—Odd Years

International organizations, both governmental and non-governmental, as they interact with international community. International law and its development are examined.

335. Modern Christian Political Thought (3) S—Even Years

Reciprocal credit: CHR 335.

A study of the various streams of Christian political thought since the Reformation.

337. American Political Thought (3) S—Odd Years

The study of American political thought from the colonial times to the present.

340. The Judicial Process—As Needed

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) S—Even 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.

347. Ethics and Public Policy (3) S—Odd Years

The application of ethical theories to contemporary political issues.

353. Christian Political Thought (3) S

Reciprocal credit: CHR 353

A study of political thought from the beginning of Christianity to the present.

354. Economic Political Thought (3) F

Reciprocal credit: ECO 354.

A study of major economic thinkers regarding the political regulation of the economy.

355. Politics of the Developing States (3) F—Odd Years

Developing states 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.

365. International Security (3) Every Third Year

Strategic theory, terrorism, counterterrorism, military intervention, and intelligence in the contemporary world.

400. Democratization and Human Rights (3) F—Even Years

A study of the theoretical underpinnings of democracy and the origins and development of human rights in the world today.

414. International Relations Theory (3) S—Even Years

Traditional and modern international relations theories such as realism, idealism, and postmodernism.

415. Constitutional Law I (3) F—Odd Years

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

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) Every Third Year

An examination of the interaction between politics and religion in domestic and international politics.

431. Political Science Internship (repeatable up to 6) As Needed

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.

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

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

295-6-7. 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. Seminar (1-3) As Needed

To be used at the discretion of the department.

499. Seminar in Political Theory (3)

An intensive analysis of more major issues in political theory. This course may be repeated for credit.

DEPARTMENT OF PSYCHOLOGY

COLLEGE OF ARTS AND SCIENCES

Faculty

Teresa West (1983). University 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.

Joanne Stephenson (1988). University Professor of Psychology. B.S. and M.S., University of Tennessee at Martin; Ed.D., University of Memphis.

David Vickery (1981). University Professor of Psychology. B.A., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Georgia.

Staff

Rebecca Edgren (2015) Academic Secretary—Warren F. Jones Academic Suite and Psychology. B.A., Union University.

Mission Statement

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—33 hours

- A. PSY 213, 311, 317, 410, 412—15 hours
- B. PSY Electives—18 hours
- C. Only 2 of the 4 developmental courses (219, 313, 320, 324) may apply toward the major.

II. Minor in Psychology—21 hours

Psychology 213 and 410 are required of all minors.

Assessment of Majors

Psychology Majors are required to take PSY 410 during the Senior year as capstone to the major.

Student Organizations

The **Psychology Club**, open to all students, provides information regarding graduate programs and job opportunities for PSY majors and minors, provides information about and encourages the reading of current writings in the field, encourages association among Psychology students, promotes scholastic achievement, and provides information to students who want to learn more about the major.

Psi Chi is the National Honor Society in Psychology, founded 1929, to encourage, stimulate, and maintain excellence in scholarship, and advance the science of psychology. Membership is open to majors who have completed 3 semesters with 9 PSY hours, a 3.0 cumulative GPA and a 3.5 PSY GPA.

Student Award

The **Dr. Bill Bouchillon Psychology Excellence** is given to an outstanding graduating senior with a 3.5 GPA or greater in psychology as selected by the Psychology faculty.

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-psycho-social and scientific approaches to understanding behavior.

219. Developmental Psychology (3) F, W, S, Su

Prerequisite: PSY 213.

Human development from the prenatal stage through older adulthood. Emphasis: emotional, social, physical, motor, and psychological development of the individual.

*230. Learning in Diverse Classrooms (3) F, W, S, Su

See SE 230 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 application to the behavioral sciences with emphasis on experimental design.

312. Industrial Psychology (3) As Needed

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) F, 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.

320. Adult Psychology (3) S

Prerequisite: PSY 213.

Late adolescence through late adulthood using the theoretical framework of the life-span with emphasis on physical, cognitive, social and emotional development.

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 prenatal through adolescence. Emphasis on major theories of development, their significance 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.

338. Issues in Psychology and Religion (3) As Needed

Prerequisite: PSY 213.

Explores the relationship between psychology and religion. Topics include guilt, conscience, growth/maturity, the Church and mental health, and Christian counseling.

400. Positive Psychology (3) F

Prerequisites: PSY 213 plus 6 additional hours from PSY, SOC, SW.

Explores the theory of Positive Psychology and its principles of learned optimism and authentic mental health.

410. Advanced General Psychology (3) F, S

Prerequisite: 15 hours of PSY.

An extensive and in-depth study of the field emphasizing current research, issues, and methodology. In-depth coverage of the major areas of psychology.

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 journal readings.

413. Psychological Assessment (3) S

Prerequisite: PSY 213. Suggested: PSY 311 and 317.

Methods of evaluation of individuals, including Exceptionalities, and the nature of administration and interpretation of intelligence, interest, personality, achievement and aptitude tests.

415. Applied Research (3) F

Prerequisite: PSY 311 and 412, Senior PSY major and Instructor Permission.

Hands-on, group research on various topics that include synthesizing findings into a research paper.

417. Field Research Presentation (1) S

Prerequisite: PSY 415 and Instructor Permission

Research presentation experience at a professional conference building on and refining the experiences and findings of PSY 415.

418. Social Psychology (3) F

Prerequisite: PSY 213 or 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

Prerequisite: PSY 213. Reciprocal credit: PEWS 421. See PEWS 421 for description.

425. Introduction to Counseling (3) S

Prerequisite: PSY 213, 317, or 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

Reciprocal credit: SOC 435. See SOC 435 for description.

490. Practicum (3) F, W, S, Su

Prerequisites: PSY 213, 317, 12 additional PSY hours, and prior approval.

Field experience in a community agency. A journal and research paper are required. Purchase of professional liability insurance is required.

**179-279-379-479. External Domestic Study Programs (1-3)
As Needed**

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

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

295-6-7. 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 FAMILY STUDIES

COLLEGE OF ARTS AND SCIENCES

Faculty

Phil Davignon (2014). Assistant Professor of Sociology and Department Chair. B.A., Hillsdale College; M.A. and Ph.D., Baylor University.

Matt Henderson (2017). Assistant Professor of Sociology. B.S., University of Houston; M.A. University of Houston; M.A. and Ph.D., Baylor University.

Mission Statement

The mission of the Department is to provide students with a broad background in the study of society and human relationships from a Christian perspective, to enable them to enter graduate programs or entry level positions in their respective discipline.

Curriculum

I. Sociology major—36 semester hours

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.

A. Core required of all SOC majors—24 hours

1. SOC 211, 213, 214, 370, 417, 419, 422, 498 or 411

B. Electives—12 hours

II. Family Studies major—54 hours

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. Graduates who do not pursue graduate study typically find employment as parent educators, child life specialists and program directors in public and private agencies.

A. Prerequisites: SOC 214, 220, PSY 213

B. SOC 325, 333, 356, 370, 417, 425, 435, 411 or 498

C. PSY 219 or 324, CHR 243, COM 235, ECO 400

D. Select 9 hours from Chosen Concentration:

*Pre-Child Life Concentration: SOC 322, SOC 420, PSY 313

Family Ministry Concentration: SOC 319, SOC 321 or CHR 271, SW 307

Pre-Counseling: SW 305, PSY 425, SOC 419

E. No minor required.

*Students seeking Child Life Specialist certification through the Association of Child Life Professionals are urged to consult the ACLP web site (childlife.org) and to meet with the Sociology Department chair to ensure that they understand both the required undergraduate course work and post-baccalaureate certification requirements.

IV. Family Studies minor—18 hours

A. SOC 220, 417, 435

B. Select 9 hours from: SOC 325, 332, 333, 370, 418, 425, 426

V. Sociology minor — 18 semester hours

A. SOC 211, 213

B. Select 12 SOC electives (6 hours of which must be upper-level)

VI. Human Studies minor — 21 semester hours

The interdisciplinary Human Studies minor is designed to give flexibility to the student interested in education and human studies.

A. Include two of the following: PSY 213, SOC 211, SE 230.

B. Fifteen hours, 9 of which must be upper-level, from EDU, PSY, SE, SOC, SW.

Assessment of Majors

Both Sociology and Family Studies students have the option to round out their program with either SOC 498: Senior Capstone Seminar or SOC 411: Internship. When doing a capstone, senior students engage in original research which draws upon theoretical knowledge acquired in their research methods and theory classes. A major original research paper and oral presentation are the cumulative outcomes of the 498 course. The topic will be focused on a family topic for Family Studies students.

For those students who choose to participate in an internship, SOC 411 gives them the opportunity to apply knowledge from their coursework, clarify their own professional objectives, and gain professional experience in an approved community organization or agency. They will be required to complete a substantive term paper as part of their internship which will incorporate the theories and topics learned throughout their program.

Major of Sociology or Family Studies with Discipline-Specific Honors

The goal of the Department of Sociology and Family Studies' Discipline Specific Honors (DSH) track is to help students to produce a high-quality research paper or community project that is the culmination of their academic coursework and interests. Both sociology and family studies majors will complete 12 hours of honors contracted courses toward this end.

Admission Requirements:

Students must email their intent to join discipline specific honors to the chair of the department. This written declaration must include at least one (more are welcome) general area of study the student hopes to further explore through the DSH track. Students are free to change their general topic but they must enter the program with some proposed area of study. The department chair will make the final decision regarding the student's admission into DSH following a meeting with the student.

Sociology majors will complete the following as honors contracted courses:

- SOC 214: Social Research I or SOC 422: Social Research II (3 hours)
- SOC 417: Social Theory (3 hours)
- One upper-level sociology elective (3 hours)
- SOC 498: Senior Capstone (3 hours)

*Substitutions are allowed if agreed upon by the thesis advisor and department chair.

Family Studies Majors will complete the following as honors contracted courses:

- SOC 425: Strengthening Marriages and Families OR SOC 214: Social Research I OR SOC 422: Social Research II
- SOC 417: Social Theory
- One upper-level sociology elective
- SOC 498: Senior Capstone

*Substitutions are allowed if agreed upon by the thesis advisor and department chair.

The final product of the DSH track will be either:

1. A high-quality research paper that will be submitted to a peer-reviewed academic journal.
2. A community project or program that the student creates and implements. For example, students may help to assess the efficacy of a local non-profit, designing a workshop for families at a local church, or creating a semester-long afterschool program for disadvantaged youth.

All students will present their final product at one of the following:

1. The Union University Spring Scholarship Symposium.
2. An academic conference.
3. A meeting of stakeholders or community leaders, if applicable. This option is primarily for those undertaking a community project or program.

Progression:

Advising sessions will be used to further explore the student's interests and monitor their progression toward a completed research paper or community project. By the fall advising session of their junior year the student must propose a general research topic or community project in order to enroll in DSH contracted courses for the spring of their junior year. Students may modify their topics up to the start of the fall semester of their senior year.

Student Organizations

Pi Gamma Mu, national social science honor society, seeks to improve scholarship in social studies; to inspire 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 20 hours of social science with a "B" average or above are eligible for membership.

Sociological Inquiry Society (S.I.S) functions as a Christian community of students interested in sociological foundations and enables students to better understand and exercise sociology outside the classroom through discussion, activities, and service.

Student Awards

The **Pi Gamma Mu Scholarship Leader Award** 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

Designed to introduce students to the sociological study of society. Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Understanding sociology helps discover and explain social patterns and see how such patterns change over time. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

213. Social Change for Social Problems (3) F—Odd Years

Reciprocal credit: ICS 213.

Sociologists hold a passion to make the world a better place. This passion is combined with the use of the scientific approach to understand and explain social phenomena. The results of scientific investigation can be used to suggest social policies that can mitigate the negative consequences of problems that inevitably plague all human societies. We will discuss suggestions for policy designed to mitigate the negative consequences of social problems.

214. Social Research I (3) F—Odd Years

Prerequisite: SOC 211

An introduction to statistics common in social science research. Topics include descriptive and inferential statistics, hypothesis testing, significance, correlation, analysis of variance, and multiple regression. Emphasis is on application and effectively using a common statistical program (PASW/SPSS).

220. Introduction to Studying Families (3) F

This course is designed to provide an interdisciplinary introduction to issues pertaining to contemporary families. The course provides an engaging contemporary look at family studies' theories, methods, essential topics, and career opportunities. Concepts are brought to life through striking examples from everyday family life.

221. Sociology of Education (3) As Needed

Explores education as an institution that affects and is affected by the larger social structure. Topics may include the role of schools in society; connections between schooling, stratification and the economy; gender and ethnic differences in achievement; and social and cultural contexts of learning.

225. Relationships, Marriage and Families (3) Su; S—Odd Years

Reciprocal credit: SW 225.

An investigation of the sociocultural and historical factors influencing relationships, marriage and families emphasizing challenges, prevention and intervention.

300. Sport Sociology (3) S—Odd 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) As Needed

Prerequisites: CHR 111 or 112. Reciprocal credit: SW 310, ICS 310. See SW 310 for course description.

311. Crime and Society (3) S—Odd Years

This course examines the social, political and economic processes that affect the creation and implementation of law. It focuses on history and fundamental principles of American legal system and compares it to other legal systems existing in today's world. In assessing how judicial opinions and legislative efforts affect social relations and institutional arrangements, inquiry is centered on: the ways in which social problems become defined as legal issues, the forces which shape the initiation and ultimate formulation of legislative acts designed to affect public policy, the role which cultural values and assumptions play in framing legal arguments and influencing judicial opinions and remedial programs, and the strengths and limitations of the law as a means of achieving special social policy objectives.

317. Urban Structure and Process (3) As Needed

Prerequisite: SOC 211.

An exploration and analysis of social forces that structure human community. An overview of the process of urbanization in America, and the various ways in which rural and urban community life are organized into diverse social patterns.

319. Sociology of Religion (3) F—Even Years

Prerequisite: SOC 211. Reciprocal credit: ICS 319.

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) As Needed

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.

322. Medical Sociology (3) As Needed

Prerequisite: SOC 211

A sociological examination of health, illness, and the social organization of medical care in the US. Consideration is given to race, class, gender, and age as factors influencing health, illness, and the delivery of medical care.

324. Social Deviance (3) S—Odd Years

Prerequisite: SOC 211. Reciprocal credit: SW 324.

Focuses on why certain individuals violate social norms and the ways society responds and attempts to control deviant behavior. Topics include: defining, measuring and explaining social deviance and types of deviant behavior as well as personal and social consequences of deviant behavior.

325. Families Across Cultures (3) F, S

Reciprocal credit: SW 325, ICS 325.

The family as an object of sociological inquiry within the context of cross-cultural, multi-cultural and historical bases. Continuity and change, similarities and differences are emphasized.

326. Juvenile Justice (3) F—Odd Years

This course covers youthful crime: its volume, causes and trends. The prediction, prevention, treatment and control of juvenile delinquency by social control agencies is examined relative to social policies needed to reduce its incidence. The organization and procedures of the juvenile justice system are also explored.

327. Sociology of Media and Technology (3) S—Even Years

In this course, attention will be given to different aspects of the relationship between technology and society and directions for the future. The nature of technology and the process of innovation are driven by social influences and pressures. Those social influences mean that technologies reflect and often reinforce the structures of social, economic, and political power in any society. Special emphasis on social media and the effects it has on daily interactions in society.

333. Parent-Child Relations (3) S—Even Years

Prerequisite: SOC 211.

Social and historical context of parent-child interaction over the life course; analysis of theories, research and educational programs; socialization into the family; examination of parenting as a developmental process. Overview of the parenting process in diverse cultural and familial structures. Emphasizes the use of Biblical teaching in parent-child relations.

356. Food, Culture and Society (3) S—Odd Years

Reciprocal credit: ICS 356.

This course explores how social and cultural contexts affect food production and consumption. Specifically, this course examines how modern food practices have become disordered, diverging from a proper theological approach to creation.

370. Gender and Sexuality (3) W, S—Odd Years

Prerequisite: SOC 211. Reciprocal credit: SW 370.

Gender and sexuality in American society and cross-culturally with consideration to the role of gender in structuring identity, male/female interaction, and constraining or expanding opportunities. Topics: Sexual development, function and dysfunction, cultural and socio-psychological issues, and Christian, ethical and moral responses.

411. Internship (3) S

Prerequisites: 21 SOC hours including 417 or 425; 422; and departmental approval.

A field situation in a community agency. Supervision will be provided by the agency and department. A journal and substantive term paper are required.

413. Globalization and Social Change (3) As Needed

Prerequisite: SOC 211

This course addresses contemporary social, economic, and political changes referred to as globalization. What is globalization and what is its history? Does economic globalization lead to development or only to new ways of concentrating wealth in the hands of the few? These questions suggest the overarching themes of the course, which include the institutional structures of globalization, how those institutional structures shape power and inequality, and the question of scale, or how institutional structures translate power and inequality from the global to the local and back, and, finally, possible alternatives to globalization. How does globalization affect God's global work?

417. Social Theory (3) S—Even Years

Prerequisites: 6 hours of SOC including SOC 211.

Examines major social theories that explain society and human behavior. Special emphasis is given to family theories and applying other social theories to the family and behavior within the family.

418. Social Psychology (3) As Needed

Prerequisites: SOC 211 or PSY 213. Reciprocal credit: PSY 418. See PSY 418 for course description.

419. Social Diversity and Inequality (3) F—Even Years

Prerequisite: SOC 211. Reciprocal credit: SW 419, ICS 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) As Needed

Prerequisite: SOC 211. Reciprocal credit: SW 420.

An interdisciplinary investigation of death and dying exploring contributions from anthropology, ethics, health sciences, history, literature, psychology, religion, and sociology. Strategies of counseling with dying persons and their families will be central.

422. Social Research II (3) As Needed

Prerequisite: MAT 114; 6 additional hours in SOC including 211.

Research design, applied techniques, and data analysis methods with emphasis on a research project, from problem formulation to research report.

425. Strengthening Marriage and Families (3) F—Even Years

Prerequisites: SOC 211 or 220.

Family theories from sociological and family studies perspectives exploring historical roots, assumptions, concepts, and applications for strengthening relationships. Emphasizes using Biblical principles to strengthen marriage and families.

Available in all prefixes:

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

195-6-7. Special Studies (1-4) As Needed**295-6-7. Special Studies (1-4) As Needed**

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

395-6-7. Special Studies (1-4) As Needed

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

495-6-7. Independent Study (1-4) As Needed

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

499. Seminar (1-3) F As Needed

To be used at the discretion of the department for majors only.

INTERCULTURAL STUDIES PROGRAM

COLLEGE OF ARTS AND SCIENCES

Faculty

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

Mark Bolyard (2006). Professor of Biology and Department Chair. B.A., Hanover College; Ph.D., University of North Carolina; Additional study, Michigan State University.

Victoria Malone (2005). Coordinator of Study Abroad and Assistant Professor of Language. B.A. and M.A., Northern Illinois University

Jean Marie Walls (1987). Professor of Language and Department Chair. B.A. and M.A., Mississippi State University; and Ph.D., Louisiana State University. Additional study, Northwestern University.

Mission Statement

Intercultural engagement-including community development, humanitarian outreach, and integrative research skills-is essential for a globalized world and increasingly important to our student population. Intercultural Studies at Union-integrative, academically rigorous, missional-provides its students with an interdisciplinary approach to current theory and research relevant to intercultural engagement. By optimizing the impact that our students and our community members have here and around the globe, Intercultural Studies bolsters Union's broader mission of providing Christ-centered education that promotes excellence and character development in service to Church and society.

Curriculum

Union offers an interdisciplinary major and minor in Intercultural Studies. Both programs are designed to enable students to develop theoretical and practical knowledge needed to live and work effectively in culturally complex environments. The University also offers the minor in Humanitarian Studies, which is designed to prepare students to apply content in their majors in a cross-cultural setting, with particular attention to meeting needs in culturally diverse communities at home and around the world.

For additional information including direct contact information with program personnel, see www.uu.edu/academics/coas/intercultural-studies-program.

I. Major in Intercultural Studies—33 hours

A. Required Core—12 hours

ICS 110, 214, 320, 410

B. Program Selectives—12 hours

1. Choose one: ICS 213, 319, 356, 419

2. Choose one: ICS 310, 325

3. Choose one: ICS 321, LANG 498

4. Choose one: ICS 246, 377

C. ICS 245, 445, 498—9 hours

II. Minor in Intercultural Studies—21 hours

A. ICS 110, 245, 320, 321, 410, 445, 498

III. Minor in Humanitarian Studies—24 hours

A. Required Core—21 hours

1. BIO 110, PHY 312, ICS 321, and CHR 377

2. ICS 110* or SW 200*

3. ICS 320* or SW 310* or SOC 310*

4. ECO 425 or PSC 214

5. Cross-cultural experience as approved by the Program Coordinator (Dr. Mark Bolyard) and Acting Director, Center for Intercultural Engagement (Dr. Phillip Ryan)

B. Select one of the following courses (3 hours): GEO 215 or 216, COM 220, HIS 410, PSC 324, CHR 305, 338, or 349, or another elective as approved by the Program Coordinator and Associate Provost for Intercultural and International Studies

*Students majoring in Social Work must take the ICS courses; students majoring in Intercultural Studies must take the SW or SOC courses. Other students must take one ICS course and one SW/SOC course.

Program Guidelines:

1. All human subject research must be approved by Union University's Institutional Review Board.

2. Any coursework being completed externally must be approved by Union University's Study Abroad program.

ICS 445:

- All 445 experiences must be approved by the program director prior to the semester of enrollment.
- It is strongly encouraged that majors and minors complete ICS 245 before enrolling in ICS 445.

3. All spring capstones will be presented at the Union University Undergraduate Research Symposium. Fall capstones will have optional venues.

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

Introduction to cross-cultural communication examining some of the basics of intercultural theory using United States culture as a point of reference for developing a conceptual framework.

110. Introduction to Intercultural Studies (3) As Needed

Introduction to the theoretical and practical issues related to cross-cultural communication and the effective managing and transferring of knowledge within different cultures.

210. Introduction to Intercultural Communication in Health Care I (2) As Needed

Introduction to the theory and practice of intercultural communication with particular attention to health care contexts.

212. Introduction to Intercultural Communication in Health Care II (2) As Needed

Introduction to the effective managing and transferring of knowledge in health care contexts within different cultures.

213. Social Change for Social Problems (3) F–Odd Years

Reciprocal credit: SOC 213. See SOC 213 for course description.

214. International Relations (3) S

Reciprocal credit: PSC 214. See PSC 214 for course description.

245. Research Methodologies for Intercultural Study (3) As Needed

Introduction to representative research methodologies used in intercultural studies.

246. Crosscultural Life & Ministry (3)

Reciprocal credit: CHR 245. See CHR 245 for course description.

310. Social and Economic Justice (3)

Prerequisite: CHR 111 or 112. Reciprocal credit: SW 310, SOC 310. See SW 310 for course description.

319. Sociology of Religion (3)

Prerequisite: SOC 211. Reciprocal credit: SOC 319. See SOC 319 for course description.

320. Intercultural Communication (3) S

Examination of theoretical and practical issues related to cross-cultural communications and intercultural dynamics in the context of contemporary social, cultural, linguistic, political and economic environments.

321. Intercultural Perspectives of Humanitarian Response (3) F

Examination of the complex intercultural dynamics faced by organizations and groups, including faith-based non-profit/non-governmental organizations, international governments and military, short-term volunteer groups and others as they engage in humanitarian response efforts. Gives particular attention to intercultural relationships and interaction among those who provide assistance and those who receive it.

325. Families Across Cultures (3)

Reciprocal credit: SW 325, SOC 325. See SW 325 for course description.

356. Food, Culture, and Society (3)

Reciprocal credit: SOC 356. See SOC 356 for course description.

377. Introduction to Christian Missions (3)

Prerequisite: CHR 231. Reciprocal credit: CHR 377. See CHR 377 for course description.

410. Intercultural Conflict & Negotiation (3)

Prerequisite: ICS 320

An exploration of theory and research relevant to intercultural conflict and negotiation. The art of analyzing intercultural conflict and crafting an appropriate negotiation approach is a highly complex act. This course provides students with knowledge, skills, attitude, and awareness for navigating both macro- and micro- intercultural conflict and negotiation.

419. Social Diversity & Inequality (3)

Prerequisite: SOC 211. Reciprocal credit: SOC 419, SW 419. See SOC 419 for course description.

445. Intercultural Experience (1-3) As Needed

An intercultural 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 research 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.

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

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

295-6-7. 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).

Certificate in International Health Care

Administrative Leadership

Kelly Harden (2010). Dean and Professor, College of Nursing, D.NSc., University of Tennessee Health Science Center.

The Center for Intercultural Engagement offers two certificate programs in International Health Care. The purpose of the program is to enhance the knowledge and clinical skills of domestic and/or international nurses and to promote intercultural awareness. The two-semester program offers curriculum that incorporates didactic instruction, clinical laboratory and simulation experiences, and anatomical instruction in the cadaver lab. The program prepares the international nurse for additional licensure and certification for service in domestic and/or international environments. The intercultural studies component of the program presents foundational concepts of intercultural communication and promotes the development of intercultural competence, especially in health care settings.

The program is available on the undergraduate level awarding the Certificate in International Health Care as described below. The program is also available as a post-baccalaureate Certificate in International Health Care as described in the Graduate Catalogue.

Certificate in International Health Care—24 hours

A. ICS 210 and 212—4 hours

B. Select 20 hours from: CHP 300, 305, 310, 315, 320, 325, and 340.

Course Offerings in Center for Excellence in Health Care Practice (CHP)

300. Principles and Practice of Executive Nursing Leadership (4)

Principles and practices of executive nursing leadership as it relates to the understanding of health care systems and role of the nurse leader as a change agent. Clinical simulation and didactic instruction will be provided in strengthening the practice of the established nurse.

305. Principles and Practice of Maternal-Child Nursing (4)

Principles and practice of maternal-child nursing as it relates to the wellness-illness continuum of childbearing families toward promotive and preventative care for the families and newborn. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established nurse.

310. Principles and Practice of Cardiac Vascular Nursing (4)

Principles and practices of cardiac vascular nursing as it relates to providing holistic care for the patient that exhibits cardiac and/or vascular pathophysiological processes. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established registered nurse.

315. Principles and Practice of Psychiatric Mental Health Nursing (4)

Principles and practice of psychiatric mental health nursing as it relates to therapeutic communication in addressing individual

and aggregate issues in promoting a healthy individual and family social dynamics. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established nurse.

320. Principles and Practice of Pediatric Nursing (4)

Principles and practice of pediatric nursing as it relates to the wellness-illness continuum of childrearing families in promotive and preventive care for the family and child. Clinical simulation, anatomical experiences, and didactic instruction will be provided in strengthening the practice of the established nurse.

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

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

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

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

MCAFEE SCHOOL OF BUSINESS

Dean

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

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

Staff

Audra Teague (2011). Administrative Assistant to the Dean.

Susan Bolyard (2007). Academic Secretary, Graduate Business Programs.

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

Luka Perkovic (2016). Graduate Business Programs Coordinator and Recruiter. B.A. and M.B.A., Union University.

Scott Goff (2018). Marketing and Instructional Design Coordinator. B.A., Union University.

Mission Statement

Developing business leaders to fulfill their purpose in Christ and society

Developing business leaders is central to the mission of the McAfee School of Business. Academic excellence is fundamental to developing people who are strong in their functional area and leaders in business. In the McAfee School of Business, we will focus on disciplinary knowledge and high-impact practices such as collaborative projects, research, community-based learning, internships, and course projects. Being future-directed, we believe business leaders will develop from functional knowledge and opportunities to practice business with faculty supervision.

Business provides a unique opportunity for business leaders to *fulfill their purpose in Christ*. Paul spent time in the marketplace (Acts 17:17) so that he might join in conversation with the people of his day. To prepare our students to be Christ-centered in the modern-day marketplace, we focus on faith integration, which includes faith practices such as modeling Christ-like business decisions, integrating Biblical lessons with business, developing meaningful interactions with students, and praying for students.

The people-focus of the McAfee School of Business is exhibited through strong student-faculty interaction and faith integration which prepare students to *fulfill their purpose in society*. This is exhibited through the development of programs based upon business community needs, superior career outcomes, and the ongoing success of our students.

Faculty

Santhosh Abraham (2018). Assistant Professor of Accounting. B.B.A., Assumption University - Bangkok, Thailand; M.Sc. and Ph.D., University of Exeter-UK.

David Craig (2018). Assistant Professor of Accounting. B.B.A. and J.D., University of Memphis.

Brooke Emery (2010). Assistant Professor of Marketing. B.A., Rhodes College; M.B.A., Union University.

Gregory Jordan (2012). Professor of Business Law. B.S., Union University; J.D., University of Memphis.

Emily Lean (2008). Associate Professor of Management. B.S.B.A., Union University; Ph.D., University of Arkansas.

Chris Manner (2009). Associate Professor of Economics. B.S., University of Tennessee, Martin; Ph.D., Vanderbilt.

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

Duncan Nicol (2016). Assistant Professor of Marketing. B.S. and M.B.A., Union University; Ph.D., University of Mississippi.

Johnson Owusu-Amoako (2018). Assistant Professor of Finance. B.S., University of Science and Technology-Ghana; M.B.A., Morgan State University; M.Eng., University of Idaho; M.S., Technical University of Delft/IHE Netherlands; D.B.A., Sacred Heart University.

Janice Pittman (2018). Assistant Professor of Management. B.S., University of Nebraska; M.B.A., Webster University; Ph.D., Oklahoma State University.

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

Daniel Slater (2010). Associate Professor of Management. B.A., Central Bible College; M.B.A., Missouri State University. Ph.D., University of Arkansas.

Colene Trent (2013). Assistant Professor of Economics. B.B.A. and M.B.A., University of North Alabama; Ph.D., University of Mississippi.

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

Joseph Xu (2018). Assistant Professor of Marketing, B.M. and M.M., Zhongnan University; Ph.D., Xiamen University; Ph.D. Old Dominion University.

Curriculum

The McAfee School of Business offers majors in Business Administration and Accounting, leading to the Bachelor of Science in Business Administration. Majors in Accounting and Business Administration are required to complete the General Core Curriculum, the B.S.B.A. Specific Core Curriculum, and major requirements as detailed below. Students majoring in Business Administration may not minor in the same area as their concentration. Majors in Economics complete the B.A. or B.S. core instead of the B.S.B.A. core. 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.”

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 other than the major in Economics require the B.S.B.A. Specific Core consisting of: ACC 211-2; ECO 212; FIN 320; BAD 224; BLAW 321; CSC 105, MAT 114; MGT 310, 311, 318; MKT 328. B.S.B.A. students must select MAT 111 or higher for General Core Math. The Economics major may be earned with the B.A. or B.S.

Students pursuing a degree outside the McAfee School of Business and not pursuing the Bachelor of Science in Business Administration may not apply more than 31 hours in the areas of accounting, business administration, economics, finance, management, or marketing toward their degree requirements. Such students are cautioned against pursuing multiple minors if the minors will be used to satisfy degree requirements. Students pursuing the Bachelor of Art or the Bachelor of Science and majoring in Economics will only count ECO 211 and ECO 212 of the economics requirements as business hours for the purpose of determining the 31-hour limit.

Tennessee Valley Authority's Investment Challenge is a unique, innovative partnership between TVA and Union University as one of 24 universities in its service territory that provides a real-world learning experience in portfolio management. Participation can be voluntary or through FIN 416.

Similarly, participation in Enactus can be formally experienced for credit through BAD 300 or on a voluntary basis.

I. Major in Accounting—30 hours

A. ACC 311, 313, 314, 315, 423, 484 or BLAW 324

B. MGT 341, 445; BAD 420; BAD 475

C. ACC majors will take ACC 350 instead of MGT 310 in the BSBA specific core.

Students may apply for admission to the Master of Accountancy program after achieving junior-level standing (56 hours) with approval from the Coordinator of Accounting. See the Graduate Catalog for details.

The State of Tennessee requires 30 hours of accounting to sit for the Certified Public Accountant examination. The Accounting major in the B.S.B.A. provides 24 hours

of accounting. Students graduating with the B.S.B.A., who do not plan on pursuing accounting at the graduate level, should plan on taking six additional undergraduate accounting hours beyond the B.S.B.A. Students who plan to sit for the CPA exam in another state should consult the State Board of Accountancy in that state to determine the requirements to sit for the CPA exam.

II. Major in Business Administration—30 hours (Major Core + one concentration)

- A. Core required of all majors: ECO 400; MGT 341, BAD 420, MGT 445; BAD 475; and 6 hours Business or Advisor-approved Upper-level Electives
- B. Concentration in Economics: ECO 411, 412, 430
- C. Concentration in Finance: FIN 415, 416; Select 3 hours from FIN 417, ECO 327, ECO 411.
- D. Concentration in International Business: ICS 320, ECO 425 or 430, MKT 433; Minor in Spanish, French, or Intercultural Studies.*
- E. Concentration in Management: MGT 348, 432, and either 330 or 484.
- F. Concentration in Marketing: MKT 330 or 350, 424, 440
*Three to six semester hours, from business or foreign language or a combination, must be earned through study abroad or internship abroad. International students may substitute U.S. internship credit if their native language is not English.

III. Major in Economics—41 hours

- A. MAT 114, BAD 224, ECO 211, ECO 212
- B. ECO 498 or ECO Elective
- C. ECO 411, 412, 430; FIN 320
- D. 6 hours from: PHL 346, PHL 347; PSC 322, 323
- E. Upper-level Electives—outside the School of Business and with advisor-approval—8 hours
- F. General Core must include MAT 211 and PHL 240.

IV. Teacher Licensure

Teacher Licensure in Business Education, Business Technology, Economics, and Marketing requires students to complete the following:

- A. Professional Education:
 1. Prior to Internship—EDU 150, EDU 305, EDU 358, PSY 213, PSY/SE 230.
 2. Fall of Internship Year—EDU 306, 340, 419, 440
 3. Spring of Internship Year—EDU 441 and 451
- B. Complete the B.S.B.A. with a major in Business Administration or Accounting.
 1. Business Education completes the B.S.B.A. and major, earning a dual licensure with Business Technology.
 2. Economics completes the B.S.B.A. with a major in Business Administration (Economics Concentration) and completes additional Social Science requirements: HIS 101, 102, 211, 212; GEO 112, and either GEO 215 or 216
 3. Marketing completes the B.S.B.A. with a major in Business Administration (Marketing Concentration).
- C. Completion of applicable portions of the Praxis II.
- D. For additional information, see the Director of Educator Preparation.

I. Minor in Accounting—18 hours

- A. ACC 211, 212, 313, 315
- B. Upper-level ACC Electives

II. Minor in Economics—18 hours

- A. ECO 211, 212, 411, 412
- B. Upper-level ECO Electives

III. Minor in Finance—18 hours

- A. ACC 211; ECO 211; FIN 320; MAT 114
- B. Upper-level FIN electives—6 hours

IV. Minor in Management—18 hours

- A. MGT 318, 341, 348; MAT 114
- B. Upper-level MGT Electives—6 hours

V. Minor in Management for Non-Business Professionals—18 hours

- A. ACC 211, 212; ECO 211; MAT 114
- B. MGT 318; MKT 328

VI. Minor in Marketing—18 hours

- A. MKT 328, 424, 440; MAT 114
- B. Upper-level MKT Electives

VII. Minor in University Studies—18 hours

- A. Available only with the Bachelor of Science in Business Administration or B.A. or B.S. with a major in Economics. All courses must be taken outside the School of Business.
- B. No more than 9 hours may be taken below 300 level.
- C. No more than 13 hours may be taken under one prefix.
- D. Course must be approved by the faculty advisor and cannot duplicate with the general core curriculum.

VIII. Minor in Actuarial Science (to accompany the completion of a Business Major and the B.S.B.A.)—21 hours

See the Department of Mathematics for details.

Majors in Accounting, Business Administration, and Economics with Discipline-Specific Honors

Honors Contract

The McAfee School of Business offers Departmental Specific Honors for selected students. The student must have a minimum cumulative GPA of 3.5. The successful honors student will complete 12 hours of honors work including 6 to 9 hours of honors contract coursework and 3 to 6 hours of thesis research and thesis writing. Individual professors will develop an honors contract for the honors student in connection with upper-level required courses. A thesis advisor will work with the honors student in developing an appropriate research approach for the honors thesis. Successful honors students will graduate as BSBA with Honors. Potential honors students should contact the director of the McAfee Honors Program.

Assessment of Majors

A comprehensive Assurance of Learning program has been developed by the School of Business. This assessment program is utilized to determine that the learning goals established by the School of Business have been met.

Proficiency in accounting, economics, finance, management, marketing, and quantitative concepts, and their integration are assessed through the ETS Major Field test. Each student pursuing

a B.S.B.A. degree will take this test in MGT 445, which is the capstone course for the degree.

Fifth-Year MBA and MAcc Programs

Fifth-Year MBA and MAcc Programs Qualified undergraduate students have the opportunity to complete the Master of Business Administration or the Master of Accountancy in a fifth year after their undergraduate degree completion. See the graduate catalogue for details.

Student Organizations

Enactus. Enactus 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.

Omicron Delta Epsilon Economics Honor Society. Omicron Delta Epsilon is one of the world's largest academic honor societies. The objectives of Omicron Delta Epsilon are recognition of scholastic attainment and the honoring of outstanding achievements in economics; the establishment of closer ties between students and faculty in economics within colleges and universities, and among colleges and universities; the publication of its official journal, *The American Economist*, and sponsoring of panels at professional meetings as well as the Irving Fisher and Frank W. Taussig competitions. Omicron Delta Epsilon has 652 chapters located in the United States, Canada, Australia, the United Kingdom, Mexico, Puerto Rico, South Africa, Egypt, France, and United Arab Emirates. Omicron Delta Epsilon plays a prominent role in the annual Honors Day celebrations at many colleges and universities.

Alpha Mu Alpha. Alpha Mu Alpha is the national marketing honor society for qualified undergraduate, graduate, and doctoral marketing students, and marketing faculty. Under the auspices of the AMA, a selected advisory committee of marketing educators designed the recognition program to acknowledge outstanding scholastic achievement on a highly competitive basis. The objective of Alpha Mu Alpha is to recognize marketing students with outstanding scholastic achievement.

American Marketing Association (AMA) is a student-led marketing club which provides aspiring professionals with access to resources, education, and professional development opportunities through real-world experience, exploration of the marketing field and connections with professionals. AMA is open to all students, regardless of major, who are interested in marketing. AMA is the world's largest and most comprehensive professional society for marketers with nearly 45,000 members in 100 countries.

Student Awards

Walton and Kathryn Padelford Endowed Ethics Award. This award is made to a McAfee School of Business senior who best exemplifies the study and application of ethics to their business field of endeavor.

Jeanette Pieron Proctor Aspiring Accountant Award. To be eligible for this award, a student must be a declared accounting major who is in the process of completing ACC 212 and has an overall GPA of 3.00 or better. The recipient will be selected by the Accounting faculty. The recipient will be required to enroll in ACC 313 when next offered.

Curtiss E. Scott Business Excellence Award. To be eligible for this award, a student must be classified as a senior McAfee School of Business 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 faculty select the final recipient from the nomination list.

There are several business-related scholarships. These scholarships are administered through the Office of Student Financial Planning.

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 proprietorships, and partnerships.

212. Principles of Accounting II (3) 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)

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)

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)

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)

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. Taxation of Individuals (3)

Prerequisite: ACC 212.

The Internal Revenue Code as it affects individual income tax returns.

319. Taxation of Corporation and Pass-Through Entities (3)

Prerequisite: ACC 315.

This course focuses on the taxation of corporations and pass-through entities including partnerships, S corporations, and estates and trusts.

325. Fraud Examination (3) W

An in-depth look at fraud detection, prevention, investigation, management and resolution.

350. Accounting Information Systems (3)

Prerequisite: ACC 212 and CSC 105.

Principles and problems of accounting system design and implementation. Organization for accounting control, internal control procedures, and internal reports. Attention given to computerized accounting systems and to traditional information flows.

415. Advanced Accounting Theory (3) F

Prerequisite: ACC 313.

This course is a study of the Financial Accounting Standards Board pronouncements for general accounting use. Emphasis is given to the interpretation of pronouncements and applications in problem-solving settings as applied to advanced topics in financial accounting.

416. Advanced Information Systems (3) F

Prerequisite: ACC 350.

This course explores systems planning, acquisition, delivery, and monitoring from a risk and control perspective while analyzing systems as processors of data for financial reporting and control of economic organizations.

423. Auditing and Assurance Services (3) F

Prerequisites: ACC 314 and 350.

An examination of ethics in accounting practice, general standards and procedures for a contemporary audit, audit programs, and work papers.

424. Internal Auditing (3) S

Prerequisites: ACC 314 and 350.

An examination of internal auditing concepts and proper internal controls along with compliance with applicable laws, regulations, and policies.

450. Governmental and Not-for-Profit Accounting (3)

Prerequisite: ACC 314.

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.

470. Advanced Financial Accounting (3) S

Prerequisite: ACC 314.

A comprehensive study of partnerships and consolidated entities.

475. Accounting Research (3) As Needed

Prerequisite: ACC 314.

This course is designed to introduce students to empirical thinking, empirical methods, and empirical writing in accounting.

Course Offerings in Business Administration (BAD)

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

113. Introduction to Business (3) S

An introductory course to provide students with a basic understanding of the foundations of American business through an introduction to business organization and the functions of production, marketing, finance accounting, and management.

224. Introduction to Business Analytics and Decision-Making (3) F, S

Prerequisites: MAT 111 or 201 or higher; MAT 114 or 208.

An introduction to data-driven decision making using computer-based techniques to convert data into information. Topics include optimization, regression, descriptive/inferential statistics, and spreadsheet-based simulation. Examples are from business disciplines including economics, finance, management, and marketing.

300. Seminar in Free Enterprise (0-2) F, S

Prerequisite: Consent of instructor.

This course provides the structure for outreach projects originated and implemented by Enactus. Students teach, learn, and practice free enterprise in order to better individuals, communities, and countries. Students may receive a maximum of 6 hours credit; however, no more than 2 hours may be taken per semester.

375. Seminar in Portfolio Management (1-3) F, S

Prerequisite: FIN 320 and consent of instructor.

A practical, hands-on experiential exercise in managing a large stock portfolio using funds provided by the Tennessee Valley Authority. The investment objective of the portfolio is to achieve long-term capital growth by investing in marketable U.S. common stocks. Course may be repeated for a maximum of 6 hours credit.

420. Global Business (3) F, S

Prerequisite: MGT 318 or MKT 328.

This course is designed to acquaint students with geographic and cultural differences that impinge on decision making in the international business arena. Both theoretical and practical aspects of working in an international environment will be presented.

475. Business Ethics and Diversity (3) F, S

Prerequisite: Senior standing.

This course focuses on the development of ethical paradigms which underlie contemporary value systems and the value of diversity in the workplace. Extensive use of cases are used highlighting value choices and the resulting consequences.

Course Offerings in Business Law (BLAW)

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

321. The Legal Environment of Business (3) F, S

The legal, practical and ethical environments in which businesses and managers operate. Topics: common law affecting business constitutional law, administrative agencies, and a survey of law of employment consumer protection, and securities regulations.

324. Commercial Law (3)

Pre/Corequisite: BLAW 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.

421. Negotiation and Dispute Resolution (3)

This course covers topics designed to develop students' ability to negotiate effectively and improve their ability to develop a strategic plan for effective negotiations.

425. Employment/Labor Law (3)

Prerequisites: MGT 318 and BLAW 321.

Common law, statutory and regulatory provisions pertaining to the employer-employee relationship and labor-management relations. Topics: hiring and terminating employees, discrimination, privacy, unions, collective bargaining, and statutory protections of workers.

Course Offerings In Economics (ECO)

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

211. Principles of Macroeconomics (3) F

A first course in macroeconomic theory and policy. Principal topics include the market system, national income accounting, unemployment and inflation, macro theory, fiscal policy, monetary policy, international trade and finance, and the distribution of income and wealth.

212. Principles of Microeconomics (3) S

A first course in microeconomic theory and policy. Principal topics include the market system, the theory of the firm; and the firm in its competitive environment, in its international environment, and in its regulatory environment.

327. Money and Banking (3) S

Prerequisites: ECO 211 and 212.

This course is an introduction to the behavioral science of economics which focuses on interest rates, the concept of money, exchange rates, and monetary policy. Topics covered include banking structures and function, the Federal Reserve, determinants of the money supply, fiscal policy and monetary policy, and international economies.

329. Public Finance (3)

Prerequisites: ECO 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.

354. Economic Political Thought (3)

Reciprocal Credit: PSC 354

A study of major economic thinkers regarding the political regulation of the economy.

400. Personal Financial Management (3) F, S

Introduction to personal finance from a Christian perspective. Principal topics include giving, taxes, investing, insurance, buying a house, vehicles, credit, debt, and budgeting.

411. Intermediate Macroeconomics (3)

Prerequisites: ECO 211 and 212.

An advanced treatment of neoclassical growth theory, the demand for money, aggregate supply, aggregate demand, and economic dynamics.

412. Intermediate Microeconomics (3)

Prerequisites: ECO 211 and 212.

An advanced treatment of price theory, utility theory, production theory, and the theory of the firm.

425. Economic Growth and Development (3)

Pre/Corequisites: ECO 211 and 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)

Prerequisites: ECO 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)

Prerequisites: ECO 211 and 212.

Deals with wage theory, development of labor unions, collective bargaining, and the growth of a structure of labor law.

Course Offerings in Finance (FIN)

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

320. Business Financial Management I (3) F, S

Prerequisites: ACC 211, ECO 211.

Introduction to financial management including topics: assets, basic forms of organization, tax environment, time value of money, valuation concepts, risk and rates of return, cost of capital and capital budgeting.

325. Business Financial Management II (3)

Prerequisite: FIN 320.

Continuation of 320 including: financial markets, investment banking process, financial intermediaries, the banking system, interest rates, the cost of money, analysis of financial statements, financial planning, control capital structure and management.

415. Corporate Finance (3) F

Prerequisite: FIN 320.

An intermediate Financial Management course that provides in-depth knowledge of topics beyond basic Business Finance. The course teaches advanced topics such as Financial Planning & Forecasting, Project Valuation, Strategic & Tactical Financing Decisions and Working Capital Management. Topics relating to International Finance, Risk Management, Mergers & Acquisitions and Leasing may be introduced. Students will be challenged to apply concepts using practical business cases

416. Investment Analysis (3) S

Prerequisite: FIN 320

This course is designed to provide the students with understanding of valuation and trading of financial securities. It will teach students the concepts of securities analysis and theories embodied in portfolio construction, management and performance evaluation. The topics covered include Asset Classes, Portfolio Theory, Securities Valuation, Portfolio Performance, Risk Management, etc. The course incorporates real-world trading experience through Student-Managed Investment Program.

417. Financial Markets and Institutions (3) F

Prerequisite: FIN 320

This course introduces the different financial institutions, the financial markets in which they operate and the instruments they deal in. Areas covered include Interest Rates, Central Banks, Securities Markets, Management of Commercial Banks and other Financial Institutions. Risk Management in Financial Institutions is introduced.

Course Offerings in Management (MGT)

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

310. Management Information Systems (3) F, S

Prerequisite: MGT 318 and 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.

311. Managerial Communications (3) F, S

This introductory course is designed to help develop and strengthen skills of effective business and professional communication in both written and spoken forms.

318. Principles of Management (3) F,S

An introduction to the management process through the functions of planning, organizing, leading, and controlling.

330. Corporate Sustainability (3) F

Prerequisite: MGT 318.

An examination of how business impacts the natural environment. Both the normative (ethical) and strategic implications for business will be explored.

337. The History of Business (3)

Social, political and economic events that have shaped business, focusing on management practices, theories, financial markets and institutions.

340. Entrepreneurship (3)

Prerequisites: ACC 212 and either MGT 318 or MKT 328.

A course designed for students interested in the ownership/operation of a small business.

341. Operations Management (3) F, S

Incorporates both theoretical and practical elements. Topics: design, operation, and control of productive systems, demand forecasting and management, inventory timing and control, facility location, and resource assignment.

348. Organizational Behavior (3) F,S

Prerequisite: MGT 318.

The behavioral and psychological side of management. Emphasis: theories and research in such topics as decision making, values, leadership, motivation, and performance

355. Labor Relations (3)

An analysis of American labor history, the process and the philosophy of collective bargaining, dispute settlement, and contract administration.

432. Human Resource Management (3) F, S

A study of the methods used by business firms and the public sector in recruitment, training, remuneration, and utilization of human resources.

445. Business Policy (3) F, S

Prerequisites: ACC 212; MGT 318; MKT 328; ECO 211, 212; FIN 320; Senior standing.

Capstone course which introduces students to the concepts of strategic management. Makes use of case analysis.

Course Offerings in Marketing (MKT)

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

328. Principles of Marketing (3) F, S

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)

Prerequisite: MKT 328.

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 research in determining short-range and long-range strategies.

333. Advertising Experience (3) F

Prerequisite: MKT 328.

The purpose of the course is to provide an experience that will introduce student to the “real world” of advertising. Methods used may include classroom discussion, research, career conference attendance, meeting with marketing and advertising professionals and touring an advertising agency. Requires travel to New York City. Travel cost estimated at \$1,000 per student (conference date to be announced).

350. Professional Selling (3)

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)

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 and Promotion (3)

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.

424. Marketing Research (3)

Prerequisite: MKT 328 and MAT 114 or 208.

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.

437. Digital Marketing (3) S

Prerequisite: MKT 328.

Digital marketing is changing how companies market themselves, position their brands, products and services, and communicate with their customers in almost every industry. It has become an important tool which, if used appropriately, can generate new customers and move existing customers along the customer relationship spectrum. This course hopes to provide some best practices and the actual business application for this new and always evolving platform for communication.

440. Strategic Marketing (3)

Prerequisite: MKT 328 and senior standing.

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:

179-279-379-479. External Domestic Study Programs (1-3)

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed.

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

195-6-7. Special Studies (1-4)**295-6-7. 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.

484. Internship (0-3)

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)

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)

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

498. Seminar (3)

To be used at discretion of the department.

499. Seminar (1-3)

To be used at the discretion of the department.

COLLEGE OF EDUCATION

Dean

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

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

Nancy Cherry (2005). Associate Dean and Chair, Department of Teaching and Learning, Professor of Education, and Director of Master's Programs in Education—Jackson. B.S., Union University; M.Ed., University of Memphis; Ed.S. and Ed.D., Union University.

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

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

Staff

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

The College of Education includes the School of Education and the Department of Physical Education-Wellness-Sport. The College offers seven undergraduate majors and five graduate degrees, including the M.A.Ed., M.Ed., M.U.Ed., Ed.S., and Ed.D. Two of the programs offered in the College are nationally accredited, including Teacher Education (NCATE) and Athletic Training (CAAHEP). Graduate programs are offered on the Jackson, Germantown and Hendersonville campuses. The College offers online degrees at the Masters, Education Specialist, and Doctoral levels.

Connecting these disciplines is a commitment to the implications and applications of the Great Commandment: *a sincere desire to apply knowledge and improve the lives of people in the name and through the love of Christ.*

Mission Statement

The mission of the College of Education is to prepare students for social service in ways that are reflective, pragmatic and consistent with Christ's teachings, whether it is to teach, to lead, to assist, or to rehabilitate.

SCHOOL OF EDUCATION

COLLEGE OF EDUCATION

Program Directors

Nancy Cherry (2005). Professor of Education and Director of Master Programs in Education—Jackson. B.S., Union University; M.Ed., University of Memphis; Ed.S. and Ed.D., Union University.

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

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

Jennifer Graves (2015). Director of The Union EDGE Program. B.S., Union University; M.S., University of Memphis.

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

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

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

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

Faculty

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

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

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

Jill Henderson (2016). Associate Professor of Special Education. B.S., M.S., and Ph.D., University of Tennessee.

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

Michael Shackelford (2010). Associate Professor of Educational Leadership. B.S., University of Memphis; M.Ed., Tennessee State University; Ed.D., Vanderbilt University.

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

Stephanie Steele (2009). Assistant Professor of Education (Research)—Hendersonville. B.S., Union University; M.Ed., and Ph.D., Vanderbilt University.

Staff

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

Jill Lofton (2018). Director of Marketing and Recruitment. B.A., University of Tennessee, Martin; M.A.Ed., Union University.

Terri Richmond (2015). Coordinator, Graduate Education Programs – Germantown.

Sherry Russell (2015). Coordinator, Ed.D. and Ed.S. Program and Assistant Registrar – Hendersonville. B.S., Trevecca Nazarene University; M.S., University of Tennessee – Knoxville.

Patti Todd (1996). Program Coordinator—Educator Preparation Program and Secretary, School of Education. B.S.O.L., Union University.

Christy Wyatt (1998). Coordinator, Graduate Studies in Education—Jackson.

Mission Statement

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

Curriculum

The Teaching and Learning major prepares teachers to teach typically developing elementary-age students. The major leads to initial licensure with the elementary K-5 endorsement

and includes a year-long internship. Students have the option of adding the Early Childhood (PreK-3) endorsement. All students choosing the Teaching and Learning major must also complete Interdisciplinary Studies as a second major. The Interdisciplinary Studies major gives students the necessary content to teach in the elementary grades. The Special Education major prepares students to teach special needs youth as an interventionist in K-8 and/or 6-12 and Comprehensive Special Education (K-12) and includes a year-long internship.

Completers of the Teaching and Learning major with the Interdisciplinary Studies major or the Special Education major with a professional education minor, together with the general education core, comprise the academic course requirements for a teaching degree at Union University. All transfer students must complete the year-long internship with co-requisite courses.

Teaching candidates who desire to serve typically developing elementary age students also have another option. They may choose a “four plus one” option, which includes a bachelor’s degree and the Intensive Licensure Master of Arts in Education degree. They may choose to major in a school content area such as science (biology, chemistry, physics), mathematics, social studies (history, government), or language arts (English, languages, TESL) with a minor in another content area for their four-year studies, graduate with the bachelor’s degree, and move immediately into the M.A.Ed. intensive program which begins each August and graduates candidates the following summer. In addition to earning a master’s degree, candidates earn initial licensure.

I. Major in Teaching and Learning (requires the Interdisciplinary Studies as a second major) —38 hours

A. Can be earned only with the Interdisciplinary Studies major. Refer questions to the Assistant Dean for Teacher Education and Accreditation.

B. Courses required of all Teaching and Learning majors:

1. EDU 150, EDU 201, EDU 202, EDU 305
2. EDU 306, EDU 331, EDU 332, EDU 337 (option of adding EC Pre-K-3 endorsement) or EDU 338
3. EDU 440, EDU 441, EDU 451

II. Major in Interdisciplinary Studies (non-licensure)—37 hours

A. GEO 215 or 216

B. HIS 102, MAT 111, MAT 114, PHY 112,

C. EDU 358; PSY 324; SOC 325

D. PEWS 322, SE 230

E. Elective: from CHR, ENG, FRE, SPA, TESL.

F. UNI 300

III. Major in Special Education—30 hours

A. SE 230, SE 331, SE 332

B. SE 305, SE 306, SE 310, SE 405

C. PEWS 410, SW 200

IV. Minor in Professional Education / Special Education —35 hours

A. EDU 150, 201, 202, 305, 358, 440, 441, 451

B. PSY 324; SOC 325

V. Secondary Education Professional Core—39 hours

A. EDU 150, 305, 306, 340, 358, 440, 441, 451 - 30 hours

B. PSY 213; SE 230 - 6 hours

C. Specific-Content Methods Course - 3 hours

Major in Teaching and Learning and Interdisciplinary Studies with Discipline-Specific Honors

Application Timeline/Process

Application to the discipline-specific honors program must be made toward the end of the semester in which the last prerequisite course is taken (see below).

Admission and Continuation Requirements

- Cumulative GPA of 3.5 after completing or transferring at least 15 credit hours into Union
- Minimum GPA of 3.5 in all required education courses for the major
- Prerequisite courses: EDU 150 and SE 230

Program Requirements

Candidates are required to complete the following as honors contract courses:

- EDU 305 (Planning for Student Achievement in Diverse Classrooms) (2 hours)
- EDU 202 (Pedagogy Laboratory II) (1 hour)
- EDU 331 (Literacy in Diverse Classrooms) (4 hours)
- EDU 332 (Math, Science, and Social Studies in Diverse Classrooms) (4 hours)
- EDU 440 (Internship I) (4 hours)
- EDU 441 (Internship II) for completion of the honors project

Major in Special Education with Discipline-Specific Honors

Application Timeline/Process

Application to the discipline-specific honors program must be made toward the end of the semester in which the last prerequisite course is taken (see below).

Admission and Continuation Requirements

- Cumulative GPA of 3.5 after completing or transferring at least 15 credit hours into Union
- Minimum GPA of 3.5 in all required education courses for the major
- Prerequisite courses: EDU 150 and SE 230

Program Requirements

Candidates are required to complete the following as honors contract courses:

- SE 331 (Characteristics and Needs of Exceptional Children I) (3 hours)
- SE 332 (Characteristics and Needs of Exceptional Children II) (3 hours)

- Choose two courses from the list below according to research interest:
 - SE 306 (Mathematics, Science, and Social Studies for Special Populations) (4 hours)
 - SE 305 (Literacy for Special Populations) (5 hours)
 - SE 310 (Meeting the Needs of Severe and Profound Populations) (3 hours)
 - SE 405 (Educational Assessment of Exceptional Children) (3 hours)
 - EDU 440 (Internship I) (4 hours)
 - EDU 441 (Internship II) for completion of the honors project

Transfer students must complete at least one semester at Union prior to application, including at least one course in the education major.

Honors Contract

Honors contract coursework will consist of learning activities tailored to the honors student's particular learning needs. Specifically, students are expected to research the literature and gain a deep understanding of at least two theories of learning (e.g., developmental theory, psychosocial theory, behaviorism, cognitive theory, constructivism, motivation theory), analyze and evaluate each, and apply the theories to practice within lesson plans, the unit plan, and the honors project. The honors project constitutes a scholarly action research project whereas students apply and then compare/contrast the chosen theories as they relate to practice. The honors project will be completed as an expansion of the Teacher Work Sample, a current requirement of all students during the year-long internship. However, honors students are expected to synthesize current requirements with the scholarly research project.

Assessment of Majors

Admission to and continuation in the Educator Preparation Program, the PRAXIS II examination, and edTPA are integral parts of the assessment of Education majors.

Student Organizations

Kappa Delta Pi, international Honor Society in Education, is dedicated to scholarship and excellence in education.

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

The Dorothy Woodard Myatt Intern of the Year Award is presented to that student who, in the judgment of the School of Education, has demonstrated to the highest degree in both the college and preparatory classrooms those skills and attributes 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 elementary, one secondary and one special education intern.

Course Offerings in Education (EDU)

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

With the exceptions of EDU 150, EDU 201, EDU 202, EDU 305, EDU 358, and SE 230, all education and special education courses have as a prerequisite admission to the Educator Preparation Program (EPP). All courses with field experience require proof of liability insurance.

150. Foundations of American Education (2) F, W, S
Historical, philosophical, and sociological bases underlying the development of American educational institutions. The role of the schools, aims of education, and role of state, local, and federal agencies will be emphasized. 20-hour field experience required.

201. Pedagogy Lab I (1) S

This pedagogy lab will offer students preparing to become elementary teachers an environment to reflect upon the ideas and perspectives learned in a co-requisite course, History 211, The United States to 1877. Students will develop and explore the History class content as it relates to the elementary classroom.

202. Pedagogy Lab II (1) S

This pedagogy lab will offer students preparing to become elementary teachers an environment to reflect upon the ideas and perspectives learned in a co-requisite course, MAT 107, Math for Liberal Arts. Students will develop and explore the Mathematics class content as it relates to the elementary classroom.

305. Planning for Student Achievement in Diverse Classrooms (2) F, S

Prerequisite: EDU 150 and SE 230

Students will have the opportunity to reflect upon best practices in instructional design and the factors that impact teacher effectiveness in diverse classroom settings. Students will examine the relationship between common core standards, goals, objectives, instruction, and assessment. Students will design lesson plans that reflect this relationship as well as sensitivity to the needs of all learners. This course provides students with clinical field experience to engage in experiential learning. Ten-hour field experience required.

306. Leading the Learning Environment (2) F

Students will develop a model for classroom teaching and management informed by Christian values and ethics. The three roles of the teacher (scholar, practitioner, and relater) are explored from the viewpoint of a leader as students discover ways of structuring enriching environments that support teaching and learning. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

331. Literacy in Diverse Classrooms (4) F

Current principles and trends in the teaching of reading and the language arts are addressed. The areas of reading, writing, speaking, listening, and thinking, coupled with the relationship of reading to the development of the whole child will be emphasized. Attention is also given to the integration of technology in teaching. It will also investigate children's literature as a basis for the teaching of cross curricular concepts and skills. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

332. Math, Science, and Social Studies in Diverse Classrooms (4) F

Design and implementation of instruction in elementary school (K-8) mathematics, science, and social studies with the attention to integration of technology and other current issues, problems, and practices in the field are addressed. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

337. Meeting the Needs of Learners in the Early Childhood Environment (2) F

Students will have the opportunity to develop sensitivity to the cognitive and creative development of infants and young children, as well as knowledge of current diagnostic and assessment strategies which are supportive of the child and family. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

338. Meeting the Needs of Learners in the Middle Grades Environment (2) F

Various issues and topics associated with the teaching of young adolescents are explored. Relevant theories will be discussed with appropriate strategies for implementation in the middle grades classroom. The importance of engaging the adolescent in his or her own learning to ensure student success will be emphasized. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

340. Comprehending Text (1) F

Corequisites: EDU 440

This class emphasizes the importance of instruction in reading, writing, speaking, listening, and language as a shared responsibility within a school. Strategies that support students in their abilities to comprehend informational text independently in a variety of content areas are reinforced.

358. Psychological Foundations of Education (3) F, S

Prerequisite: PSY 213

This course focuses on the psychological foundations of education. How people learn is a foundational understanding for teaching. Principles of learning that describe what factors are vital, and theories of learning that describe why the factors are important will guide the course instruction. Physiological underpinnings in brain-based teaching are examined. Ten hours of focused observation at an assigned local school are required.

417. Teaching Art in the Secondary School (3) F

Prerequisite: EPP and Internship Admission.

Corequisite: EDU 440

A materials and methods course in the teaching of art.

418. Teaching Science in the Secondary School (3) F

Prerequisite: EPP and Internship Admission.

Corequisite: EDU 440

A course for those who plan to teach biology, physics, or chemistry in secondary school.

419. Teaching Business in the Secondary School (3) F

Prerequisite: EPP and Internship Admission.

Corequisite: EDU 440

A materials and methods course in the teaching of general business subjects in secondary school.

420. Teaching English in the Secondary School (3) F

Prerequisite: EPP and Internship Admission.

Corequisite: EDU 440

Methods and materials used in teaching English.

421. Teaching Health and Physical Education in the Secondary School (3) F

Prerequisite: EPP and Internship Admission.

Corequisite: EDU 440

A course to prepare the student to carry out the health and physical education program at the secondary level.

422. Teaching Mathematics in the Secondary School (3) F

Prerequisite: EPP and Internship Admission.

Corequisite: EDU 440

Methods for high school teachers of mathematics.

423. Teaching Modern Language in the Secondary School (3) F

Prerequisite: EPP and Internship Admission, 6 hours of UL language credit.

Corequisite: EDU 440

A study of principles, practices, and methods of teaching modern languages in secondary school.

424. Teaching Music in Secondary School (3) S

Prerequisite: EPP and Internship Admission.

Corequisite: EDU 440

Methods and materials for those who plan to teach public school music and instrumental music in middle and high school.

425. Teaching Social Studies in Secondary School (3) F

Prerequisite: EPP and Internship Admission.

Corequisite: EDU 440

Materials and methods for teaching social studies.

426. Teaching Speech and Theatre Arts (3) F

Prerequisite: EPP and Internship Admission.

Corequisite: EDU 440

Materials and methods for teaching speech and theatre arts.

440. Internship I (4) F

This clinical experience provides the opportunity to implement theories from professional education classes to practice in the classroom. While enrolled in Internship I, students will be enrolled in professional education classes that include best practice in teaching, effective assessment of learning, classroom management, integration of technology, reflecting on teaching and learning, and communication with students and all stakeholders.

441. Internship II (14) S

Corequisite: EDU 451

In this clinical experience students will fulfill the role of a lead teacher in collaboration with their Mentors for an entire semester. Interns will be assigned a University coach who will observe and evaluate the teacher candidate during instructional time throughout the semester. The coach, intern, and mentor teacher will collaborate to support the intern's development of the three roles of the teacher: relater, scholar, and practitioner.

451. Problem-based Seminar (2) S

Corequisite: EDU 441

This seminar provides interns an environment to discuss and respond to relevant issues in their Internship II classroom. Interns will be given the opportunity to pose questions within their placement school and explore ideas and practices to support their understanding of effective classroom teaching. Interns will reflect on their development as relaters, scholars, and practitioners.

Course Offerings in Special Education (SE)

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

With the exception of SE 230, all special education courses have as a prerequisite, admission to the Educator Preparation Program (EPP). All courses with field experience require proof of liability insurance.

230. Learning in Diverse Classrooms (3) F, W, S, Su

Prerequisite: PSY 213. Reciprocal credit: PSY 230

Students will explore special education legislation regarding the rights of persons with disabilities and the effect on our educational system and society. The types of exceptionalities and the physical, mental, emotional, and social traits of individuals with disabilities will be explored as well as effective strategies for meeting their needs. Consideration will be given to major current problems and issues concerning persons with disabilities and those with learning differences. The class will guide students into developing a model for appropriate interaction with persons with disabilities informed by Christian values and ethics. Ten-hour field experience required.

305. Literacy for Special Populations (5) F

Students will explore the differences and understand how to meet the needs of diverse individuals in the areas of reading, writing, speaking, listening, and thinking. Students will develop a sensitive and reflective manner of meeting the needs of diverse pupils through the use of a variety of curricular and learning strategies, techniques, and adaptations. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

306. Math/Science/Social Studies for Special Populations (4) F

Students will explore the content, materials, and methods of mathematics, science, and social studies teaching with special attention given to meeting the needs of persons with disabilities. Students will be encouraged to reflect upon best practices of teaching mathematics, science, and social studies while maintaining a sensitivity to individual differences. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

310. Meeting the Needs of Severe and Profound Populations (3) S

Students will explore the content, materials, and methods of teaching students with significant academic and social behavior problems. Students will be encouraged to reflect upon best practices of teaching while maintaining sensitivity to individual differences. Ten-hour field experience required.

331. Characteristics and Needs of Pupils with Exceptionalities I (3) F

Prerequisite: SE 225 and EPP 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 will be explored. Includes field experience.

332. Characteristics and Needs of Pupils with Exceptionalities II (3) S

Prerequisite: SE 230 and EPP Admission.

Emotional behavioral characteristics, assessment, and intervention strategies and theories are examined. Education of individuals with severe and profound handicaps is studied in relation to current trends and legislation. Includes field experience.

405. Educational Assessment of Students with Exceptionalities (3) F

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. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

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

295-6-7. 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).

THE UNION EDGE PROGRAM

SCHOOL OF EDUCATION

Program Leadership

Jennifer A. Graves (2015). Director of The Union EDGE Program. B.S., Union University; M.S., University of Memphis.

Andrew Blackard (2018). Assistant Director of The Union EDGE Program. B.S., Union University

Program Description

The Union EDGE is a comprehensive program for highly motivated young adults who have a documented intellectual and/or developmental disability (IDD). This is a two-year certificate program for students ages 18-26 who have completed high school. The Union EDGE—Employment training, Daily living skills, Godly focus, Educational enrichment—is a residential or non-residential program designed to aid in career development and employment skills. Students will audit college courses, participate in life skills classes, work in on-campus and off-campus internships, and experience the full range of college life. Exiting students will receive certificates of completion.

Program Purpose

The Union EDGE provides a holistic, post-secondary education for individuals with intellectual or developmental disabilities, encouraging increased independent skills that lead to a better quality of life and aligning with Union’s mission of providing “Christ-centered education that promotes excellence and character development in service to Church and society.”

Program Admission

Applications for Fall enrollment must be received by May 1 each year. To be considered complete, an application must be signed and accompanied by the \$50 application fee. Once an application has been received and reviewed, the applicant may be contacted to set up an on-campus interview.

Acceptable candidates must be between the ages of 18-26, possess a documented Intellectual/Developmental Disability (IDD), and be a high school graduate. In addition, applicants must submit the following to the EDGE program office:

1. Completed application, including:
 - Work history
 - Medical history
 - Personal support inventory
 - Questionnaire
 - Letters of recommendation (2)
 - High school transcript
 - Individualized Education Plan (IEP)
 - Psycho-educational evaluation
 - Application Fee (\$50)
2. Interview: Students who score high enough on the application may be invited for an interview that includes question/answer, reading assessment, writing

assessment, problem solving assessment, math skills assessment, and determination of ability to follow rules and be a good sport.

3. Trial Day on Campus: Students who score high enough on the interview may be invited to a trial day on campus.

Final admission decisions are made by the Director and EDGE Admissions Committee composed of School of Education faculty.

Curriculum

EDGE students register for 12 or more semester hours each semester, 6 semester hours of Life Skills Courses and 6 or more semester hours of Union course audits.

Course Audits: Union EDGE students enroll in two or more regular college courses each semester as course audits for credit toward a certificate – minimum of 48 credit hours to graduate. The EDGE program director works with faculty to develop an education plan for each student.

Life Skills Courses: Students enroll in two life skills courses each semester that focus on training in life skills and career development, including topics such as technology, resume' writing/interviewing, use of social media, banking, cooking, social skills, safety, and job skills.

EDGE Certificate Requirement: 48 Hours

- I. Life Skills Course Requirements – 24 hours
LFS 101, 105, 110, 116, 121, 125, 130, 201
- II. Electives – 24 hours from audits of regular college courses

Additional Program Requirements

Internships and Externships: Students are partnered with an on-campus internship during the first year. During the second year, students are partnered with an off-campus externship.

Mentorship: Union EDGE Students are partnered with trained upperclassmen student mentors. Student mentors help guide EDGE program students through the Student Life experience by inviting them to lunch, to student programming and athletic events, and other residence life activities.

Program Assessment

EDGE Program participants will be reassessed each year for progress using an assessment tool to track their growth on social, behavioral, and vocational tasks as well as academic standing.

Financial Information

Tuition for Union's EDGE Program per year
(fall and spring semesters) 2017-2018 \$16,000
Third Year Edge Program ..6,000 annually; \$3,000/semester
Room and Boardsee page 39 of the catalogue

Application Fee	\$50
General Student Service Fee (12 hrs. or more)	\$550
Registration/Orientation Fee.	\$150

Financial Assistance

Union EDGE students may seek the STEP UP scholarship provided by lottery funds (equivalent to the Hope Scholarship).

Union University is a Comprehensive Transition Program through the federal government, and students may qualify for federal grants. Additionally, all students are required to have a case open with the Tennessee Department of Vocational Rehabilitation.

Course Offerings in EDGE (LFS)

101. Life Skills I: First Steps to College Living (3) F

Co-requisite: LFS 105

In this first year course, Union EDGE students will learn about the culture surrounding a college campus, including academic study skills. Additionally, students will complete a weekly agenda for assignments and discuss strategies for time management. Basic social skills will be emphasized including the understanding of the importance of “personal space.”

105. Life Skills II: First Steps to Employment Training (3) F

Co-requisite: LFS 101

In this first year course, Union EDGE students will learn about the workplace environment and strategies for navigating it successfully. Specifically, students will demonstrate the ability to: request personal needs and/or ask for help as needed, articulate rules for safety at the job site, follow multi-step instructions to complete a task, and exhibit proper grooming and attire for the work site.

110. Life Skills III: Advanced Steps to Healthy Living (3) S

Pre-requisites: LFS 101 and 105

Co-requisite: LFS 116

In this first year course, Union EDGE students will learn the basic elements of a healthy lifestyle. Specific topics include: cooking and nutritional needs, identifying emotions in self and others and making healthy choices that match physical and emotional needs.

116. Life Skills IV: Introduction to Daily Technology and Finance (3) S

Pre-requisites: LFS 101 and 105

Co-requisite: LFS 110

In this first year course, Union EDGE students will begin to understand the importance of using standards for appropriate use of technology, including personal computers and cell phones. Students will utilize computers to create, save, and print written documents. Students will be given the opportunity to open personal checking accounts and manage accounts using online banking services.

121. Life Skills V: Advanced Steps to Independent Living Skills (3) F

Pre-requisites: LFS 101, 105, 110, and 116

Co-requisite: LFS 125

In this second year course, Union EDGE students will further develop their understanding of a healthy lifestyle. Specifics topics include: culinary and kitchen hygiene and a framework for decision making. Students will also move to a more independent approach to completing assignments in academic classrooms and internship sites.

125. Life Skills VI: Utilizing Technology and Community Resources (3) F

Pre-requisites: LFS 101, 105, 110 and 116

Co-requisite: LFS 121

In this second year course, Union EDGE students will understand theoretical foundations of social media and relevant strategies to communicate with their broader communities. Additionally, students will understand and apply best practices when using the internet.

130. Life Skills VII: Introduction to Professional Writing and Communications (3) S

Pre-requisites: LFS 101, 105, 110, 116, 121 and 125

Co-requisite: LFS 201

In this second year course, Union EDGE students will use accepted principles of grammar and rhetoric to communicate professionally. Specifically, students will apply proofreading skills to a variety of professional documents and will begin to use multimedia tools to prepare presentations. Additionally, students will create a resume' for employment.

201. Life Skills VIII: Advanced Technology Skills and Finance (3) S

Pre-requisites: LFS 101, 105, 110, 116, 121 and 125

Co-requisite: LFS 130

In this second year course, Union EDGE students will continue their understanding of the importance of using appropriate standards for use of technology. Specifically, students will use Microsoft Excel to create a basic spreadsheet, enter data, and track a weekly budget. This course includes the culminating activity, an electronic portfolio, demonstrating the knowledge and skills learned in the Union EDGE program.

EDUCATOR PREPARATION PROGRAM

SCHOOL OF EDUCATION

Program Leadership

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

Conceptual Framework: A Teacher-Student Dynamic of Sensitivity, Reflection and Faith

Mission Statement

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

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

Candidate Outcomes

1. Knowledge of Learners. Candidates as teacher-practitioners design and implement instruction in consideration of the typical cognitive, linguistic, social, emotional, and physical development of children and adolescents and responsive to individual needs.
2. Diverse Learners. Candidates as teacher-relaters respect diverse cultures and the wide range of individual abilities by establishing inclusive learning environments that maintain high expectations for all.
3. Learning Environments. Candidates as teacher-relaters create respectful, collaborative, and engaging learning environments that communicate the Christ-modeled worth and potential of each individual.
4. Content Knowledge. Candidates as teacher-scholars demonstrate academic competence in the central concepts, tools of inquiry, and structures of their discipline(s) and design instruction that makes content accessible and meaningful to facilitate content mastery.
5. Content to Critical Thinking. Candidates as teacher-practitioners engage learners in critical thinking, creativity, and problem-solving by integrating concepts of the discipline(s) from different viewpoints relevant to local and global issues.
6. Assessment, Reflection, Response. Candidates as teacher-practitioners use multiple assessment strategies to evaluate learning in the classroom and to empower the learner to reflect and improve.
7. Planning. Candidates as teacher-scholars and practitioners use content, pedagogical, and cultural knowledge to plan instruction that is rigorous, personal, and differentiated to the learner by providing for students a clear linkage between critical content, meaningful assessment, and purposeful, engaging instructional approaches.
8. Instructional Strategies. Candidates as teacher-practitioners demonstrate knowledge and use of a variety of effective teaching methods that promote deep understanding of content, its connections to other disciplines, and its meaningful application to their modern world.
9. Professional Learning and Ethical Practice. Candidates as teacher-practitioners are immersed in professional learning, demonstrate their ability to reflect on practice and choices, and are responsive to input from mentors, faculty, and cooperating teachers to adapt instruction for improved learner outcomes.
10. Leadership and Collaboration. Candidates as teacher-relaters demonstrate leadership by assuming responsibilities for instruction and learning in the classroom, collaborating with all stakeholders to ensure learner growth, and showing evidence of the potential for and interest in future leadership roles beyond the classroom.

NCATE Accreditation (Under Legacy Standards)

The Educator Preparation Provider 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 educator preparation providers and advanced educator providers.

Profile of the Educator Preparation 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.

Internship I and II

Research reports that more extensive clinical experience better prepares teachers for the P-12 classrooms of today. Therefore, students will complete a year-long internship from fall through spring semesters of the senior year in one classroom appropriate to the grade range of the license. Internship I will begin prior to the beginning of Union's fall semester so the student will be able to experience the first days of the school

year. During Internship I in the fall semester, the student will be in the classroom two or three days a week while taking professional education coursework on campus the other days. This schedule will allow the student to move seamlessly from theory into practice. During Internship II, which begins when the placement school starts in January and continues through the spring semester, the student will be in the same classroom all day, every day. The student will take Problems-based Seminar during Internship II during which discussions will focus on current issues in today's classrooms. Several out-of-classroom days occur during the internship to allow the student to experience a variety of school settings and grade levels.

Admission To and Continuation In The EPP And Admission To Internship

Admission to the EPP: Undergraduate students must meet the following requirements for admission to the Educator Preparation Program:

1. Minimum of 24 semester hours in general education.
2. Minimum GPA of 2.75 in all course work at Union University.
3. Interview with the Teacher Education Screening Committee.
4. Two dispositional evaluations completed in EDU 150.
5. 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.
6. Prior to placement in any field experience, each teacher candidate must submit to a criminal background check and fingerprinting completed by the T.B.I. in accordance with TN law. The cost is the responsibility of the teacher candidate. For procedures, see www.uu.edu/programs/epp/resources/applications.cfm.
7. Satisfactory scores on the Core Academic Skills for Educators (CORE) tests (Reading = 156, Writing = 162, Math = 150), or ACT (Composite of 22e), or SAT (R) (Combined score of 1020).
8. Approval of the School of Education.
9. Approval of the EPP Council (EPPC).

Application to the EPP. 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 EPP 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 ready to apply for the internship in the fall one year before Internship I. A student who has transferred the equivalent of EDU 150 should make application to the EPP through the Office of Teacher Education immediately upon entrance to Union.

Continuation in the EPP. In order to remain in the EPP following admission, the student must maintain a GPA of 2.75 in all course work, in the major, and in the professional education core.

Admission to the internship. Students must file an application in order to be admitted to the year-long internship on or before

October 1 one year prior to Internship I. Applications are available at www.uu.edu/programs/epp/resources/applications.cfm. Other requirements for admission are as follows:

1. Minimum scores on the content knowledge portion of the Praxis II series.
2. Minimum GPA of 2.75 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. Lack no more than two courses in the major.
6. Recommendation from the major department.
7. Approval of the Dean of Students.
8. Approval of the EPPC.
9. Completion of a degree audit prior to the October 1 application due date.

At the end of Internship I, the dispositions of interns are assessed by a faculty panel. While no courses may be taken during the semester of Internship II, problems-based seminars are held throughout the semester, and **attendance is mandatory.**

Application for teacher licensure. Applications for Tennessee teacher licensure are completed during a seminar and are filed by the licensing officer with the Tennessee State Department of Education when all course work and requirements are completed.

Academic Policies

Minimum GPA requirements. Minimum GPA's are listed above. Following admission to the EPP, if the GPA drops below the minimum, the student is removed from the EPP. 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 EPP.

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 EPP at Union. The purpose of these early field experiences is to introduce the prospective teacher to a variety of school settings, learners, and routine activities. The knowledge and skills introduced in course work will be refined in the early field experiences.

Proof of professional liability insurance is required of all students enrolled in courses with field experiences. This expense is the responsibility of the student. Options for this coverage include, but are not limited to, membership in 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 Assistant Dean for Teacher Education. The student is responsible for transportation to and from field experience.

Appeals. The School of Education is charged with the responsibility to follow the established policies for admission to and completion of the EPP. The EPPC, which includes representatives of the faculty from across the University, is the EPP coordinating and policy-making body for the unit and is responsible for assuring that the established policies are

followed. If the student feels that established policy or practice is not being followed, the EPPC should be contacted. The EPPC is also the appeals committee for the EPP. All appeals for variance from established policy and practice should be presented in writing to the Dean of the College 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 EPPC. The student should contact the chairman of the EPPC and present the appeal in writing. After the EPPC has considered the appeal, the student will be notified in writing of the committee's determination.

Assessment of student outcomes. Student outcomes are measured through the Praxis II specialty area tests and edTPA. Praxis tests measure content knowledge, and edTPA is a performance assessment of the candidate's ability to teach all students. Praxis tests are taken prior to and toward the end of Internship I, and edTPA is submitted in the spring of Internship II.

Programs of Study in Educator Preparation

Students seeking licensure in secondary areas (6–12, K–12, and Pre-K–12) must complete the major in the endorsement area and the current **Secondary Professional Education**. See your academic advisor for specific courses and four-year programs of study.

Programs of study for each endorsement area are as follows:

Business Education 6–12

Complete the Accounting or Business Administration major with concentration in Economics, Management, or Marketing as outlined in the McAfee School of Business Administration section of the *Catalogue* for licensure, plus the Secondary Professional Education.

Biology 6–12

Complete the Biology major as outlined in the Dept. of Biology section of the *Catalogue* for licensure, plus the Secondary Professional Education.

Chemistry 6–12

Complete the Chemistry major as outlined in the Dept. of Chemistry section of the *Catalogue* for licensure plus the Secondary Professional Education.

Early Childhood Educ., PreK–3 (as add-on to K–5)

Complete the Teaching and Learning and Interdisciplinary Studies majors as outlined in the School of Education section of the *Catalogue* (with EDU 337).

Financial Information

In addition to tuition, a fee will be charged all students engaged in the internship. This is used to meet part of the expenses of the mentor stipend and travel expenses incurred by the University coach. A materials fee is also charged for the internship and appropriate courses throughout the curriculum and to cover costs directly related to the course or laboratory. Additional expenses include a background check, and liability insurance each year. Current materials and experience fees are indicated in the “Financial Information” section of the *Catalogue*.

Economics 6–12

Complete the Business Administration major with concentration in Economics as outlined in the McAfee School of Business Administration section of the *Catalogue* for licensure, plus the Secondary Professional Education and HIS 101, 102, 211, 212; GEO 112 and either GEO 215 or 216. This program leads to dual licensure in Economics 7-12 and Business Education 7-12.

Elementary K–5

Complete the Teaching and Learning and Interdisciplinary Studies majors as outlined in the School of Education section of the *Catalogue*.

English 6–12

Complete the English major with either Literature or Writing concentration as outlined in the Dept. of English section of the *Catalogue* for licensure, 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* for licensure, plus the Secondary Professional Education and PSY 324.

French PreK–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 6–12

Complete the Political Science major as outlined in the Dept. of Political Science section of the *Catalogue* for licensure, plus the Secondary Professional Education.

Health K–12 (add on)

Complete the Physical Education and Health major as outlined in the Dept. of Physical Education, Wellness, and Sport section of the *Catalogue* for licensure, plus the Secondary Professional Education. This program leads to dual endorsements in PE K–12 and Health K–12.

History 6–12

Complete the History major as outlined in the Dept. of History section of the *Catalogue* for licensure, plus the Secondary Professional Education.

Marketing 6–12

Complete the Business Administration major with concentration in Marketing as outlined in the McAfee School of Business Administration section of the *Catalogue* for licensure, plus the Secondary Professional Education. This program leads to dual endorsements in Marketing 6–12 and Business Education 6–12.

Mathematics 6–12

Complete the Mathematics major as outlined in the Dept. of Mathematics section of the *Catalogue* for licensure, plus the Secondary Professional Education.

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 Core.

Music Education, Vocal/General Music K–12

Complete the Bachelor of Music degree core with emphasis in Music Education, Track for General/Choral Instructor as outlined in the Dept. of Music section of the *Catalogue* plus the Secondary Professional Education Core.

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* for licensure, plus the Secondary Professional Education.

Physics 6–12

Complete the Physics or Physical Science major as outlined in the Dept. of Physics section of the *Catalogue* for licensure, plus the Secondary Professional Education.

School Social Worker, PreK–12

Complete the major in Social Work to include SW 340 and complete SW 490 in a school setting, as outlined in the Social Work section of the *Catalogue*.

Spanish PreK–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 Interventionist K–8 and 6–12 and Comprehensive K–12

Complete the major in Special Education and the Professional Education tailored for licensure in Special Education as outlined in the School of Education section of the *Catalogue*. To add Elementary K-5, take UNI 300 and either GEO 215 or 216.

Speech Communication 6–12 and Theater K–12 dual endorsements

Complete the Theatre and Speech major with 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* for licensure, plus the Secondary Professional Education.

Additional endorsement

Courses required for additional endorsements total roughly the equivalent of a minor but include specified courses to focus on knowledge and skills as determined by the Tennessee State Department of Education. The State's Licensure Policy (2015) includes guidelines for adding endorsements based on the endorsement(s) held. See the TN Department of Education's website or the Assistant Dean for current policies. Based on input from P-12 Directors of Personnel, students seeking initial licensure in the following areas are strongly encouraged to add endorsement(s) as indicated: History add-on Government and/or Economics and/or Geography; Biology, Chemistry, or Physics add-on another science area; Physical Education add-on Health and/or another area.

**Student Services/
General Information**

Academic advisor. Students are assigned an academic advisor within the major department.

Practicum/Internship supervision. Students enrolled in practicum experiences and the internship are assigned a University coach who observes the student regularly in the teaching environment and provides feedback regarding strengths and areas that need strengthening. Regular meetings are held with the intern and the University coach.

Director of Education Preparation. The Director of Education Preparation 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 EPP. The student is responsible for scheduling an appointment with the Assistant Dean for a degree audit prior to October 1 of the junior year when internship applications are due to assure completion of requirements for graduation and licensure.

Director of Clinical Experiences. The Director is responsible for placement of all field experiences including observations, practica, and internship.

DEPARTMENT OF PHYSICAL EDUCATION, WELLNESS, AND SPORT

COLLEGE OF EDUCATION

Faculty

Gary Johnson (1994). Professor of Physical Education, Department Chair, and Head Cross Country Coach. B.S., Union University; M.S., University of Memphis; D.A., Middle Tennessee State University.

Jonathan Allen (2012). Clinical Coordinator and Assistant Professor of Athletic Training. B.S. and M.A., Ball State University. Additional Study, Rocky Mountain University of Health Professions.

Matt Brunet (2004). Associate Professor of Sport Management. B.S., Indiana Wesleyan University; M.A., Wayne State University; Ed.D., Union University.

Mark Campbell (1996). Assistant Professor of Physical Education and Head Women's Basketball Coach. B.S., David Lipscomb University; M.Ed., Union University.

Kelly Elliott (2004). Assistant Professor of Physical Education. B.A., King College; M.A., East Tennessee State University; M.Ed., University of Louisville.

Jennifer Farroll (2010). Director of Athletic Training Education and Associate Professor of Athletic Training. B.S., University of Central Florida; M.S., University of South Carolina; Ed.D., Union University.

David Niven (1999). Assistant Professor of Physical Education, Wellness and Sport and Head Men's Basketball Coach. B.S.E., Oklahoma Baptist University; M.Ed., East Central University.

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

Andy Rushing (1988). Assistant Professor of Physical Education, Head Golf Coach. B.S., Union University; M.S., University of Memphis. Additional study, United States Sports Academy.

Karen Sinclair (2014). Assistant Professor of Athletic Training. B.A., Mississippi College, M.A., University of North Carolina at Chapel Hill.

Linn M. Stranak (1980). University Professor of Physical Education. B.S., Union University; M.S., University of Kentucky; D.A., Middle Tennessee State University. Additional study, United States Sports Academy.

Staff

Teresa Thomas (2002). Secretary to the Director of Athletics and the PEWS Chair.

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.

Curriculum

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:

1. To prepare physical educators, coaches, exercise science professionals, certified athletic trainers, and sport managers for many career channels; and
2. To foster scientific knowledge and behavioral attitudes for optimum development of health through fitness; and
3. To prepare students for post-baccalaureate educations; and
4. To develop physical skills for lifetime use; and
5. To cultivate socially desirable characteristics through physical activity; and
6. To offer wholesome recreation that encourages character development.

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.

The Professional Athletic Training Program at Union University offers to its students an academic environment that fuses the elements of sports medicine and the dynamics of intercollegiate athletics with the values of Christian higher education. The Professional Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and consists of a three year, sequential cohort education process that demands didactic and clinical involvement. Upon completion, the student will be eligible for certification, credentialing, and licensure via the

Board of Certification and state medical boards that require licensure for certified athletic trainers to meet the standards of state practice or title protection acts.

Knowing education is a continuous process, the program creates and maintains 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.

The Department offers majors in Physical Education leading to Tennessee Teacher Licensure, Athletic Training, Exercise Science/Wellness, and Sport Management with an emphasis in Marketing, Communication, and Ministry. The Physical Education Major requires the completion of the Professional Education Minor as noted below. Athletic Training, Exercise Science and Sport Management are exempt from the requirement for a minor.

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 104, 110, 111, 119.
2. PEWS 120, 130, 201, 222, 316, 324, 350, 410, 414, 415, 416, 419.
3. PEWS elective (1 hour)

*If licensure is not desired in this major, see Department Chair or Registrar for approval of program.

B. Professional Education:

1. Prior to Internship—EDU 150, EDU 305, PSY 213, EDU 358, PSY/SE 230.
2. Fall of Internship Year—EDU 306, 340, 421, 440
3. Spring of Internship Year—EDU 441 and 451
4. CSC 105 is required in the BA core

C. Completion of applicable portions of the Praxis II series.

E. For additional information, see the Director of Educator Preparation.

F. Prerequisite: BIO 221 or 222, and MAT 114

II. Major in Exercise Science

A. General and B.S. Specific Core Science requirements: BIO 221, 222, MAT 114

B. Major Requirements—51 hours: PEWS 113, 218, 222, 240, 324, 333, 343, 410, 414, 415, 416, 433, 435 (6 hours), 461; PSY 330, and 3 PEWS Activity courses.

C. Recommended electives toward fitness management: PEWS 342, 419; FIN 320; MGT 318; MKT 328, 350.

III. Major in Athletic Training—76 hours

A. PEWS 113, 170, 218, 222, 240, 414, 415, 433, 461

B. AT 170, 265, 275; PSY Elective; BIO 300.

C. AT 318, 350, 360, 361, 370, 460, 461, 462, 463

D. AT 365, 375, 465, 475

E. Other requirements satisfied through General and Specific Core requirements: BIO 221-2; 322; PHY 111 or 213.

F. Recommendations: CHE 111 and 112

IV. Major in Sport Management—54 hours

A. Core for all majors—PEWS 201, 300, 342, 343, 362, 400, 419, 421, 435 (6 hours); ART 221—33 hours

B. Sport Marketing Emphasis—21 hours

1. PEWS 340, 425

2. MKT 328, 330, 433

3. PEWS 205

4. ACC, MKT, or MGT Elective

C. Sport Communication Emphasis—21 hours

1. COM 120 and 360

2. Either COM 220 or 230

3. PEWS 205

4. Electives—9 hours

COM—3 hours

PEWS—3 hours

ACC, MGT, or MKT—3 hours

D. Sport Ministry Emphasis—21 hours

1. CHR 113, 243, 333

2. PEWS 251 and 320

3. MGT 318

4. Choose one: PEWS 231, 317, 425

I. Minor: Physical Education—21 hours

A. PEWS 201, 222, 414, 416, 419—15 hours.

B. Select 6 Electives hours from PEWS.

II. Minor: Physical Education (add-on teaching endorsement, PE 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 Assistant Dean for Teacher Education and Accreditation.

III. Minor: 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. Minor: Health Education—21 hours:

A. PEWS 113, 222, 301, 322, 324, 327; and 3 hours from:

B. PSY 330, 328; PEWS 421/PSY 422.

V. Minor: Sport Management—21 hours

A. PEWS 340, 342, 343, 362, 419

B. Choose 6 hours from PEWS 205, 300, 400, 421, 425

VI. Health Education (add-on teaching endorsement, Health K–12)—12 hours.

A. PEWS 113, 222, 301, 322

B. Completion of applicable portions of the Praxis II series.

C. For additional information, see the Director of Educator Preparation.

Assessment of Majors

Physical Education majors are required to take a written exit examination the semester prior to or during the semester of graduation or complete a capstone experience. The capstone experience is a course at the end of one's major in their major area of emphasis within the department of PEWS. These areas of emphases are: Athletic Training, Exercise Science, Physical Education with teacher licensure, Sport Management-Marketing, Communication, and Ministry. Both capstone and exit exam requires 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.

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)

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)

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.

108. Walking for Fitness (1) F, W, S, Su

Walking as a form of exercise to develop fitness. Both knowledge and practice of the health benefits of walking are emphasized. Course may be repeated once for an additional credit requiring research and a higher level of activity. Open to Adult Studies students only.

109. Pure Barre Fitness (1)

Basics of Pure Barre Fitness as a method of gaining strength. Proper techniques, safety, benefits, and risks will be presented during the course. Taught by demonstration and participation.

Student Awards

The **Fred DeLay Memorial Award**, established by the late Mr. DeLay in memory of his father, is presented to the honor athlete of the Senior Class. The recipient must be, in addition to being the outstanding athlete, a person of high academic standing, unquestionable loyalty, and good character. Mr. DeLay was Head of Athletics 1937-1945 and 1948-1949.

110. Volleyball (1) W

111. Badminton (1) F, W

112. Mountain Biking (1) F, S

113. Elementary Nutrition (3) S

Elementary principles of nutrition and their application to the individual and the family.

115. Snow Skiing (1) On Demand

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) On Demand

An introduction to develop skills and provide proper instruction in the areas of safety.

117-27. Karate I (1) F, S and Karate II (1) S

Prerequisite to 127: PEWS 117 or consent of instructor.

Blocks, kicks, strikes, punches and necessary stances for execution will be taught to develop skill, strength, and general health.

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

Basics of weight training as a method of gaining strength: proper techniques, safety, benefits and risks. Taught by demonstration and participation.

125. Scuba Diving (1)

Introduction to scuba diving and snorkeling including safety, technique, and equipment use and care. Scuba certification is possible upon completion.

126. Advanced Tennis (1) F, S

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 wallyball, golf, horseshoes, table tennis, gymnastics stunts and tumbling, and wrestling.

170. Medical Terminology (2) F, S via web

An introduction to medical terminology for those interested in careers in allied health care. Students will learn word roots, combining forms used to describe anatomical parts and landmarks, suffixes, prefixes and abbreviations that are commonly used in health care communication, documentation, and charting.

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)

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 Media (3) S

Reciprocal credit: COM 205.

The history of event coverage of print and electronic media as well as fundamentals of sport coverage, broadcast rights, contracts and their effects on revenue stream.

218. Care and Prevention of Athletic Injuries (3) F, W

Theory and practice of recognizing, identifying, and treating common injuries in PE and athletics with attention to upper and lower extremities and spine.

222. First Aid (3) F, S, Su

The nature of injury and immediate care required: bandaging and cardio-pulmonary resuscitation will be studied as well as all general First Aid practices. Students completing the course will earn first aid/CPR certification.

230. Outdoor Education and Hunter Safety (3) On Demand

Outdoor activities: camping, hunting, backpacking, field safety, survival, wildlife management, conservation, skeet shooting, compass reading, archery, and rifle range. Stresses outdoor ethics and responsibility. The Tennessee Hunter Safety program is included.

231. Camping and Outdoor Recreation (3) S

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, S

Emphasis on the global approach to sports medicine and contemporary topics with attention to the basis of sports medicine, physiology of activity.

250. Introduction to Recreation (3) As Needed

Foundations in recreation, introducing students to its nature and philosophy to include a study of Southern Baptist literature from the Church Recreation Department and general programs of recreation.

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, drama, indoor/outdoor games, songleading, storytelling, and mixers. Includes an on-campus practicum.

300. Sport Sociology (3) S—Even Years

Reciprocal credit: SOC 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.

301. Drug Education (3) F, 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

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) As Needed

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) As Needed

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.

320. Sport Ministry and Recreation Management (3) F

Reciprocal Credit: CHR 320.

A course which focuses on the Great Commission and how Sports/Recreation activities can be used as a bridge to fulfill such. This course will provide students with the foundational knowledge to plan, implement, and evaluate a Sports Ministry program within various settings. This course includes a 15 hour internship with Englewood Baptist Church and the Fellowship of Christian Athletes.

322. School Health Education (3) F, S, 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. Understanding Health and Wellness (3) S, Su

Care of the physical body and community from a health and wellness perspective while studying fitness, drugs, nutrition, disease control and treatment, family life and sexuality, mental health, and environmental health.

327. Environmental and Community Health (3) As Needed
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.

333. Principles of Health and Fitness Instruction (3) F

Introduces health/fitness and sports medicine professionals to the practice of health and fitness instruction. Theories and principles of health and fitness lifestyle management techniques used to become a certified health/fitness instructor or personal fitness trainer will be the primary focus.

340. Sport Marketing (3) F

Prerequisite: MKT 328.

Basic marketing concepts in the sports industry. Fundamental techniques of advertising, sales, promotion, fund-raising, and journalism will be explored in relation to sports.

342. Facilities and Equipment Management in Physical Education and Sport (3) F

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

Tort and contract law as it applies to sports industry. Investigation of case law dealing with marketing the athlete, amateur sports, sports injuries and liabilities, sex discrimination in sports, drug screening, and rights and responsibilities of managing the athlete.

350. Educational Games, Rhythms and Sports (2) S

Exploration of instructional methods and techniques used in a variety of physical activities including rhythmic activities, individual sports and team sports, specifically emphasizing sequencing for proper motor skill development, game rules and strategies for lifetime and recreational pursuits.

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) S—Even Years

Fundamentals and strategy utilized in coaching volleyball and softball.

362. Sport Finance (3) S

Basic finance concepts in the sport industry. An investigation into the real world of financial management and how to apply financial concepts and appreciate sound sport management operations. The course will distinguish the skills and principles of finance from those of economics. Taxation, legal issues, financial analysis, and planning will also be covered as they relate to the sport industry.

400. Ethics in Sport (3) S—Odd Years

Reciprocal: CHR 400.

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.

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) As Needed

A course designed to provide 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.

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.

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

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

Prerequisite: PSY 213. Reciprocal credit: PSY 422.

Examination of psychological factors on sport and exercise performance dealing with issues affecting personnel and participants in the industry. Topics include: psychological strategies, coping skills, motivation, burnout, injuries, team dynamics and behavior.

425. Current Issues in Sport (3) F

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.

433. Strength, Conditioning, and Human Performance (3) F

Strength and conditioning practices that supplement the science learned in exercise physiology and kinesiology. This class is designed to prepare students for gaining certification in ACSM, NSCA, or personal fitness.

435. Intern (1-6) F, S, or Accel. Su, W, Su (1-4)

Internship opportunities under appropriate supervision for a specified time, with specific requirements determined by the department supervisor(s). 35 clock hours internship experience required for each hour of credit. One credit hour must be done on campus. Prerequisite: Junior standing and consent of the department.

461. Exercise Testing and Prescription (3) S

Corequisite: PEWS 415.

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.

Professional Athletic Training Major and Program

Mission Statement

The purpose of Union's Professional Athletic Training program is to challenge its students to become highly effective health care professionals incorporating both professional and spiritual growth in their life plans. To that end, the mission of the AT Program is to prepare students to be competent and proficient athletic trainers by providing comprehensive education in the Foundation Behaviors of Professional Practice; the 8 competency content areas set forth by the 5th Edition of the Athletic Training Education Competencies; and the BOC Standards of Professional Practice. The Program faculty believes in providing students with enriching educational experiences which foster personal growth, communication skills, critical thinking skills and professional ethics.

Curriculum

Accreditation

The Professional Athletic Training Program of Union University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Admission Requirements

- All applicants must apply, be accepted and admitted to Union University.
- The following courses are pre-/corequisite courses for admission into the Professional Athletic Training Program: PEWS 113, PEWS 170, PEWS 222, PEWS 240. Preference will be given to students who completed or are “in progress” in all four courses at the time of application. These courses must be completed with a grade of B (3.0 on a 4.0 scale) or better to meet retention standards of the Professional Athletic Training Program.
- All applicants must present a cumulative grade point average of 2.75 on a 4.0 scale.
- All applicants must submit to the Program Director a completed application for admission to the Professional Athletic Training Program by the deadline of April 1 for formal enrollment in the following fall semester. Applications that are received after this date will be considered based on the maximum enrollment space available in the Professional Athletic Training Program.
- All applicants must submit a current transcript from all institutions that they have previously attended.
- Criminal background check and drug screening clearance are required for placement within the West Tennessee Healthcare System, not admission to the program.
- All applicants must meet with the Professional Athletic Training Program faculty for a formal interview.

Competitive Admissions Process

Union University's Professional Athletic Training Program involves a selective process of competitive program admission. Prospective students may declare their major to be athletic training upon entrance to Union University, but each student must

still be formally admitted to the Professional Athletic Training Program before entering into the clinical phases of the sequential curriculum. Candidates must meet all criteria for acceptance in the program. A student may complete all criteria for admission but that does not guarantee acceptance into the program. Prospective candidates must submit the formal application to the Program Director of athletic training education by April 1 of each year to be considered for fall enrollment. All applicants will be ranked in accordance with their performance in the following categories: (1) overall GPA, (2) success in prerequisite coursework, (3) standardized scores (ACT, PSAT or equivalent), (4) recommendation/references, and (5) a formal interview with the Professional Athletic Training Program Selection Committee. During the interview, each member of the Professional Athletic Training Program Selection Committee will complete a scoring scale. Candidates will be evaluated on intellectual, social and technical skills relative to the athletic training profession. All components of the application process are individually weighted and scored. Individual scores are incorporated into a cumulative score that determines the candidate's rank. Enrollment in the Professional Athletic Training Program is limited to a program capacity of forty (40). Final admission into the program rests with the decision of the Professional Athletic Training Program Selection Committee. All student candidates will receive the admission decision in writing by May 1. Student candidates who were denied admission into the Professional Athletic Training Program will have the opportunity to reapply for admission for future enrollment.

Program Requirements

- All Professional Athletic Training Program students must complete a physical examination from a licensed medical practitioner and submit a complete health history and record of immunizations.
- All Professional Athletic Training Program students must sign agreements in reference to the technical standards of the program, acknowledgment of the Union University Athletic Training Student Handbook, and the Hepatitis B Vaccination Election Form.
- All Professional Athletic Training Program students will be required to maintain CPR certification (Professional Rescuer or equivalent) for the duration of the program and must be annually screened for tuberculosis.

Operational Fair Practices and Additional Fees

Some additional fees will apply upon entrance into Union University's Professional Athletic Training Program.

- Each student will be billed a laboratory fee of \$50.00 per semester for clinical course work (AT 265, 275, 365, 375, 465, 475).
- Each athletic training student will be billed an additional fee of \$25.00 per year for liability insurance.
- Students enrolled in AT 170 will be billed \$30.
- Each athletic training student will be required to invest in professional attire in order to meet the standards of professional practice in clinical education.

Course Offerings in Athletic Training (AT)

() Hours credit; F–Fall; W–Winter; S–Spring; Su–Summer

170. Taping and Risk Management (1) F

An introduction to basic taping, preparation, wrapping and casting techniques that are common practice in athletic training and sports medicine. Content is based upon the 5th Edition Nation Athletic Trainer's Association Education Competencies/Risk Management and Injury Prevention domain.

318. Advanced Injury Management (3) S

Prerequisite: PEWS 218

Advanced preparation for triaging, treating, managing and rehabilitating chronic and acute athletic injuries that occur in sport and physical activity. The course focuses on specific etiologies, signs, symptoms, immediate care, conservation management and surgical implications of injury and disease processes to the orthopedic anatomy. Course content is based on the 5th Edition Nation Athletic Trainer's Association Education Competencies in the categorical domain of Risk Management and Injury Prevention.

350. Administration and Management Strategies in Athletic Training (3) F

An introduction to the administrative and management strategies incorporated in professional, intercollegiate, secondary school and clinical athletic training professional settings. Topics include policies and procedures, legalities in sports medicine, health care code, ethical codes of conduct and standards of reasonable care, and compliance with OSHA and HIPAA in allied health care.

360. Therapeutic Modalities (3) S

Prerequisite: PEWS 218.

This course introduces the student to the various thermal, mechanical and electrical agents/modalities that are used in athletic health care and physical therapy to promote healing and rehabilitation. The class consists of lecture and lab based instruction of the use the electrical stimulation, cryo/thermotherapy, hydrotherapy, ultrasound, traction, therapeutic massage, biofeedback, and compression therapy.

361. Evaluation I: Upper Body, Spine and Extremities (3) F

Prerequisite: PEWS 218.

An introduction to the evaluation process which includes the identification, medical assessment, management, treatment and referral guidelines for athletic injuries of the upper body, cervical and thoracic spine and upper extremities. Topics include principles of injury recognition and classification to head and face, cervical spine, shoulder complex, elbow, wrist and hand.

370. Evaluation II: Lower Body, Lumbar Spine and Extremities (3) F

Prerequisite: PEWS 218.

Introduces the student to the evaluation process which includes the identification, medical assessment, management, treatment and referral guidelines for athletic injuries of the lower body, lumbar spine and lower extremities. Topics of instruction include the principles of injury recognition and classification to the abdominal, thorax, lumbar spine, hip, knee, ankle and foot.

460. Therapeutic Exercise and Rehabilitation (3) S

Prerequisite: PEWS 218, BIO 221.

This course introduces the student to the clinical applications of therapeutic exercise and the rehabilitation process for athletic injuries in sports medicine and physical therapy professional settings. A lecture and lab that focuses on the use range of motion, strength, muscular endurance and muscular speed exercises, proprioceptive neuromuscular facilitation, and joint mobilization to promote health and wellness following injury. Off-campus physical therapy/rehabilitation clinics for instructional purposes.

461. Medical Ethics, Professional Practice, and Research and Sports Medicine (3) F (400 level)

This class introduces the student to the foundational behaviors of professional practice for the certified athletic trainer and other allied health care professionals. The course introduces the student to evidence based research models in regards to professionalism, medical ethics, legal considerations, and cultural competence.

462. Pharmacology in Athletic Training (2) S (400 level)

Prerequisites: AT 318, 361, 370; BIO 221 & 222

This course is designed to introduce the athletic training student to the pharmacological applications, organized by body systems, which are used to treat athletic injuries and conditions in the field of sport medicine.

463. General Medical Conditions in Athletic Training (2) S (400 level)

Prerequisites: AT 318, 361, 370; BIO 221 & 222

This course is designed to introduce the athletic training student to the various general medical conditions that effect the active and athletic population. The focus of the course is based on the prevention, recognition, clinical diagnosis, treatment interventions, and appropriate medical referral of pathological medical conditions which are encompassed in the field of sport medicine.

Clinical Courses

Each clinical course carries out a modular approach to the development of clinical skills for athletic training education per the NATA Athletic Training Education Competencies for Professional Athletic Training Programs, Fourth Edition. The student is required to demonstrate clinical proficiency in cognitive and psycho motor competencies that are presented in the prerequisite coursework. Clinical education also requires an evaluation of the field experience.

265. Athletic Training Clinical I (3) F

Pre/Corequisites: PEWS 218, 240.

Basic Skills: the development of first year clinical skills and their assessment.

275. Athletic Training Clinical II (3) S

Pre/Corequisites: PEWS 218, 240.

Risk Management: the development of first year clinical skills and their assessment.

365. Athletic Training Clinical III (3) F

Prerequisite: AT 360.

Therapeutic Modalities: the development of second year clinical skills and their assessment.

375. Athletic Training Clinical IV (3) S

Prerequisites: AT 361, 370.

Evaluation and General Medical Assessment: the development of second year clinical skills and their assessment.

465. Athletic Training Clinical V (3) F

Prerequisite: AT 460.

General Medicine and Pharmacology/Therapeutic Exercise and Rehabilitation and Senior Practicum: the development of third year clinical skills and their assessment.

475. Athletic Training Clinical VI (3) S

Prerequisites: AT 350, 455.

Professional Preparation and Senior Seminar: the development of third year clinical skills and the assessment of clinical proficiencies.

Available in each departmental prefix.

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

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

295-6-7. 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.

SCHOOL OF SOCIAL WORK

Dean

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

Nita Mehr (2009). Associate Dean, Professor of Social Work, Director for M.S.W. Programs, Department Chair, and Fellow for the Center for Just and Caring Communities. B.S.W., Freed-Hardeman University; M.S.S.W., University of Tennessee; Ph.D., North Central University, L.C.S.W.

Program Director

Rebecca Bohner (2015). Assistant Professor of Social Work and Director for B.S.W. Program and B.S.W. Field Education. B.S.W., Union University; M.S.W., Baylor University, L.C.S.W.

Staff

Legon Roberson (2008). Director for Marketing and Continuing Education. B.S.W. and M.S.W., Union University.

Angela Campell (2017). Coordinator, School of Social Work Programs - Germantown. B.S.W., Union University.

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

Mission Statement

The mission of the BSW Program is to prepare competent and effective professionals for leadership as social work practitioners. In a context of Christian higher education, the program fosters compassionate service, promotes social and economic justice, and equips students for excellence in social work practice in entry level professional positions.

Graduates work in a diversity of public and private settings, including child advocacy and welfare, children and youth counseling, school social work, medical social work, church social work, missions, foster care and adoptions, geriatric social work, and mental health. The major also emphasizes preparation for graduate study. Graduates from the BSW program are eligible to apply for advanced standing in graduate programs leading to a master's in social work degree, MSW.

Faculty

Theresa L. Blakley (2003). Professor of Social Work. B.S., Sam Houston State University; M.S.W. and Ph.D., Barry University, A.C.S.W., L.C.S.W.

Patricia Clark-Ellis (2106). Assistant Professor of Social Work and B.S.W.

Karen Dotson (2016). Visiting Professor of Social Work. B.S.W., Barry University; M.S.S.W., University of Tennessee; J.D., University of California, Davis, School of Law.

Rhonda Hudson (2006). Professor of Social Work. B.S., Florida A&M University; M.S.W. and Ph.D., Barry University, L.C.S.W.

Katrinna Matthews (2015). Assistant Professor of Social Work. B.S.S.W., University of Mississippi; M.S.S.W., University of Tennessee, Memphis; M.Ed., University of Mississippi.

Tammy Patton (2012). Professor of Social Work. B.S., Lambuth University, M.S.S.W., University of Tennessee at Memphis.

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

Todd Stanfield (2007). Professor of Social Work. B.S.W. and M.S.W., University of Alabama; Ph.D., University of Tennessee.

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

Curriculum

A student majoring in Social Work will receive the Bachelor of Social Work degree. The student must successfully complete the General Core requirements and B.S.W. specific requirements as outlined below:

General Core Requirements

As required by the University but to require inclusion of PSY 213 (prerequisite) and recommendation of MAT 114 for the Mathematics requirements. Social Work majors are exempt from the COM 112 or 235 requirement; those skills are covered in the major.

B.S.W. Specific Core (18 hours)

SOC 211, Language (3 hours), Language or Culture (3 hours, see ICS Major), 9 hours of advisor-approved electives from at least 2 disciplines outside Social Work. For the student seeking the B.S.W. as a 2nd bachelor's, the following are considered prerequisites from the core: PSY 213, SOC 211, Language (3 hours) and Language or Culture (3 hours).

I. Social Work Major—51 hours

- A. SW 200, 300, 301, 305, 310, 335, 421—do not require admission to the program
- B. SW 315, 400, 401, 402, 409, 410, 423, 490—require admission to the program
- C. SW Elective—6 hours
- D. No minor is required.

II. Licensure as a School Social Worker

- A. Complete major and core requirements as detailed above
- B. SW 340 and complete SW 490 in a school setting.

III. Tennessee Public Child Welfare Certification

- A. Complete major and core requirements as detailed above
- B. Complete SW 338 and 348
- C. Complete SW 490 with the TN Department of Children's Services

IV. Bachelor of Science in Social Organization – 33 hours

- A. Complete the General Core and B.S. specific core
- B. SW 200, 300, 301, 310, 335, 421
- C. Select 15 hours from: SW 201, 305, 307, 225, 321, 325, 370, 400, 420, (and ANY other SW elective), ECO 211, ECO 212, SE 230, SOC 213, SOC 324, PSY 219, PSY 313, PSY 324
- D. A minor is required

V. The Bachelor of Social Work and the Bachelor of Science in Social Organization are also available as an Adult Studies Program

See section on *Adult Studies/Bachelor of Social Work*.

Admission Requirements to the Social Work Program

A student may declare a major in Social Work upon admission to the University. Prior to the junior year, the student makes an application for entry into the program. The following are requirements for admission to the program in the sophomore year:

- Complete an application form.
- One faculty reference, one personal reference.
- Have at least 2.5 cumulative GPA.
- Complete SW 200 and 310 with at least a grade of “C.” These may be taken in the first semester after admission to the program, though it is advisable to complete them prior to program admission.
- Complete the General and B.S.W. Specific Core preferably prior to program admission.
- 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 these 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.

Assessment of Majors

Students must complete SW 490 with a minimum of 424 clock hours in an approved social service agency during their senior year. Students must have a minimum 2.5 cumulative GPA and at least a 2.5 social work GPA to enroll in SW 490 and 423. For graduation, SW 490 must be completed with a passing grade and 409, 410, and 423 with a B or higher. SW 423 helps the student integrate and evaluate all the knowledge, values and skills covered in previous coursework.

Senior SW majors must complete a senior capstone integrative project that demonstrates the student's competency of the program learning objectives.

The program does not grant social work course credit for life experience or previous work experience.

General Information

The Social Work Program is accredited by the Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457.

The Director of the BSW Program is responsible for overall administration of the Program. The director is available during office hours to answer questions regarding the program, employment opportunities, professional associations and licensures, and other questions related to the social work profession.

The BSW Field Director has primary responsibility for the field education component of the Program including implementation of field processes and procedures and maintaining effective working relationships with sites, field instructors, and students.

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 regular conferences with the student, and assist in the evaluation of student performance and learning. A fee of \$100 is charged to the student the semester they are enrolled in SW 423, Senior Seminar.

A student who is completing agency field experiences as part of the requirements in social work practice courses 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 these courses.

The *BSW Program Student Handbook*, available in the office of the Director and on the School of Social Work website (www.uu.edu/socialwork), describes all aspects of the program including an introduction to the profession, Union's program objectives and goals, curriculum, admission and termination/probation policies, transfer policies specific to CSWE accredited and non-accredited schools, grievance procedures, student organizations, and student rights and responsibilities. The Handbook details, in full, the circumstances under which the student may be placed on probation or terminated from the

program, if, in the professional judgment of the Social Work faculty, violations of professional or ethical codes have occurred or in the event of unacceptable academic achievement.

Social Work Agency Agreements

All social work majors are required to obtain professional social work field experience in a local community agency. Numerous local social service agencies provide the setting for this practicum. The *BSW Field Placement Manual* clarifies expectations regarding this experience and identifies the cooperating agencies. It may be obtained from the Social Work faculty or on the website of the School of Social Work at www.uu.edu/socialwork.

Student Organizations

The student organization, **Social Work Reaches Out**, is for majors in social work and 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. 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 3.4 and a GPA of 3.7 in social work courses may be considered for membership. Students become eligible to be invited for membership at the end of their Junior year in the Social Work Program.

Student Awards

Outstanding Social Work Graduate. This award is given to the graduating senior with high academic achievement, outstanding performances in Field Practicum, and faculty and peer recommendation.

Course Offerings in Social Work (SW)

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

200. Introduction to Social Welfare (3) F, S

A study of the history of social welfare and the constructed policies and practices that address societal problems, such as poverty and vulnerable populations.

201. Community Social Service Experience (3) F

Corequisite: Professional Liability Insurance.

An opportunity for students considering a social work major to be exposed to the principles of social work within a community social service agency. A total of 40 minimum clock hours is spent in an agency in addition to the seminar class.

225. Relationships, Marriage and Families (3) F, S, Su

Reciprocal credit: SOC 225. See SOC 225 for description.

300. Human Behavior and the Social Environment I (3) F

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

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.

305. Psychopathology (3) F

A study of mental health in light of dynamic ethno-cultural, spiritual, and bio-psycho-social factors impacting client systems and how this knowledge is integrated into practice paradigms.

307. Faith-Based Social Services (3) F—Odd Years

An exploration of the biblical and theological basis for faith-based social services, various models, and recent related government initiatives and policies.

310. Social and Economic Justice (3) F, S

Prerequisite: CHR 111 or 112.

Reciprocal credit: SOC 310.

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.

315. Foundations for Social Work Practice (3) F

Prerequisite: SW Program Admission and Professional Liability Insurance.

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.

321. Social Gerontology (3) F

Prerequisite: SOC 211. Reciprocal credit: SOC 321. See SOC 321 for description.

324. Social Deviance (3) S

Prerequisite: SOC 211. Reciprocal credit: SOC 324. See SOC 324 for description.

325. Families Across Cultures (3) F

Reciprocal credit: SOC 325. See SOC 325 for description.

335. Social Policy (3) S

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.

338. Children and Families at Risk (3) S

Characteristics and needs of families at risk and policies and programs that address those needs, with attention to risk patterns of abuse, substance use and abuse, mental illness and poverty.

340. Social Work Services in Schools (3) F—Even Years

Pre/Corequisite: SW 200

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.

348. Child Welfare Practice (3) F

Prerequisite: SW 338

Development of knowledge and skills for culturally competent practice with families at risk. Completion of this and BSW leads to a Tennessee Public Child Welfare Certification.

370. Gender and Sexuality (3) S

Prerequisite: SOC 211. Reciprocal credit: SOC 370. See SOC 370 for description.

400. Populations-at-Risk (3) F

Prerequisites: SW Program Admission.

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 with Individuals, Families and Groups (3) S

Prerequisites: SW Program Admission and Professional Liability Insurance.

A continuation of SW 315 with further development of skills for working with individuals, families and groups using various approaches.

402. Social Work Practice with Organizations, Communities, and Government (3) F

Prerequisites: SW Program Admission and Professional Liability Insurance.

The last of the practice sequence continues to use the theoretical framework introduced in SW 315 and 401. Practice methods for work with organizations, communities and governments. 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.

409. Field Seminar I (1)

Pre-requisites: SW 315 and 401

Field Seminar I prepares students for entry into their field placement. It provides students with the opportunity to further integrate knowledge and insights developed in the classroom by exploring the field experience through the group process. Through facilitated discussion, students learn about social work practice in various settings and assist each other in seeing the similarities and differences in applying generalist social work practice, knowledge, and skills across service delivery systems and practice methods. The process-oriented seminar is designed to afford students the opportunity to prepare for and discuss, analyze, and integrate their field placement. The course is completed in the fall semester of the senior year for Field Practicum preparation and processing.

410. Field Seminar II (2)

Pre-requisites: SW 315, 401, 409

Field Seminar II provides a continuing forum for students to integrate knowledge and insights developed in the classroom by exploring the field experience through the group process. Through facilitated discussion, students learn about social work practice in various settings and assist each other in seeing the similarities and differences in applying generalist social work practice, knowledge, and skills across service delivery systems and practice methods. The process-oriented seminar is designed to afford students the opportunity to discuss, analyze, and integrate their field placement. This course is completed in the spring semester of the senior year, for continued processing and documentation for Field Practicum. All students in Field Seminar II are concurrently enrolled in SW 490 – Social Work Field Practicum. Social Work Field Practicum is designed to provide students with a generalist perspective of social work practice. Through involvement with individuals, families, groups, and communities, students apply theory to practice in a professionally supervised setting, which is educationally designed to meet the needs of the learner and the professional requirements of the Union University School of Social Work.

419. Social Diversity and Inequality (3) S

Prerequisite: SOC 211. Reciprocal credit: SOC 419. See SOC 419 for description.

420. Death and Dying (3) S—Even Years

Prerequisite: SOC 211. Reciprocal credit: SOC 420. See SOC 420 for description.

421. Research and Statistical Methods in Social Work (3) F

An introduction to the processes of quantitative and qualitative methods to build knowledge for practice; the use of statistics in social work research and evaluation of service delivery; and the development, use and communication of empirically based knowledge.

423. Senior Seminar in Social Work Practice (3) S

Prerequisites: Admission to SW Field Practicum. Corequisite: SW 490.

Students 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 capstone project that integrates social work with field experience are required.

490. Social Work Field Practicum (1-6)

Prerequisites: Admission; Cumulative GPA 2.5 or higher; SW GPA 2.5 or higher. Corequisite: SW 423; Professional Liability Insurance.

Professional field experience in a faculty-approved community agency; public or private, with supervision by an on-site approved field instructor. Students must meet with the field instructor for regular face-to-face supervisory conferences to discuss cases and student progress. The student will complete a minimum of 424 clock hours in the agency, documented on a weekly log and a journal. The application for field placement must be submitted for approval of the BSW Field Director no later than mid-term of the preceding Fall semester. Pass/Fail.

Available in each departmental prefix:

179-279-379-479. External Domestic Study Programs (1-3)**As Needed**

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

195-6-7. Special Studies (1-4) On Demand**295-6-7. 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.

ADULT STUDIES/BACHELOR OF SOCIAL WORK

SCHOOL OF SOCIAL WORK

The Union University School of Social Work offers its program leading to the Bachelor of Social Work to qualified adult students on both the Jackson and Germantown Campuses.

An applicant must meet University admission requirements, must have at least 60 hours earned toward a bachelor's degree, and must be at least 24 years of age to qualify for the BSW-Adult Studies Program. Admission to the Social Work Program parallels that in the traditional program as detailed in School of Social Work chapter.

For additional program information, including direct contact information to program personnel, check www.uu.edu/bsw.

Curriculum

A student receiving a Bachelor of Social Work degree in the Adult Studies Program must take the General Core requirements and B.S.W. specific requirements as outlined below:

I. General Core and BSW Specific Core Requirements

- A. General Core and transfer policies specific to Adult Studies programs are detailed in the "Adult Studies" section of the *Catalogue*.
- B. Exempt from COM 112 or 235
- C. Social Sciences must include PSY 213 and SOC 211
- D. Six hours of foreign language/culture classes. Must include at least 3 hours of foreign language.
- E. For the student seeking the B.S.W. as a 2nd bachelor's degree, the following are considered prerequisites and only requirements from the core: PSY 213, SOC 211, Language (3 hours), Language or Culture (3 hours).

II. Social Work Requirements—51 hours

- A. SW 200, 300, 301, 305, 310, 315, 335, 400, 401, 402, 421
- B. SW elective—6 hours
- C. SW 490 and 423—Field Practicum (Field Seminar I and II) and Senior Seminar

III. Tennessee Public Child Welfare Certification

- A. Complete major and core requirements as detailed above
- B. Complete SW 338 and 348
- C. Complete SW 490 with the TN Department of Children's Services

IV. Licensure as a School Social Worker

- A. Complete major and core requirements as detailed above
- B. SW 340 and complete SW 490 in a school setting

V. Bachelor of Science in Social Organization

- A. Complete the Adult Studies General Core—49 hours
See Adult Studies section in the Catalogue
- B. Complete the B.S. Specific core: SW 200, 300, 301, 310, 335, 421
- C. Select 30 Social Org Electives from the following:
Choose from SW, PSY, ICS, SOC, ECO, SE
- D. Select 31 hours of General Electives
- E. No minor is required

VI. The Bachelor of Social Work and the Bachelor of Science in Social Organization are also available as a traditional/day course offerings program

See the School of Social Work for details.

The Calendar

The academic calendars for the Bachelor of Social Work—Adult Studies Program do not parallel those shown in the *Catalogue*. General Education and prerequisite courses follow the traditional calendars; however, the major/cohort is delivered in a non-traditional format. Calendars for the cohorts are unique to each and are available at www.uu.edu/bsw.

Assessment of Majors

Students must complete SW 490 with a minimum of 424 clock hours in an approved social service agency during their senior year. Students must have a minimum 2.5 cumulative GPA and a minimum 2.5 social work GPA to enroll in SW 490 and 423. For graduation, SW 490 must be completed with a passing grade and 409, 410, and 423 with a B or higher. SW 423 helps the student integrate and evaluate all the knowledge, values and skills covered in previous coursework.

Senior SW majors must complete a senior capstone integrative project that demonstrates the student's competency of the program learning objectives.

The program does not grant social work course credit for life experience or previous work experience.

Financial Information

Tuition	\$495/hour
General Student Fee.	22/hour

General Information and Course Offerings

Other general information about the BSW Program for Adults and descriptions of course offerings parallel that in the traditional program as detailed above.

SCHOOL OF ADULT AND PROFESSIONAL STUDIES

Faculty

Renee Dauer (2010) Campus Director and Chair, Adult and Professional Studies—Hendersonville, and Assistant Professor of Organizational Leadership. B.S., Ohio University; M.A., Western Kentucky University; Ed.D., Union University.

Yvonne R. Brinson (2017). Chair, Adult and Professional Studies—Germantown and Associate Professor of Organizational Leadership. B.A., University of South Florida, M.B.A., Upper Iowa University, Ed.D., Walden University.

Debra Tolladay (2017). Program Director and Assistant Professor, School of Adult and Professional Studies—Hendersonville. B.S., University of Illinois; M.B.A., University of St. Francis.

Beth Madison (2007). Assistant Professor of Science. B.S., University of Tennessee; M.S., University of Kentucky; Ph.D., Kansas State University.

Staff

Dean Bieker (2018). Coordinator for Marketing and Enrollment, School of Adult and Professional Studies; Coordinator for Master's Degree Programs, School of Education—Hendersonville. B.S., University of Southern Colorado.

Robin Navel (1999). Instructional Design and Online Programs & Support Specialist, Adult and Professional Studies. B.S.E., M.Ed., and Ed.S., University of Memphis.

Luanne Powell (1984-87; 1999). Director for Marketing and Enrollment, B.A. and M.B.A., Union University.

Cindy Shirley (1998). Director of Prior Learning and Testing. B.S., and M.A., Trevecca Nazarene University.

Melinda Stewart (2008). Program Director and Coordinator of Online Programs, Adult and Professional Studies - Jackson. B.A. and M.A.Ed., Union University.

Kristina Williams (2015). Coordinator of Marketing and Enrollment, Adult and Professional Studies - Germantown. B.S.B.A., Arkansas State University.

Mission Statement

The mission of Adult and Professional Studies is to deliver an integrated, multi-disciplinary education within a Christian context for adult learners, equipping persons to think Christianly and serve faithfully in ways consistent with the University's core values of being excellence-driven, Christ-centered, people-focused, and future-directed.

Degrees Offered

Associate of Science in Professional Studies

Bachelor of Science in Organizational Leadership

Curriculum

The School serves undergraduate non-traditional adult students in degree-completion programs, undergraduate and graduate certificate programs, and continuing education initiatives at the University. It focuses, as well, on community extended learning efforts.

The Associate of Science in Professional Studies (ASPS) degree is uniquely designed to facilitate the degree progression for adult students who have little or no previous college credits. The ASPS degree features a rotation of courses created specifically for adult students and offers concentrations in: Organizational Leadership, Christian Leadership, and Human Services (General or Pre-Nursing tracks). After completing the Associate of Science in Professional Studies program, students are prepared to enroll in one of Union's Adult Studies bachelor's degrees as well as many of our traditional degree offerings.

The Bachelor of Science in Organizational Leadership (BSOL) is a degree completion program designed to meet the needs of working adults. The program is for adults who have an associate degree or at least 60 hours of earned college credit, and the rotation of classes allow for degree completion in as little as 18 months.

The BSOL major may be completed with a concentration in one of seven areas: Organizational Management, Health Management, Church Leadership, Project Management, Criminal Justice Administration, Information Technology, or Manufacturing and Industry Management. Students who meet admission criteria, however, are unable to come on campus for classes, now have the option of completing the BSOL major fully online. Check with the School of Adult and Professional Studies for details.

For additional information, including direct contact information to program personnel, please check www.uu.edu/bsol/.

Program Admission

The Associate of Science in Professional Studies (ASPS) program accepts qualified adult students who have little or no prior college credit. The goal of ASPS is to provide intentional and individualized programs to include academic advising and course selection to help beginning adult students in their transition into academic life, and foster their strengths and achievements to help them complete a degree from Union University. Students admitted into the ASPS or BSOL Programs must be 24 years of age or older. Prior to admission,

the student must submit an application for admission and processing fee; High School Diploma or GED/HiSET or equivalency; transcripts from all institutions of higher learning attended; immunization record, written rationale statement describing desire to attend Union University; and two letters of recommendation on provided forms.

In addition to University admission requirements, the BSOL applicant must provide official transcripts documenting completion of a minimum of 60 semester hours of acceptable college credit including ENG 111 and 18 additional hours applicable to the General Core. All coursework attempted must document a cumulative GPA of 2.0 or higher.

Testing and Credit for Prior Learning

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. Check with the CPL Director for application and full details.

Union University participates in several credit by examination programs following the guidelines of The Council for Adult and Experiential Learning (CAEL) and The American Council on Education (ACE). A maximum of 32 semester hours by examination and a maximum of 28 CPL hours may be applied toward the BSOL degree. See the "Admissions" section of the *Catalogue* for additional information.

Union University awards credit for non-collegiate sponsored education in accordance with ACE and CAEL guidelines. Transcription of this credit is available to matriculated students. It includes credit for learning experiences in all branches of the military and through participating industry education programs.

Degree Requirements

Associate of Science in Professional Studies

I. General Core Requirements- 32 hours

- A. APS 100 - 0 hours
- B. ENG 111 and 112 - 6 hours
- C. COM 112 or COM 235 - 3 hours
- D. ENG 201 or ENG 202 - 3 hours
- E. Choose two: BIO 110, CHE 102, PHY-111 - 8 hours*
(Previously earned hours in biology, chemistry, physics, earth science, astronomy, environmental science, geology will apply)
- F. MAT 101 or higher - 3 hours**
- G. HIS 101 or HIS 102 - 3 hours***
- H. CHR 111 and CHR 112 - 6 hours

*Students planning to pursue the Bachelor of Science in Nursing must take BIO 221, BIO 222.

**Students planning to pursue the BSOL degree must take MAT 107 or higher. Students planning to pursue the Bachelor of Science in Nursing must take MAT 114. See your advisor for mathematics options or options for your major-prescribed courses.

***Students planning to pursue the accelerated Bachelor of Science in Nursing must take HIS 101.

II. Choose one of the following:

- A. Christian Leadership - 28 hours
1. APS 201, CSC 100, CHR 333, PSY 213, APS 215, APS 230, CHR 113, CHR 338
 2. Choose two: CHR 243, ICS 110, APS 270, CHR 305, CHR 367, SW 200
- B. Organizational Leadership - 28 hours
1. APS 201, CSC 100, SOC 211, PSY 213, APS 215, APS 230, HIS 101 or HIS 102, General Studies Core or Humanities elective (as defined in the Adult Studies core) - 3 hours
 2. Choose two*: PSY 219, ISC 110, APS 250, APS 270, CHR 113, SW 200
- *Students planning to pursue the Bachelor of Science in Nursing must choose PSY 219.
- C. Human Services Accelerated BSN -
1. General Core Requirements: ENG 111, 112, 201, 202; BIO 221, 222; MAT 114, HIS 101; CHR 111, 112 - 32 hours
 2. Human Services/Accelerated BSN Requirements: APS 201, 230; BIO 201; CSC 100; PSY 213, 219; SOC 211; ICS 110; Foreign Language (3 hours); Humanities Elective (3 hours); 6 hours from BSOL 325, 341, 356, 432 - 35 hours
- D. Human Services - Traditional BSN
1. General Core Requirements: ENG 111, 112, 201, 202; BIO 221, 22; MAT 114; HIS 101; CHR 111, 112 - 32 hours
 2. Human Services/Traditional BSN Requirements: APS 201, 230; ART 210, BIO 201, 300; CHE 105; CSC 100; HIS 102; PSY 213, 219; SOC 211- 33 hours

To satisfy the requirements for the Associate of Science Degree in Professional Studies, a grade of "C" or above must be obtained in the student's respective 28-hour concentration in order to graduate.

Bachelor of Science in Organizational Leadership

III. General Core Requirements

- A. General Core and transfer policies specific to Adult Studies Programs are detailed in the "Adult Studies" section of the *Catalogue*.
- B. Must include MAT 107 or higher

IV. BSOL Major Requirements—40 hours

- A. BSOL Core: BSOL 400, 401, 402, 418, 435, 448, and 451—19 hours
- B. Concentration, select one:
1. Organizational Management: BSOL 355, 410, 415, 421, 425, 432, 455—21 hours
 2. Health Management: BSOL 323, 325, 341, 356, 421, 432, 456—21 hours
 3. Church Leadership: BSOL 336, 415, 420, 428, 432, 443, 457—21 hours
 4. Project and Logistics Management: BSOL 330, 415, 425, 430, 433, 438, 458—21 hours
 5. Criminal Justice Administration: BSOL 312, 351, 375, 415, 425, 440, and 459—21 hours
 6. Information Technology: BSOL 405, 410, 411, 412, 415, 455, 470—21 hours

7. Manufacturing and Industry Management: BSOL 355, 415, 425, 430, 433, 438, 460—21 hours

V. Electives to meet 128 minimum hours

VI. Minor: No minor is required but may be met according to requirements stated by the department awarding the minor.

Credit by Testing

CLEP and DANTES credit by testing may be applicable to the student's program as detailed in the Advanced Placement section of the catalogue. CLEP and DANTES attempts can be made no later than eight weeks prior to graduation. This deadline also applies to exams taken at other institutions that are to be applied toward graduation from Union. Registration for testing is limited; therefore, students are encouraged to make plans and register for testing as early in their program of study as possible.

Financial Information

ASPS Tuition	\$295/hour
BSOL Tuition.	435/hour
General Student Fee.	22/hour

Course Offerings in the Associate Degree (ASPS)

The ASPS is a multidisciplinary degree, which includes 32 hours from the University's General Core. The remaining 28 hours are comprised to courses across several disciplines. Course descriptions may be found under the specific academic units offering those courses. Specific ASPS courses offered through the School of Adult and Professional Studies include:

100. ASPS Orientation (0), F, S, Su

Orientation to the ASPS degree is a self-paced class designed to introduce the student to the activities and experiences of undergraduate study in the School of Adult and Professional Studies at Union University.

201. Learning Strategies for College Success (1)

This course is designed to empower students to reach their educational and career goals. It also introduces students to strategies, techniques, and self-management tools commonly recognized to lead to success in college (and beyond). Topics include making a smooth transition to college, time and success strategies, critical thinking, education/career goal setting and success strategies, learning styles and strategies, use of technology, and beginning research skills.

215. Learning from Great Leaders (3)

What makes a great leader? What is your own leadership potential and how can you increase it? Great leaders possess several key leadership skills. In this course, students will discover insights from recognized historical leaders, examine key leadership theories, styles and qualities, and increase their leadership awareness and potential.

230. Personal Budgeting and Planning (3)

The goal of Personal Budgeting and Financial Planning is to explore the major concepts of financial planning and give the student a framework and basic tools to help reach their personal life financial objectives. This course will expose the student to a number of personal financial topics which can lead the student to more in-depth exploration and financial planning

250. Teams and Virtual Teams (3)

This course helps the team leader or supervisor design and assemble a winning team to achieve the goals of the organization. Lessons include vital information such as design and purpose of teams in real life scenarios, the psychological aspect of the team membership and team building, shaping realistic goals and assessing resources to develop your team, the current challenges of virtual offices and teams, and team building and leadership development skills to motivate and inspire your team to achieve maximum success.

270. Professionalism and Leadership (3)

This course provides students with an understanding of the role that etiquette and professionalism play in helping civil people respond and interact appropriately with each other. It provides students with the knowledge and skills needed to project a professional image and to communicate and interact professionally in today's business or social environment.

Course Offerings in Organizational Leadership BSOL)

275. Prior Learning Assessment Theory and Practice (3)

Prior Learning Assessment Theory and Practice is a course designed to help students articulate, compile, and document college-level prior learning that was acquired from non-classroom experiences such as work, professional training, military careers, volunteering, and personal life. This course will help students to identify areas of learning they may want to have evaluated for college-level equivalency. The course will also guide students through the preparation and compilation of all components required for the evaluation of a portfolio or prior learning through LearningCounts.org. Students will learn critical reflection skills to rethink the value of their learning and its implications for future learning. Adult learning theory, models, and concepts will be discussed and applied to case studies. This course is only offered online and is for Continuing Studies students only.

312. Criminology (3)

A study of theories and research in relation to the causes of crime, punishment and treatment of crime.

323. Medical Legal Concepts (2)

Overview of legal issues confronting health care administrators, designed to examine laws, rules, regulations, statutes and legal liabilities faced on a day-to-day basis.

325. Medical Ethics (3)

Theories, principles and relevant case studies giving application of Christian ethical principles to values clarification and decision-making in the medical field.

330. Engineering Economy (3)

Presents basic principles of economic analysis related specifically to the realm of engineering and construction; covers methods of developing engineering alternatives to capital investment projects using economic and financial principles.

336. Leadership and Change for Church Leaders (2)

Study of change and its impact on a church culture. The development and implementation of cultural needs assessment and the process of building cultural bridges to meet the changing needs of church communities will be discussed.

341. Health Care Finance (3)

Introduction to fundamental financial concepts and skills necessary to success as managers in an increasingly competitive health care environment.

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.

351. Introduction to Criminal Justice (3)

Introductory study to criminal justice system, including the structure, process and function of the police, court system and its subsystems, and the processing of offenders.

355. Quality Management in Organizations (3)

The concepts of Total Quality as they relate to leadership and organizations. The uniqueness of quality is analyzed in relation to a systematic process that improves customer satisfaction. The principles of quality standards are integrated with the phases of a continuous improvement process.

356. Quality Improvement in Health Care Settings (3)

History and theory of quality management as well as TQM principles applied to physician services, hospitals, medical staffs and the utilization management function. Interpretation and analysis of data as it relates to improving organization performance is examined and practiced.

375. Corrections (2)

Examination of the correctional system, incarceration, alternatives to incarceration and some of the controversial issues involving corrections in the United States.

401. Personal Assessment and Development (3)

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.

400. BSOL Orientation (0)

This is a brief, non-credit course which helps students understand and access Union-related technologies and tools, including email, portal, Moodlerooms, the online Library, and the Student Helpdesk; and provides students with guidelines and policies related to attendance and participation, grading and academic integrity, financial aid, student services, and academic development and progress toward their degree. This course is required of all entering online BSOL students before beginning BSOL 401, Personal Assessment and Development.

402. Leadership Principles and Practices (3)

Techniques of management and leadership and their application to the development of improved managerial effectiveness.

405. Survey of Information Technology (3)

Prerequisites: BSOL 401 and 418

This course is an introductory course to computers and information technology. It includes computer and information literacy, with the main emphasis on competency with software through hands-on practice. Topics include introduction to microcomputer operation, Windows, word processing, spreadsheets, data management, Internet, and email. Students shall work in a computer lab or at home, using PCs and a popular integrated program such as Microsoft Office.

410. Modern Technology in the Workplace (2)

An integrated approach to develop understanding of essential information system, principles and common software applications while emphasizing the use of technology and practical applications within the organization.

411. Computer Ethics (3)

Prerequisites: BSOL 401, 405, 418

This course presents major social and ethical issues in computing, including impact of computers on society and the computer professional's code of ethics.

412. Database Management (3)

Prerequisites: BSOL 401, 405, 418

This course provides students an introduction to the design and programming of database systems, with a focus on the ER (entity-relationship) approach to data modeling, the relational model of database management systems (DBMSs), knowledge creation and sharing, and the use of query languages such as SQL.

413. Diversity in the Workplace (2)

An introductory sociological analysis of the workplace realities present in the contemporary American context through which the student will gain knowledge about the changing society and workforce, as well as the various benefits and challenges of diversity. Topics include: valuing diversity, barriers to diversity, affirmative action, managing diversity, and future trends.

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. The Art of Communication (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.

420. Church Finance and Budgeting (3)

Budgeting for churches: process, challenges, tax implications, and ramifications will be discussed.

421. Marketing and Promotion (3)

An integrated analysis of the role of marketing in society and the marketplace, including consumer behavior, promotion, advertising media, budgeting and planning, and the creation of advertising messages.

425. Ethical Leadership (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.

428. Ministry Marketing and Church Growth (3)

Integrated analysis of the role of marketing within a church and an examination of factors affecting members, the development of marketing strategies, and the understanding of marketing variables to enable church growth and evangelism.

430. Logistics Management (3)

Fundamental principles of logistics management including customers, planning, scheduling, cost estimation, human resources, communications systems, risk management and change management. Current challenges, strategies and innovations of logistics management will be identified and discussed.

432. Organizational Theory (3)

A study of organizational theory and application. Employee reactions to working conditions, along with the managerial functions of employee selection, training, proficiency, evaluation, motivation, and morale are explored in the contexts of both individual and group behavior.

433. Work Design and Measurement (2)

Teaches method improvement, work measurement and work design as they are applied to manufacturing and service industries to increase productivity and improve worker health and safety. Topics will include Pareto analysis, fish diagram, Gantt chart, process chart, worker machine relationship, lean manufacturing, plant layout, motion analysis, NIOSH, OSHA, and time study.

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.

438. Environmental Management (3)

Rules and regulations as they apply to the workplace, among them Resource Conservation and Recovery Act, Clear Air Act, Clean Water Act, Safe Drinking Water Act, Comprehensive Environmental Response, Compensation and Liability Act, Emergency Planning and Right to Know Act. Requirements for compliance will be discussed.

440. Criminal Investigation (3)

Analysis of methods of investigation of felony crimes. Techniques of crime scene analysis, interrogation and other investigative techniques are emphasized.

443. Issues in Christian Ethics (3)

Examination of the moral dimensions of Christian ministry and moral issues facing ministers daily. Attention is given to the minister's personal, professional and collegial relationships and moral responsibilities.

448. Organizational Research and Planning (3)

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.

451. Interpersonal 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.

455. Current Issues in Organizational Management (3)

This capstone course in organizational management 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.

456. Current Issues in Health Management (3)

Comprehensive course to allow synthesis and application of concepts to a variety of health care topics related to organization and administration in health services.

457. Current Issues in Church Leadership (3)

Capstone course providing opportunities to synthesize and apply elements from a variety of related topics to the organization and administration of the local church, in particular to globalization.

458. Current Issues in Project Management (3)

This comprehensive capstone course provides opportunities to synthesize and apply elements from a variety of related topics to project management. Elements of this course include decision-making in a wide variety of areas on advanced level case analyses. Substantial reading of various leadership and managerial perspectives and applications of those perspectives to the student's work setting is required.

459. Current Issues in Criminal Justice (3)

Capstone course providing opportunities to synthesize and apply elements from a variety of topics to management within criminal justice.

460. Current Issues in Manufacturing and Industry Management (3)

Comprehensive capstone course that provides a framework for the student to integrate content from the core courses, and to synthesize and apply elements from a variety of related topics to manufacturing and industry management. Substantial reading of various leadership and managerial perspectives and application of those perspectives to a manufacturing and industry work setting is required.

470. Information Technology Project Seminar (3)

Prerequisites: BSOL 401, 405, 410, 411, 412, 418

The Information Technology Projects course allows students to describe a problem that can be solved using information technology and then suggest and implement an approach for the solution. The project should employ broadly available technology, and usually involve either the construction or evaluation of a substantial software artifact, with the principles of software project management being used to guide its development and documentation.

195-6-7. Special Studies (1-4) On Demand**295-6-7. 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.

COLLEGE OF NURSING AND HEALTH SCIENCES

Dean

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

LeAnne Wilhite (). Associate Dean for Undergraduate Programs and Assistant Professor of Nursing. B.S.N., Union University; M.S.N., University of Tennessee, Memphis; D.N.P., Union University.

Mission Statement

The mission of the College 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.

Degrees Offered

Bachelor of Science in Nursing

- Traditional BSN
- Accelerated BSN
- RN to BSN

Adult Studies/Bachelor of Science in Nursing

- RN to BSN Track
- Second Bachelor's Degree Accelerated Track
- First Bachelor's Degree Accelerated Track

COLLEGE OF NURSING

COLLEGE OF NURSING AND HEALTH SCIENCES

Faculty

Shayla Alexander (2018). Assistant Professor. B.S.N. and M.S.N., Union University.

Cathy Ammerman (2017). Associate Professor. A.S.N., Western Kentucky University; B.S.N., University of Evansville; M.S.N., Western Kentucky University; D.N.P., Union University.

Renee Anderson (2009). Assistant Professor, Director for Simulation and Interprofessional Development. B.S.N., University of Tennessee, Martin; M.S.N., University of Memphis.

Cathy Aslin (2016). Assistant Professor. B.A., University of Tennessee; B.S.N., University of Southern Mississippi; M.S.N., Union University.

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

Sandra Brown (1972-89; 1991). Associate Professor. B.S.N., University of Tennessee College of Nursing, Memphis; M.S.N., University of Tennessee Center for the Health Sciences; M.Ed., University of Memphis.

Jean Crawford (2017). Assistant Professor of Nursing. B.S.N., Union University; M.S.N., American Sentinel University.

Brad Creekmore (2017). Assistant Professor of Nursing. B.S.N. and M.S.N., Union University.

Patsy Crihfield (2007). Professor and Associate Dean of Graduate Programs. B.S.N., University of Memphis; B.A., Stephens College; M.S.N., University of Tennessee, Memphis; Additional Masters Study, University of Missouri, St. Louis; D.N.P., University of Tennessee, Memphis.

Connie Cupples (2005). Professor. B.S.N., University of Memphis; M.S.N., Union University; M.S., University of Memphis; Ph.D., University of Tennessee Health Science Center.

Allison Davis (2012). Associate Professor and Chair of Undergraduate Programs – Hendersonville. B.S.N., Middle Tennessee State University; M.S.N., Union University; D.N.P., Vanderbilt University.

Christina Davis (). Assistant Professor. B.S.N. and M.S.N., Union University.

Jennifer Delk (). Assistant Professor and Chair of Undergraduate Programs – Jackson. B.S.N. and M.S.N., Union University.

Melinda Dunavant (). Assistant Professor. B.S.N., Murray State University; M.S.N., Liberty University.

Charley Elliott (). Professor. Ph.D., Texas Women's University.

Sharon Evans (). Professor. B.S.N., Oral Roberts University; M.S.N. and Ph.D., St. Louis University; Post Graduate Certificate, Union University.

Brian Foster (). Assistant Professor. A.D.N., Excelsior College; B.S.N., Middle Tennessee State University; M.S.N. and D.N.P., Union University.

Sheilla Foster (2009). Assistant Professor. A.S.N., Union M.S.N., Union University.

Carmen Germany (). Assistant Professor. B.S.N., Langston University; M.S.N., Walden University.

Ashley Gipson (2018). Assistant Professor. A.S.N., Tennessee State University; B.S.N. and M.S.N., Union University.

Elisha Hill (2012). Associate Professor. B.S.N. and B.S., Western Kentucky University; M.S.N., Union University; D.N.P., Vanderbilt University.

Mary Lee Jacobson (2009). Assistant Professor. B.S.N., University of Memphis; M.S.N., Union University.

Teresa Johnson (). Assistant Professor of Nursing. B.S.N., University of Tennessee; M.S.N., University of Missouri.

Kayla Lambert (2017). Assistant Professor. B.S.N., Western Kentucky University; M.S.N., University of Memphis.

Anita Langston (2013). Assistant Professor. B.S.N., University of Tennessee; M.S.N. and D.N.P., Union University.

Melissa Lefave (2011). Associate Professor and Assistant Chair of Nurse Anesthesia Track. B.S.N., Union University; M.S., Middle Tennessee School of Anesthesia;

Chasity Mullins (2016). Assistant Professor. B.S.N., University of Tennessee; M.S.N., Vanderbilt University.

Cynthia Powers (2008). Professor and Chair, Education/Admin/Executive Leadership Tracks. A.D.N., University of Memphis; B.S., University of St. Francis; M.S.N., St. Josephs College; D.N.P., Union University.

Dana Sanders (). Assistant Professor. A.S.N., B.S.N., and M.S.N., Aquinas College.

Joyce Snyder (2013). Associate Professor. A.D.N., B.S.N., M.S.N., and F.N.P., Western Kentucky University; D.N.P., Union University.

Lori Taylor (2017). Assistant Professor. A.D.N., Jackson State Community College; B.S., Lambuth University; M.S.N., Austin Peay State University; D.N.P., Union University.

Denise Thorton-Orr (). Professor and Chair of Undergraduate and R.N.-B.S.N. Programs – Germantown. B.S.N., Mississippi University for Women; M.S.N. and D.N.Sc., University of Tennessee Health Science Center.

Beth Tobey (2018). Assistant Professor. A.S.N. and B.S.N., University of Memphis; M.S.N., Arkansas State University; D.N.P., University of Alabama.

Shari Wherry (2013). Professor and Chair, Nurse Practitioner Tracks. B.S.N., Austin Peay State University; M.S.N., Belmont University; D.N.P., Union University.

Dawn Whybrew (2017). Assistant Professor. B.S.N., Harding University; M.S.N., Union University.

Molly Wright (2006). Professor and Chair, Nurse Anesthesia Tracks of Graduate Nursing Programs. A.S.N., Union University; M.S., Middle Tennessee School of Anesthesia; M.S.N. and D.N.P., Union University.

Amy Williams (2019). Associate Professor. D.N.P., Northwestern State University.

BACHELOR OF SCIENCE IN NURSING

BSN Program Goals

The goals of the BSN Program are to:

1. Provide baccalaureate nursing education within a liberal arts framework which is excellence-driven and which provides opportunity for the development of the total personality – spiritual, physiological, sociocultural, and professional.
2. Prepare the graduate for entry into professional nursing as a generalist.
3. Provide preparation in baccalaureate nursing that serves as a basis for entry into graduate level nursing education.

BSN Expected Student Outcomes

The graduate of this baccalaureate nursing program will be able to:

1. Explain, support, and defend the concept that each person is unique and wholistic and has rights to self-determination in matters pertaining to health.
2. Synthesize the nursing process to assist diverse persons toward meeting basic needs in various settings.
3. Assimilate the professional nurses' role of advocate, communicator, counselor, change agent, teacher, leader, and provider and manager of care to assist the client toward optimum level of wellness.
4. Communicate effectively in interpersonal relationships with individuals and families, with other members of the healthcare system, and in documentation of data.
5. Use critical thinking skills to integrate theoretical and empirical knowledge from nursing, the humanities, and the biologic and social sciences in the promotion of health.
6. Utilize the research process and use findings in nursing practice to contribute to the improvement of health care and the advancement of nursing science.
7. Assume legal and ethical responsibility for nursing activities and accountability for professional growth.
8. Appraise own personal growth and actions based on Christian values.
9. Demonstrate skills in use of informatics that support safe and ethical nursing.

Curriculum

The programs of the College of Nursing are approved by the Tennessee Board of Nursing and accredited by the Commission on Collegiate Nursing Education. CCNE may be contacted at 655 K Street, NW, Suite 750, Washington, D.C. 20001 or 202.887.6791.

The program leads to the Bachelor of Science in Nursing degree (RN to BSN, Traditional BSN and Accelerated tracks). The RN to BSN track offers a curriculum of study leading to the BSN for registered nurses who have graduated from associate degree or diploma programs. The College of Nursing also offers

the Traditional 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 and to qualified LPNs. The BSN-accelerated track offers a curriculum of intensive study for students who have completed a baccalaureate in another field or who have completed 69 credit hours in general education requirements toward a bachelor's degree.

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 College 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. 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. 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.

Progression to Graduate Programs

The College of Nursing has created opportunities for Union Nursing students to progress seamlessly through degrees. The pre-BSN applicant (traditional, RN-BSN, BSNA) should apply for progressions when applying for the BSN programs. The applicant would choose the track to which they wanted to progress. The applicant would first have to meet application criteria for the BSN program to which they were applying.

Following successful completion of the BSN program, the graduate would need to meet the criteria in order to progress and would forego the application process. Any student who applied for progressions and did not meet the progression criteria would still be allowed to apply as any other applicant.

Clinical Agencies Agreements for Nursing Students

The College of Nursing maintains a contractual relationship with many clinical and health care agencies throughout west and middle Tennessee. These consist of hospitals, long-term care facilities, public and regional health departments, child-care and developmental facilities, mental health facilities, and home health care agencies. Contracts detail responsibility for each party regarding placement, supervision, and evaluation of students while in the clinical agency.

Admission to the Traditional BSN Track (Initial R.N. Licensure)

1. Applicants to the College of Nursing (CON) should apply for progression by March 1 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. Students who have been enrolled at Union University for the 1st 2 years of prerequisite courses are guaranteed placement in the Fall nursing cohort their junior year if Priority Progressions Criteria is achieved by March 1st of their sophomore year. Priority Progressions Criteria includes an ACT of 20, a cumulative GPA of 3.0, and a Science GPA of 3.0. 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 College of Nursing.
2. Official transcripts must be submitted to Enrollment Services from all institutions of higher learning. Any applicant with an Anatomy and Physiology or Pathophysiology course credit that is more than five years old must either take the corresponding NLN Achievement Test and achieve a set passing score or retake the courses for credit.
3. Official transcripts must be submitted to Enrollment Services from all institutions of higher learning. Any applicant with an Anatomy and Physiology or Pathophysiology course credit that is more than five years old must either take the corresponding NLN Achievement Test and achieve a set passing score or retake the courses for credit.
4. Fully completed Health History and Physical Examination Form (obtained in the College of Nursing), must be submitted 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; positive Varicella titer and 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, as well as any additional vaccinations required by clinical facilities. 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 CON follows guidelines of the Southern Regional Education Board Council on Collegiate Education for Nursing Education.

5. The student must have documentation of a clear criminal background check and a clean urine drug screen, completed before beginning nursing curriculum. Random drug screens will be performed periodically throughout the nursing program and as required by clinical facilities.
6. An interview with a nursing applicant may be requested. The interview allows the student an opportunity to become acquainted with the College of Nursing and allows the interview committee an opportunity to evaluate the student's potential for nursing education.
7. 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.
8. 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 Chair of the College of Nursing for a confidential discussion of the specific situation and concern.
9. Current American Heart Association (AHA) health care provider CPR certification must be maintained throughout the nursing program of study.
10. The student must provide documentation of current individual health insurance.
11. All international students will meet the same freshman and transfer requirements for regular admission to the University as outlined in "Admission of International Students."

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 nursing course is required for progression in the nursing curriculum. Students who receive a grade of less than C in any nursing course may not proceed to the next course until the failed course has been repeated with a final grade of C or above. Nursing courses may be repeated only once. Permission to progress must be obtained from College of Nursing faculty and will be dependent upon meeting course prerequisites and corequisites. A student who receives a grade of D or below must reapply to the College of Nursing for consideration to be allowed to repeat the nursing course the next time it is offered in the scheduled sequence of courses. 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 Associate Dean of the College of Nursing requesting readmission to the College 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 audit or repeat courses in which they previously earned a C in consideration of the length of absence or change in curriculum. They may also be required to take a standardized exam and competency assessment to assess retention of previous course knowledge.

Uniforms and Insurance Requirements

Students must purchase appropriate uniforms. The College of Nursing will provide necessary forms for ordering the uniforms.

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 basic and accelerated tracks
 - 1. ENG 111, 112; BIO 221, 222 (must be taken within five years of beginning nursing courses); PSY 213, 219; PEWS 100; CHR 111, 112; BIO 201 or 211; SOC 211—Curriculum Model Year 1.
 - 2. ENG 201, 202; CHE 105 or 111; HIS 101, 102; MAT 114; ART 210; BIO 300 (must be taken within five years of starting nursing courses); PEWS Activity Elective; any level Elective (3 hours)—Curriculum Model Year 2.
- B. Traditional BSN Track
 - 1. NUR 302, 306, 308, 309, 310, 318, 330, 408, 409, 418, 419, 421, 423, 425, 430, 440, and 499
 - 2. Upper level Elective—3 hours
- C. Licensed Practical Nurse to BSN Track
 - 1. NUR 322 (Transition course) after successful challenge of NUR 302 and 308 or (if unsuccessful in challenge) enrollment in NUR 302 and 308.
 - 2. NUR 306, 309, 310, 318*, 330, 408, 409, 418*, 419, 421, 423, 425, 430, 440, 499.
 - 3. Upper level Elective—3 hours
 - *NUR 318 and 418 are available for challenge by testing for the LPN.

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 a standardized comprehensive exam to evaluate readiness to take the NCLEX licensure exam. Successful completion of NUR 499 includes scoring at or above the benchmark set by the College of Nursing. The student will not be able to graduate without successfully meeting the requirements of NUR 499. Student assessments include, but are not limited to, communication skills, therapeutic nursing interventions and critical thinking skills. Basic and accelerated nursing students are expected to take the NCLEX-RN licensure after completion of the program of nursing to become registered nurses.

Student Organizations

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.

Student Awards

The **Fannie J. Watt, R.N., Psychiatric Nursing** is to be presented 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** is presented to the graduating 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 nursing.

The **Nursing Faculty** is presented to the outstanding graduating student who has demonstrated an above average level of theoretical knowledge in the classroom and a high degree of skill in clinical thus showing promise of achievement in nursing.

The **Terry Robinson Nursing** is presented 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** is established in memory of Emily, born with a congenital heart defect resistant to treatment, and surviving 2 1/2 weeks. Her only contact with God's world was the caring voices and touch of her family, 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 **Georgia Wilson Nursing** was established by Miss Georgia Wilson to be presented to the member of the BSN (basic) graduating class who is deemed by the nursing faculty to have been the most outstanding in clinical nursing.

The **Leighton Williams Nursing** recognizes the characteristics that Leighton Williams displayed in all of her interactions. Leighton impacted everyone around her with her true joy for life. She was always celebrating and uplifting others with her sweet smile and disposition. Leighton lived a full life in her brief twenty years and those who knew her are better because of her ability to love others fearlessly and inspire others to do the same. The characteristics of the recipient will include compassion, joy and a heart that truly yearns to serve our Lord.

Course Offerings in Nursing (NUR)

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

200. Survey of Professional Nursing (3)

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 (1)

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.

306. Scientific Writing in Health Care (1)

Prerequisite: ENG 112.

Focus on effective writing skills, selecting and using scholarly resources as well as the APA format.

308. Foundations for Nursing Practice (6)

Prerequisite: Admission to Basic BSN track.

Nursing interventions and skills necessary for basic 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 (3)

Corequisite: NUR 308.

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)

Prerequisite: Admission to the College of Nursing or by permission of the faculty.

Use of the nursing model in developing skills and knowledge related to history taking, assessing health status, 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.

318. Nursing Care of Childbearing Families (5)

Prerequisites: 302, 308, 310. Corequisite: 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.

322. LPN Transition Course (1) As Needed

Prerequisite: Successful challenge of NUR 302 and 308.

Transitions the licensed practical nurse to the role of professional nurse and the nursing process and prepares students to meet program outcomes. Includes validation of nursing knowledge and skills.

330. Introduction to Research in Nursing (3)

Prerequisite: MAT 114; Admission to the College 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.

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.

350. Philosophical and Ethical Foundations in Health Care (3) As Needed

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 of wellness and helps students identify realistic options for a healthy lifestyle. The course utilizes the tools for integrating change into everyday lives and uses the nursing process as a guide for enabling persons to achieve and maintain optimal wellness.

354. Parish Nursing (3) As Needed

A unique practice of professional nursing, focusing on health promotion and disease prevention when caring for the whole person, encompasses 7 functions: integrator of faith and health, health educator, personal health counselor, referral agent, trainer of volunteers, developer of support groups, and health advocate.

355. Spiritual Care in Nursing (3) As Needed

An examination of Christian values as a basis for providing spiritual care to clients and exploration of the role of the professional nurse in its provision. Resources will include the Bible, nursing literature, clergy, community and personal spiritual resources.

357. Nursing Issues with Aging (3) As Needed

A study of evidence-based holistic nursing care of aging persons toward positive outcomes for the family unit. Emphasis is placed on the role of the professional nurse in enhancing healthy aging and the complexities related to the diversity of personal, family, and societal systemic changes associated with this life transition as well as biopsychosocial and spiritual assessment of the aging population. Sensitivity to and respect for clients and families are promoted through the study of theories of aging, communication, critical thinking and research related to the aging experience.

359. End of Life Nursing Care (3) As Needed

An examination of the needs of those facing the end of life or dealing with end of life issues and will equip students to offer holistic support and care for such clients and their families.

360. Legal and Ethical Aspects of Nursing (3) This course focuses on the influence of the law, legal issues, and ethical issues on the professional practice of the discipline of nursing.

361. Survey of Technology in Nursing (3)

Pre-requisite: Admission into RN-BSN Nursing Program

This course focuses on the presentation and application of basic information technology used in the field of nursing to care for individuals of all ages in diverse settings. Introduction of information technology that is used in the field of nursing provides a basis for development of decision-making and critical thinking skills related to the care of patients. This course incorporates both information management systems used in nursing care and patient care technology.

408. Pharmacotherapeutics in Nursing I (2)

Corequisite: NUR 302 and 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.

409. Pharmacotherapeutics in Nursing II (2)

Prerequisite: NUR 408.

A continuation of NUR 408 in its study of the biochemical and psychological effects of drugs on the wholistic person.

418. Nursing Care of Childrearing Families (5)

Prerequisite: NUR 318, 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.

419. Issues in Professional Nursing (3)

The nurses's role in change through evaluation of historical and current issues impacting the profession and health care delivery systems. Students explore the role of nursing theory in the continued development of professional nursing.

421. Nursing Care of Adults in Health and Illness I (6)

Prerequisites: NUR 318, 408, 409, 423.

Professional nursing practice and further development in its application with adults from multicultural backgrounds along the wellness-illness continuum and 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)

Prerequisites: NUR 308 and 310.

Considering individuals, families, and community groups at any position on the health continuum 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 419, 421; Prerequisite or Corequisite: NUR 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 and 421.

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 theories 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 (5) 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.

452. Intercultural Issues (3) As Needed

Study of culturally appropriate and wholistic professional nursing care of persons in our pluralistic global society. Emphasis on sensitivity to and respect for cultural diversity, communication, critical thinking, 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 419. Corequisites: NUR 425, 430, 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.

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

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

295-6-7. 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).

ADULT STUDIES/NURSING

BACHELOR OF SCIENCE, RN TO BSN TRACK

The College of Nursing encourages the educational mobility of registered nurses holding the associate degree or diploma in nursing. The E-campus track offers online nursing courses to enhance flexibility for adult study students. The program is approved by the Tennessee Board of Nursing and accredited by the Commission on Collegiate Nursing Education. CCNE may be contacted at 655 K. Street, NW, Suite 750, Washington, DC 20001 or 202-887-6791.

For additional information, including direct contact information to program personnel, check www.uu.edu/academics/colleges/nursing/.

All registered nurse students take NUR 333 upon entering the BSN program. Upon successful completion of NUR 333, the student is awarded 37 hours of Nursing credit.

RN to BSN students are strongly encouraged to hold membership in their local state nursing association.

Program Admission

An applicant must apply to the University and meet University admission requirements as well as:

1. Provide evidence of graduation from an accredited, state-approved College of Nursing and hold current R.N. licensure.
2. Make application to the RN-BSN Program.
3. Submit official transcripts from all post-secondary institutions. The required minimum GPA on all course work is 2.8.
4. Students will be charged for the school's group policy liability insurance when participating in a nursing course that requires a clinical experience.
5. Maintain current American Heart Association (AHA) CPR for Health Care Provider certification throughout the nursing program of study.
6. 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 prior to beginning the first semester.
7. The student must provide documentation of current individual health insurance when participating in a nursing course that requires a clinical experience.
8. The student must have documentation of a clear urine drug screen and clear criminal background check.

Conditional Admission

Applicants who do not meet the GPA 2.8 requirement may be admitted with the condition of maintaining a 2.8 GPA or higher each semester in the program.

Degree Requirements

- I. General Core Requirements
 - A. General Core and transfer policies specific to Adult Studies are detailed in the "Adult Studies" section of the Catalogue.
 - B. Must include MAT 114 as the Math requirement.
 - C. The Speech requirement is considered met within the oral communication components of nursing clinicals
 - D. Sciences must include BIO 300.
- II. Upper level (300/400 level) Electives—6 hours
- III. Nursing Major Requirements—31 hours plus 37 basic nursing education hours
 - A. Basic Nursing Education—37 hours held in escrow until successful completion of NUR 333
 - B. NUR 306, 310, 330, 333, 360, 361, 410, 432, 441, 490—28 hours
 - C. NUR Upper Level Elective—3 hours

License Renewal

Registered Nurses may be admitted as non-degree seeking students to renew their Tennessee Nursing License. See the Department Chair for details.

Assessment of Majors

Majors may be required to take the National League of Nursing (NLN), ATI, or other standardized nursing tests throughout the program of study.

Credit by Testing

CLEP and DAN TES credit by testing may be applicable to the student's program as detailed in the Advanced Placement section of the catalogue. CLEP and DAN TES attempts can be made no later than eight weeks prior to graduation. This deadline also applies to exams taken at other institutions that are to be applied toward graduation from Union. Registration for testing is limited and it may take several weeks to obtain results; therefore, students are encouraged to make plans and register for testing as early in their program of study as possible.

Financial Information

Tuition	\$470/hour
General Student Fee—Fall/Spring	110/hour
General Student Fee—Winter/Summer	30/hour

Course Offerings in Nursing (NUR)

() Hours Credit

All descriptions are found in the basic program except the following course tailored for the RN-BSN Track:

306. Scientific Writing in Health Care (1) F, S

Prerequisite: ENG 112.

This course will focus on effective writing skills, selecting and using scholarly resources, as well as the APA format.

333. Concepts of Professional Nursing (3) F, S

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.

410. Pharmacotherapeutics in Nursing Practice (3) F, Su

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.

432. Leadership in Nursing Practice (3) F, S, Su

Pre-requisite: NUR 330

This course focuses on study of nursing leadership, nursing management, and the professional nurse's role as a client advocate, leader, manager, and change agent. Emphasis is placed on the application of the theoretical principles of leadership and management in the context of a complex health care delivery system and a Christian worldview. Organizational and systems leadership, quality improvement, and safety are emphasized.

441. Population-Focused Health within the Community and World (4) F, S, Su

This course focuses on health promotion, disease prevention, and wellness care to populations within local, regional, and global communities. The nursing process provides the framework for population-focused assessments and clinical decisions-making that is holistic in nature and evidenced-based.

490. Nursing Capstone (2) F, S, Su

Pre-requisites: NUR 306, 310, 330, and 333

This course is a synthesis of concepts for professional nursing practice. The major focus is professional role development of the baccalaureate nurse and preparation for entry into graduate level nursing education. Emerging practice trends and care of the professional self are integral sections of the course. A personal portfolio will be updated to showcase the student's academic and professional achievements. Students will select an area of interest for concentrated study (management, clinical nursing, or nursing education) and develop, implement, and evaluate a focused project.

ADULT STUDIES/NURSING

BACHELOR OF SCIENCE IN NURSING, SECOND BACHELOR'S DEGREE ACCELERATED TRACK

This track offers the BSN in an intensive 15-month option. It is offered on the Jackson, Germantown, and Hendersonville campuses to students who have already proven academic success and maturity with the completion of a bachelor's degree in another field.

For additional information, including direct contact information to program personnel, check www.uu.edu/academics/colleges/nursing/.

Program Admission

The applicant must hold a bachelor's degree from a regionally accredited college or university with a minimum 3.0 GPA for the last 60 hours attempted. In addition to University admission requirements, the applicant will:

1. Make special application to the College of Nursing, BSN-Accelerated Track (BSNA).
2. Provide official transcripts of all coursework attempted including those documenting the required prerequisite courses with a grade of C or higher; BIO 221-2, (8 hours—must be taken within five years of beginning nursing courses), PSY 213 (3).
3. Meet conditions #4, 5, 8, 9, 10, and 11 stated under College of Nursing, "Admission to the Basic BSN Track."
4. An interview with the applicant may be requested. The interview allows the nursing applicant to become acquainted with the College of Nursing and the interview committee the opportunity to evaluate the applicant's potential for nursing education success.
5. See the Basic BSN Track for uniform and insurance requirements.
6. If you are not a U.S. citizen, an international application must be completed and submitted with the BSN application. All international transcripts must be evaluated by an accredited evaluating agency found at the National Association of Credential Evaluation Services' website: www.naces.org.
7. Applicants from a country where the native language is not English must show proof of English proficiency with scores from TOEFL, IELTS, or iTEP courses. Minimum scores are TOEFL 560 (Internet-based 80), IELTS 6.5, or iTEP 4.4.

Applicants to the BSNA Track may be admitted to the Pre-BSNA Track to take prerequisite science and social science courses. See #2 above.

Degree Requirements

- I. General Education Requirements: Second Bachelor's Degree students are not required to meet General Education requirements of Union University except as they appear as prerequisites to their new program. See Program Admission 2. for the prerequisites to BSNA.
- II. Major Requirements (70 hours): BIO 201 or 211 (4 hours); BIO 300 (3 hours—must be taken within 5 years of starting nursing courses); MAT 114 (3); PSY 219 (3); NUR 302, 306, 307, 309, 310, 318, 330, 408, 409, 418, 419, 421, 423, 425, 430, 440 and 499.
- III. Minor Requirements: none

The Cohort Approach and Calendar

The academic calendars for the Bachelor of Science in Nursing—Accelerated Track do not parallel those shown in the *Catalogue*; the major/cohort is delivered in an accelerated format.

Requirements for Progression in the BSN Track

The student enrolls in the courses in nursing according to the prescribed sequence. At least a C grade in each course (NUR or non-NUR cohort courses) is required for progression in the nursing curriculum. Students who receive a grade of less than C in any course may not continue in the BSNA track: a student must fully withdraw from the program.

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 BSNA Track

Students who are unsuccessful with the accelerated track may re-apply to the BSNA track or apply to enter the Basic BSN Track that moves at the more traditional pace. This decision will be made with guidance from the student's faculty advisors with consideration as to which track will most likely result in the student's successful completion of a BSN program. The student will be required to make application to the University and must meet all admission requirements of the respective BSN track to be considered for admission. Approval by the Undergraduate Associate Dean and Chairs will be required if space is available. There is no guaranteed readmission

A student who receives a final grade less than C in two nursing (NUR) courses will not be readmitted to the Nursing Program. Withdrawal from a nursing course does not guarantee readmission. Students readmitted to the program may be asked to audit or repeat courses in which they previously earned a C in consideration of the length of absence or change in curriculum. They may also be required to take a standardized exam and competency assessment to assess retention of previous course knowledge prior to reacceptance. If the student scores below the proficiency level benchmark for that content they may be required to audit that course. Once the audited and repeated courses have been successfully completed, the student can then continue to progress through the curriculum.

A student who receives a grade of D or below must reapply to the College of Nursing and Health Sciences for consideration to be allowed to repeat the course the next time it is offered in the scheduled sequence of courses. Any such course must be repeated with a final grade of C or above in order to progress. Courses may be repeated only once. **A student who receives a grade less than C in two nursing courses will not be allowed to progress in the Nursing Program.**

Financial Information

Tuition \$615/hour
 General Student Fee. 30/hour (up to \$300/semester)

Course Descriptions in Nursing (NUR)

() Hours Credit

All descriptions are found in the basic program except for the following tailored for the BSN 15-month Degree Completion Track:

307. Accelerated Foundations for Nursing Practice (5)

Prerequisite: Admission to BSN 15-month Degree Completion Track

Focus on the nursing interventions and skills necessary for 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.

ADULT STUDIES/NURSING

BACHELOR OF SCIENCE IN NURSING, FIRST BACHELOR'S DEGREE ACCELERATED TRACK

Minimum scores are TOEFL 560 (Internet-based 80), IELTS 6.5, or iTEP 4.4.

This track offers the BSN in an intensive 15-month option. It is offered on the Jackson, Germantown, and Hendersonville campuses to students who have already proven academic success and maturity with the completion of 69 semester hours.

For additional information, including direct contact information to program personnel, check www.uu.edu/academics/colleges/nursing/.

Degree Completion Track

In addition to University admission requirements, the applicant must be 24 years of age or older upon enrollment and meet the following program-specific admission requirements:

1. Make special application to the College of Nursing and Health Sciences, BSN 15-month Degree Completion Track.
2. Provide official transcripts of all coursework attempted including those documenting the required prerequisite courses with a grade of C or higher.
3. A minimum ACT of 20 or equivalent SAT.
4. Have completed the Adult Studies Core Curriculum (See below).
5. Minimum cumulative 3.0 GPA for last 60 hours attempted.
6. Meet conditions #4, 5, 8, 9, 10, and 11 stated under College of Nursing and Health Sciences "Admission to the Basic BSN Track."
7. An interview with the applicant may be requested. The interview allows the nursing applicant to become acquainted with the College of Nursing and Health Sciences and the interview committee the opportunity to evaluate the applicant's potential for nursing education success.
8. See the Basic BSN Track for uniforms and Insurance Requirements.
9. If you are not a U.S. citizen, an international application must be completed and submitted with the BSN application. All international transcripts must be evaluated by an accredited evaluating agency found at the National Association of Credential Evaluation Services' website: www.naces.org
10. Applicants from a country where the native language is not English must show proof of English proficiency with scores from TOEFL, IELTS, or iTEP courses.

I. Adult Studies Core Curriculum

- A. ENG 111 and 112 (6 hours)
 - B. ENG 201 or 202 and Humanities: Literature, Philosophy, Language, Music, Art, Theatre, Christian Studies (9 hours)
 - C. Science: BIO 221, 222 (8 hours—must be taken within 5 years of beginning nursing courses)
 - D. Social Science: HIS 101 or 102; PSY 213 (6 hours)
 - E. MAT 114 (3 hours)
 - F. CHR 111 and 112 (6 hours)
 - G. Upper-Level Electives: 6 hours on the junior/senior level
 - H. Lower-Level Electives (100–200 level courses) (13–14 hours)
 - I. Computer Science (2 hours)
- II. Major Requirements (70 hours): BIO 201 or 211, 300 (must be taken within 5 years of beginning nursing courses); PSY 219; NUR 302, 306, 307, 309, 310, 318, 330, 408, 409, 418, 419, 421, 423, 425, 430, 440 and 499.
- III. Minor Requirements: none
- IV. Minimum hours for graduation: 129

The Cohort Approach and Calendar

The academic calendars for the Bachelor of Science in Nursing 15-month Degree Completion Track do not parallel those shown in the *Catalogue*. General Education and prerequisite courses will follow the traditional calendars; however, the major/cohort is delivered in an accelerated format.

Requirements for Progression in the BSN Program

The student enrolls in the courses in nursing according to the prescribed sequence. At least a C grade in each course (NUR or non-NUR cohort courses) is required for progression in the nursing curriculum. Students who receive a grade of less than C in any course may not continue in the BSNA track: a student must fully withdraw from the program.

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 Track

Students who are unsuccessful with the accelerated track may re-apply to the BSNA track or apply to enter the Basic BSN Track that moves at the more traditional pace. This decision

will be made with guidance from the student's faculty advisors with consideration as to which track will most likely result in the student's successful completion of a BSN program. The student will be required to make application to the University and must meet all admission requirements of the respective BSN track to be considered for admission. Approval by the Undergraduate Associate Dean and Chairs will be required if space is available. There is no guaranteed readmission.

A student who receives a final grade less than C in two nursing (NUR) courses will not be readmitted to the Nursing Program. Withdrawal from a nursing course does not guarantee readmission. Students readmitted to the program may be asked to audit or repeat courses in which they previously earned a C in consideration of the length of absence or change in curriculum. They may also be required to take a standardized exam and competency assessment to assess retention of previous course knowledge prior to reacceptance. If the student scores below the proficiency level benchmark for that content they may be required to audit that course. Once the audited and repeated courses have been successfully completed, the student can then continue to progress through the curriculum.

A student who receives a grade of D or below must reapply to the College of Nursing and Health Sciences for consideration to be allowed to repeat the course the next time it is offered in the scheduled sequence of courses. Any such course must be repeated with a final grade of C or above in order to progress. Courses may be repeated only once. **A student who receives a grade less than C in two nursing courses will not be allowed to progress in the Nursing Program.**

Financial Information

Tuition \$615/hour

General Student Fee. . . . 30/hour (up to \$300/semester)

Course Descriptions in Nursing (NUR)

() Hours Credit

All descriptions are found in the basic program except for the following tailored for the BSN 15-month Degree Completion Track:

307. Accelerated Foundations for Nursing Practice (5)

Prerequisite: Admission to BSN 15-month Degree Completion Track

Focus on the nursing interventions and skills necessary for 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.

COLLEGE OF PHARMACY

Dean

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

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

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

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

Staff

Rita Conaway (2011). Administrative Assistant to the Dean.

Aven Humphreys (2010). Director of Pharmacy Outreach. B.A., Harding University; M.Ed., Abilene Christian University.

Kristina Martin (2010). Director of Pharmacy Admissions. B.S.B., Murray State University.

Union University's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE, www.acpe-accredit.org), the national organization that accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and selected non-U.S. sites. Questions about the status of the University's accreditation may be posed to the Dean of the College of Pharmacy's office (731.661.5958) or to ACPE (312.664.4625).

Mission Statement

The mission of the Union University College of Pharmacy is to develop compassionate, comprehensively trained practitioners who are equipped to meet the immediate and future demands of pharmaceutical science and patient care in an ever changing health care environment.

Faculty

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

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

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

Kimberly Lindsey-Goodrich (2008). Director of Inter-Professional Education, Assistant Director of Experiential Education, and Associate Professor of Pharmacy. B.S. and Pharm.D., University of Tennessee.

Ashok Philip (2010). Director of Assessment and Associate Professor of Pharmacy. B.Pharm Bapatia College of Pharmacy, JNT University—Hyderabad, India; M.Pharm, Andhra University; Ph.D., University of Mississippi.

Richard Addo (2010). Professor of Pharmacy. B.S., University of Science and Technology-Kumasi, Ghana; Ph.D., Mercer University.

Lunawati Bennett (2012). Associate Professor of Pharmacy. B.A., Bogor Agricultural Institute; M.S., University of Missouri; M.R.E., Golden Gate Baptist Theological Seminary; Ph.D. and Pharm.D., Idaho State University.

Emily Brandl (2016). Assistant Professor of Pharmacy. B.S. and Pharm.D., University of Tennessee.

Jennifer Smith Byrd (2011). Assistant Professor of Pharmacy. Pharm.D., University of Tennessee.

Austin Camp (2018). Assistant Professor of Pharmacy. B.S. and Pharm.D., Union University.

Andrew Castleman (2017). Assistant Professor of Pharmacy. M.S., University of Maryland; Pharm.D., Union University.

Alfred Custer (2013). Assistant Professor of Pharmacy. Pharm.D., South Carolina College of Pharmacy at University of South Carolina.

Zac Halford (2106). Associate Professor of Pharmacy. Pharm.D., University of Utah.

David Kuhl (2008). Baptist Memorial Health Care Professor of Pharmacy. B.S., Kearney State College; Pharm.D., University of Nebraska Medical Center.

Andrew Martin (2008). Professor of Pharmacy. B.S., Bob Jones University; B.S. and Pharm.D., Ferris State University.

Taylor Mathis (2018). Assistant Professor of Pharmacy Practice. Pharm.D., University of Mississippi School of Pharmacy

Bethany L. Murphy (2011). Assistant Professor of Pharmacy. Pharm.D., Ohio Northern University.

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

Brad Spencer (2014). Assistant Professor of Pharmacy. B.S. and Pharm.D., Union University.

Taylor Mathis (2018). Assistant Professor of Pharmacy Practice. Pharm.D., University of Mississippi School of Pharmacy.

Admissions Criteria

Students seeking admission to the College of Pharmacy should visit the College website at <http://www.uu.edu/programs/pharmacy/admissions/>.

SCHOOL OF THEOLOGY AND MISSIONS

Dean

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

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

Staff

Gail Hamilton (2015). Administrative Assistant to the Dean. B.A., Liberty University.

Jennifer Chicanteck (2018). Academic Secretary

Mission Statement

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

Ethos Statement

The School of Theology and Missions Ethos Statement, which details ethical and lifestyle expectations of majors, is presented in CHR 231 and is also available at www.uu.edu/programs/stm/about/ethos-statement.html.

Program Directors

Frank Anderson (2010). Stephen Olford Chair of Expository Preaching and Associate Professor of Ministry and Missions and Director of the Center for Racial Reconciliation. B.B.A., University of Memphis; M.Div. and Ph.D., Mid-America Baptist Theological Seminary.

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

Faculty

Todd Brady (1996-2007, 2011). Assistant Professor of Ministry and Vice President for Church Relations. B.S., Union University; M.Div., Southwestern Baptist Theological Seminary; D.Min., Southern Baptist Theological Seminary.

Randall B. Bush (1991). University Professor of Philosophy. B.A., Howard Payne University; M.Div. and Ph.D., Southwestern Baptist Theological Seminary; D. Phil., University of Oxford.

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

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

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

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

C. Ben Mitchell (2009). Graves Professor of Moral Philosophy and Special Assistant to the President. B.A., Mississippi State University; M.Div., Southwestern Theological Seminary; Ph.D., University of Tennessee.

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

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

Curriculum

Students who major in the School of Theology and Missions may be eligible for advanced standing in certain seminaries, thus shortening the requirements for master's degrees at those seminaries. Please see the dean for details.

Majors in the Theology and Missions School cannot minor in the School except in the selection of Philosophy. Specifically, Philosophy majors may select a minor in the School other than PHL; the student minoring in PHL may select any major other than Philosophy. All majors must complete one language for two years or two languages for one year each regardless of the B.A. Core Option chosen. Students whose second major is in the School of Theology and Missions and whose first major is not in the School of Theology and Missions may petition the associate dean of the School of Theology and Missions for exception to this requirement. Study of biblical languages is strongly encouraged for all majors. First-year Greek and first-year Hebrew (GRK 211-212 and HBR 311-312) are pre-requisites for majors in Biblical Studies-Languages. GRK 211 and HBR 311 are pre-requisites for minors in Biblical Studies—Languages.

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

- A. CHR 113, 305, 333, 338—12 hours
- B. CHR/PHL 243—3 hours
- C. PHL 240—3 hours

II. Major in Biblical Studies—Languages—40 hours

- A. Core Requirements for all majors—18 hours
- B. CHR 231 and 498—4 hours
- C. Biblical Languages Requirements: either GRK 311/312 or HBR 411/412 sequence—6 hours
- D. Electives from Biblical Studies/Languages—6 hours
- E. Elective from Theological Studies—3 hours
- F. Elective from Christian Ministry and Missions—3 hours

III. Major in Christian Ministry and Missions—40 hours

- A. General Track
 - 1. Core Requirements for all majors—18 hours
 - 2. CHR 231, 367, and 498—7 hours
 - 3. Electives from Christian Ministry and Missions—9 hours
 - 4. Electives from Biblical Studies/Languages—3 hours
 - 5. Elective from Theological Studies—3 hours
- B. Pastoral Ministry Track
 - 1. Core Requirements for all majors—18 hours
 - 2. CHR 231, 363, 365, 367, 481, and 498—16 hours
 - 3. Electives from Biblical Studies/Languages—3 hours
 - 4. Elective from Theological Studies—3 hours
- C. Missions Track
 - 1. Core Requirements for all majors—18 hours
 - 2. CHR 231, 367, 377, and 498—10 hours
 - 3. Electives from CHR 245, 299, 308, 322, and 349—6 hours
 - 4. Elective from Biblical Studies/Languages—3 hours
 - 5. Elective from Theological Studies—3 hours
- D. Youth Ministry Track
 - 1. Core Requirements for all majors—18 hours
 - 2. CHR 231, 367, 481, and 498—10 hours
 - 3. Electives from CHR 271, 320, 372, and 375—6 hours
 - 4. Elective from Biblical Studies/Languages—3 hours

5. Elective from Theological Studies—3 hours

IV. Major in Christian Studies—40 hours

- A. Core Requirements for all majors—18 hours
- B. CHR 231 and 498—4 hours
- C. Electives from Christian Studies—9 hours
- D. Elective from Biblical Studies/Languages—3 hours
- E. Elective from Theological Studies—3 hours
- F. Elective from Christian Ministry and Missions—3 hours

V. Major in Theological Studies—40 hours

- A. Core Requirements for all majors—18 hours
- B. CHR 231 and 498—4 hours
- C. Electives from Theological Studies—12 hours
- D. Elective from Biblical Studies/Languages—3 hours
- E. Elective from Christian Ministry and Missions—3 hours

VI. Major in Philosophy—30 hours

- A. PHL 240, 331, 345, 346, and 347—15 hours
- B. Elective from Ethics—3 hours
- C. Electives from upper-level Philosophy—12 hours

VII. Major in Sport Management with Sport Ministry Emphasis

See the Department of Physical Education, Wellness and Sport for details.

Minors Offered by the School

I. Minor in Apologetics—18 hours

- A. CHR 339 and PHL 240
- B. Choose 12 hours from: CHR 213, 324, 348; CHR/PHL 243, 349, 350, 351, 438, 448

II. Minor in Biblical Studies—18 hours

- A. CHR 113 and 338
- B. Biblical Studies/Languages Electives—12 hours

III. Minor in Biblical Languages—18 hours

- A. CHR 113
- B. GRK 212 and HBR 312
- C. Either GRK 311/312 or HBR 411/412 sequence
- D. Biblical Studies/Languages Electives—3 hours

IV. Minor in Christian Ministry—18 hours

- A. CHR 113, 243, 338
- B. Christian Ministry Electives—9 hours

V. Minor in Christian Studies—23 hours

- A. CHR 113, 231, 243, 305, 333, 338, and PHL 240—20 hours
- B. Elective from CHR courses—3 hours

VI. Minor in Missions—18 hours

- A. CHR 338 and 377—6 hours
- B. Choose 12 hours from: CHR 245, 299, 308, 322, 349, 367, and ICS 320—12 hours

VII. Minor in Theological Studies—18 hours

- A. PHL 240 and CHR 243—6 hours
- B. CHR 305 and 338—6 hours
- C. Theological Studies Electives—6 hours

VIII. Minor in Philosophy—18 hours

- A. PHL 240, 346, and 347—9 hours
- B. Philosophy Electives—9 hours

Major in Theology and Missions with Discipline-Specific Honors

The Honors Program in the School of Theology and Missions is intended to offer the student an opportunity to establish a deeper and richer understanding of the theological

disciplines (e.g., biblical studies, biblical languages, theology, philosophy, and ministry preparation) than is typically gained in the undergraduate curriculum of the School of Theology and Missions.

Twelve hours of honors credit must be earned in Theology and Missions for the student to graduate with honors in Theology and Missions. As part of their 12 hours of honors coursework, students are required to take CHR-498 Senior Seminar for 3 hours credit and to contract for honors in three upper-level CHR/GRK/HBR/PHL electives (9 hrs. credit total). Students will choose which courses to contract for honors in consultation with their thesis advisor, giving consideration to how they might shape their contract in order to contribute to their thesis research. Students will complete their honors thesis while enrolled in CHR-498.

Admission Requirements

- Students must have a 3.50 GPA in Theology and Missions. Transfer students must have a cumulative 3.5 GPA after completing or transferring at least 15 credit hours into Union.
- Students must have completed at least one semester as a Theology and Missions major or minor prior to applying for discipline-specific honors.
- Students must have completed CHR 231 Sophomore Seminar prior to application to discipline-specific honors (waived for philosophy majors).

Progression Requirements

- Students must maintain a 3.50 GPA overall.
- Students must maintain a 3.50 GPA in Theology and Missions.
- Students must submit applications for any honors contract courses for that semester prior to the final add date of that semester. Contract must be approved by student, course professor, and thesis advisor.
- Students must complete each honors contract course with a grade of B or higher.
- Students must complete the Library's Research Methods and Strategies training for Theology and Missions.
- Students must attend one honors colloquium in each of the junior and senior years.
- Students are expected to participate in the activities of the J. H. Eaton Society.

If, for whatever reason, a student fails to meet the program requirements, the thesis advisor will recommend to the dean and associate dean of the School of Theology and Missions that the student's program be placed on a semester-long probation. If after that probationary period, the student has met the program requirements, the student will be reinstated to full standing in the program. If the student fails to meet the program requirements, the dean or associate dean of the School of Theology and Missions will be responsible for either extending the student's probation for another semester or dismissing the student from the discipline-specific honors program.

Honors Thesis Requirements:

- Selection and approval of a thesis advisor. Students will approach faculty members that would be appropriate supervisors for their general area of research interest.

When an agreement has been reached for a faculty member to serve as a thesis advisor, the faculty member will notify the associate dean or dean of this arrangement. Students may also approach the associate dean or dean for suggestions with respect to potential thesis advisors.

- Completion of the multiple steps involved in preparing a thesis.
 - Thesis Prospectus
 - Annotated bibliography that serves as a literature survey
 - Draft process for thesis contents: introduction, chapters, and conclusion
 - Final thesis of between 35-50pp.
- Students will complete their honors thesis while enrolled in CHR-498. Students must meet all deadlines and all other expectations that the course professor requires of non-honors students in CHR-498. Students should closely consult with their thesis advisor during the writing of their honors thesis. Upon completion of the thesis, the students will submit the thesis to their thesis advisor and, as a courtesy, to the course professor. The thesis review committee will be responsible for assigning a grade for CHR-498 in consultation with the course professor. Unless the CHR-498 course professor serves as a student's thesis advisor or on the thesis review committee, apart from reporting the student's performance on the ordinary expectations of the course, the honors program has no expectations of the CHR-498 course professor beyond what would normally be expected with respect to a non-honors student.
- Successful defense of the project before an honor thesis review committee consisting of three faculty members. The honor thesis review committee will be composed of the faculty who taught the three contracted honors courses plus the thesis advisor. If this number does not total three faculty, the School of Theology and Missions administration will appoint additional faculty to the thesis review committee. The review committee is responsible to read the final draft of the thesis and interact with the student regarding their work during the defense.

Assessment of Majors

Students with a major in the School of Theology and Missions (except Philosophy) 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.

Student Organizations

A **Ministry Leadership Program** is available for students entering the preaching/pastoral ministry. This organization meets monthly for the purpose of equipping students to grow in an understanding of God-given calling and to participate

in ministry practices with a view toward service to church and society.

The **J. H. Eaton Society**, named after a 19th-century Union president, seeks to facilitate fellowship and ministry opportunities in the School of Theology and Missions. All students majoring or minoring in the School of Theology and Missions are welcome to participate.

Student Awards

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

The School also presents the following awards: H. E. Dana Intermediate Greek Award, Curtis Vaughan Elementary Greek Award, R. G. Lee Christian Ministry Award, George Savage Hebrew and Old Testament Award, Dallas Willard Philosophy Award, Carl F. H. Henry Christian Thought and Tradition Award, and Broadman and Holman Award.

Course Offerings in the School of Theology and Missions

() Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer. Unless noted, courses are offered every year.

Latin (LAT)

111. Elementary Latin I (3) F

An introduction to the Latin language. Students will learn the basics of Latin grammar and vocabulary and will begin to be able to translate Latin texts.

112. Elementary Latin II (3) S

Prerequisite: LAT 111.

Latin 112 is the continuation of an introduction to the Latin language. Students will learn the basics of Latin grammar and vocabulary and will begin to be able to translate Latin texts.

211. Intermediate Latin (3) F

Prerequisites: LAT 111 and 112 or instructor's consent.

Latin 211 is an intermediate course in Latin. Students will continue to assimilate basic grammatical and syntactical concepts, and will continue to deepen their understanding of Latin grammar and syntax, and to improve translation skills. Students will have the opportunity to improve their translation skills when working with a Latin text.

214. Latin Readings (3) S

Prerequisites: LAT 211

Students will engage in the translation of primary Latin texts. Students will apply their grammatical and syntactical knowledge of the Latin language and continue to deepen their knowledge through translation of various Latin texts. The course would consist of selected Latin readings and translation work. The Latin text studies will vary and be chosen at the discretion of the professor. Students will read primary sources, ranging from Cicero to the Bible to Augustine to the Middle Ages to Reformation and Post-Reformation texts. This course may be taken additional times (assuming different material is being read and translated).

Biblical Studies and Languages Division Including Biblical Literature and Theology and Biblical Languages

Biblical Literature and Theology (CHR)

111. Old Testament Survey (3)

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)

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)

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) F—Even Years

Prerequisite: CHR 111, CHR 112.

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

310. History of the Bible in Translation (3) As Needed

Historical survey of translation work on the Bible, from the time of the Old Greek translations of the Hebrew Bible until the present. The course deals with key historical figures, important events, philosophies, the motivations for translation work, and the role of translation in Christian mission.

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

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

317. Minor Prophets (3) F—Even Years

An exegetical study of selected minor prophets.

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

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

325. Pauline Epistles (3) F—Odd Years

An exegetical study of selected Pauline epistles.

328. Hebrews (3) F—Even Years

An exegetical study of Hebrews.

330. Biblical Theology (3) F—Even Years

An exegetically-oriented presentation of the theological teachings of the Old and New Testaments. Emphasis on the student understanding the main teachings of the faith in their original contexts, historical development of those teachings throughout biblical history, and implications of biblical theology for modern Christian life and practice.

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

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

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

An intensive study of the Gospel of John and the Johannine Epistles.

Biblical Languages (GRK, HBR)

GRK 211. Elementary Greek I (3) F and

212. Elementary Greek II (3) S

A course sequence to study of the basic forms, syntax, vocabulary and pronunciation of the Greek New Testament. Three hours lecture and one hour lab per week.

GRK 311. Intermediate Greek I (3) F and

312. Intermediate Greek II (3) S

Prerequisite: GRK 212.

A two-semester study of the grammar and syntax of the Greek New Testament. Reading in the New Testament.

GRK 411. Advanced Greek I (3) F and

412. Advanced Greek II (3) S

Prerequisite: GRK 312.

Extensive reading courses in the Greek New Testament with emphasis upon careful, accurate exegesis.

HBR 311. Elementary Hebrew I (3) F and

312. Elementary Hebrew II (3) S

The course sequence is designed to introduce students to the verb forms, vocabulary, and syntax of biblical Hebrew.

HBR 411. Advanced Hebrew I (3) F and

412. Advanced Hebrew II (3) S

Extensive reading courses in the Hebrew Bible, emphasizing translation, verb parsing, accents, critical notes and exegesis.

Theological Studies Division

Including Christian Ethics, Christian Theology, Church History, and Philosophy

Christian Ethics (CHR)

243. Introduction to Christian Ethics (3) F, S

Reciprocal credit: PHL 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.

324. Contemporary Issues in Christian Ethics (3) S—Even years

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—Odd Years

Exploration of the heritage of Christian moral reflection, from early church through the modern era, with attention to a wide range of traditions, thinkers, and movements.

345. Ethics in Professional Life (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.

347. Family Ethics (3) As Needed

A study of the family in the context of normative biblical, theological and ethical perspectives. Attention will also be given to contemporary challenges to the family including cohabitation, divorce, civil unions and polygamy.

400. Ethics in Sport (3) S—Odd Years

Reciprocal credit: PEWS 400. See PEWS 400 for course description.

424. Bioethics (3) S—Even Years

Prerequisite: CHR 243 or other ethics course.

A survey of the Hippocratic/Judeo-Christian tradition in medical ethics against the background of biblical-theological discussions of human nature, medicine, healing, and biotechnology, as a context understanding the rise of contemporary bioethics.

440. Thinkers and Movements in Christian Ethics (3) F—Even Years

Prerequisite: CHR 243.

A thorough examination of a major movement or thinker in either historic or contemporary Christian ethics, taught in seminar style.

444. Intensive Issues in Ethics Seminar (3) S—Odd Years

Pre- or corequisites: CHR 243, CHR 324.

An intensive analysis of one major issue or cluster of issues in contemporary Christian ethics, taught in seminar style. Repeatable for additional credit as topics are varied.

Christian Theology (CHR)

319. Virtue and Vice in the Christian Tradition (3)

Reciprocal Credit: PHL 319

An examination of the nature of virtue and vice in the history of philosophy and Christian moral theology with special attention given to the tradition of the seven capital vices.

330. Biblical Theology (3) F—Even Years

An exegetically-oriented presentation of the theological teachings of the Old and New Testaments. Emphasis on the student understanding the main teachings of the faith in their original contexts, historical development of those teachings throughout biblical history, and implications of biblical theology for modern Christian life and practice.

338. Christian Doctrine (3) F, S

Major theological doctrines of Christianity; the Trinity, revelation, God, creation, sin, Christology, the Atonement, the Holy Spirit, the church, Christian life, and eschatology; with special attention to biblical, historical, philosophical, and cultural influences upon theological development and methods used in doing constructive theology.

339. Apologetics (3) S—Even Years

Prerequisite: PHL 240. Reciprocal credit: PHL 339.

A rational defense for the truth claims of the Christian faith. The course covers questions that both skeptics and inquirers pose to Christianity, and consideration of responses from the Christian intellectual tradition.

348. Faith and Culture in Film (3) F—Even Years

An examination of how films as stories convey faith or alternative responses to God as latent aspects of the total film experience. Includes an exploration of how explicit a film may be about faith or another ideological position without losing its credibility as a film.

350. C. S. Lewis: His Life and Work (3) S—Odd Years

Reciprocal Credit: PHL 350.

Exploring the breadth of the writing of C. S. Lewis; including his fiction, apologetics, literary criticism, devotional writings, and essays in their historical setting. Attention will be given to how the theology of Lewis informed his scholarship and how his scholarship informed all of his writing.

353. Christian Political Thought (3) S

Reciprocal credit: PSC 353

A study of political thought from the beginning of Christianity to the present.

360. The Gospel and Its Meaning (3) As Needed

An examination of the gospel in its biblical, historical and theological expression with attention to how it crosses cultures and addresses the ultimate questions of life.

382. The Doctrine of God (3) F—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.

The Person of Christ, the work of Christ, and the doctrine of salvation.

438. Science and Faith (3) S—Even Years

Reciprocal Credit: PHL 438.

Exploration of the major scientific concepts guiding modern science in relationship to the major faith commitments of the Christian faith as expressed in the gospel and the creeds in an effort to produce constructive dialogue that will mutually inform the two ways of knowing. Concepts explored include cosmology, evolution, quantum physics, and chaos theory; Doctrines explored include: creation, revelation, incarnation, salvation, exaltation, and eschatology as they relate to specific scientific concerns.

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

Prerequisite: CHR 338

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) F—Even 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) As Needed

A survey of the history of Christianity from the post-apostolic period through the 15th century.

313. Modern Christianity (3) As Needed

A survey of the history of Christianity from the 17th century to the present.

316. Renaissance and Reformation (3) F—Odd Years

Reciprocal credit: HIS 316. See HIS 316 for course description.

331. Early Christian Political Thought (3) F—Odd Years

Reciprocal Credit: PSC 331.

See PSC 331 for course description.

335. Modern Christian Political Thought (3) S—Even Years

Reciprocal credit: PSC 335.

See PSC 335 for course description.

405. History of the Baptists (3) S—Odd Years

Interpretive survey of the history of Baptists in England and America from the 17th century to present with emphasis on the history of the Southern Baptist Convention.

Philosophy (PHL)

240. Introduction to Philosophy (3)

An introductory course in philosophy designed to acquaint the student with the major fields of philosophical study.

243. Introduction to Christian Ethics (3) F, S

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.

319. Virtue and Vice in the Christian Tradition (3)

Reciprocal Credit: CHR 319

An examination of the nature of virtue and vice in the history of philosophy and Christian moral theology with special attention given to the tradition of the seven capital vices.

331. Epistemology and Metaphysics (3) F or S—Alternate Years

This course helps students understand the world better by studying significant interpretations of knowledge, belief, being, and the world that have been offered by thinkers, both past and present—the major concerns of epistemology and metaphysics.

339. Apologetics (3) S—Even Years

Prerequisite: PHL 240. Reciprocal credit: CHR 339.

A rational defense for the truth claims of the Christian faith. The course covers questions that both skeptics and inquirers pose to Christianity, and consideration of responses from the Christian intellectual tradition.

345. Logic (3) S—Odd Years

Examination of methods of critical thinking with attention 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. Christ and Other Faiths (3) S—Odd Years

Prerequisite: six hours in Christian Studies. Reciprocal credit: CHR 349.

A survey of the world's major religions.

350. C. S. Lewis: His Life and Work (3) S—Odd Years

Reciprocal Credit: CHR 350.

Exploring the breadth of the writing of C. S. Lewis; including his fiction, apologetics, literary criticism, devotional writings, and essays in their historical setting. Attention will be given to how the theology of Lewis informed his scholarship and how his scholarship informed all of his writing.

438. Science and Faith (3) S—Even Years

Reciprocal credit: CHR 438.

Exploration of the major scientific concepts guiding modern science in relationship to the major faith commitments of the Christian faith as expressed in the gospel and the creeds in an effort to produce constructive dialogue that will mutually inform the two ways of knowing. Concepts explored include cosmology, evolution, quantum physics, and chaos theory; Doctrines explored include: creation, revelation, incarnation, salvation, exaltation, and eschatology as they relate to specific scientific concerns.

448. Philosophy of Film (3) S—Odd Years

Reciprocal Credit: CHR 448.

An examination of philosophical themes as developed in film with special attention given to existentialism, nihilism, pragmatism, phenomenism, and postmodernism.

450. Philosophy of Religion (3) F—Even Years

Prerequisite: PHL 240. Reciprocal credit in CHR 450.

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.

Christian Ministry and Missions Division (CHR)

245. Cross-Cultural Life and Ministry (3) S—Odd Years

Reciprocal Credit: ICS 246.

This course explores various dimensions of the life of one who may be called by God to spend a significant portion of his/her life in a cross-cultural context.

271. Youth Ministry Strategies (3) As Needed

A study of youth ministry focusing on the various approaches, methods, and strategies with practical applications for programming, goals and desired outcomes.

299. Missions Practicum (3) As Needed

An analysis of the cultural environment, religious heritage, and the structure of Southern Baptist missions in (NAME OF COUNTRY). Emphasis will be given to needs and opportunities for missions service on this field. This is a field-based travel course, normally completed as part of a GO-Trip experience.

307. Faith-Based Social Services (3) F—Odd Years

Reciprocal credit: SW 307. See SW 307 for course description.

308. Islam (3) W

A survey of Islam, including historical, theological, and evangelistic assessments.

320. Sport Ministry and Recreation Management (3) F

Reciprocal Credit: PEWS 320

A course which focuses on the Great Commission and how Sports/Recreation activities can be used as a bridge to fulfill such. This course will provide students with the foundational knowledge to plan, implement, and evaluate a Sports Ministry program within various settings. This course includes a 15 hour internship with Englewood Baptist Church and the Fellowship of Christian Athletes.

322. Current Issues in Missions (3) S—Even Years

This course is an examination of current issues and trends in missions.

333. Contemporary Christian Life and Practice (3)

Pre- or Corequisite: CHR 231.

Contemporary issues related to practical and ethical issues from a Christian perspective. Topics: vocation, time/resource management, marriage relationships, conflict resolution, evangelism, church involvement, Christian worldview, devotional life, and practical ethics.

345. Ethics in Professional Life (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.

348. Faith and Culture in Film (3) F—Even Years

An examination of how films as stories convey faith or alternative responses to God as latent aspects of the total film experience. Includes an exploration of how explicit a film may be about faith or another ideological position without losing its credibility as a film.

349. Christ and Other Faiths (3) S—Odd Years

Prerequisite: Six hours in CHR. Reciprocal credit: PHL 349.

A survey of the world's major religions.

350. C. S. Lewis: His Life and Work (3) S—Odd Years

Reciprocal Credit: PHL 350.

Exploring the breadth of the writing of C. S. Lewis; including his fiction, apologetics, literary criticism, devotional writings, and essays in their historical setting. Attention will be given to how the theology of Lewis informed his scholarship and how his scholarship informed all of his writing.

351. Harry Potter and the Gospel (3) S

This course will explore how J. K. Rowling has expressed the gospel and basic Christian ideas (such as atonement, resurrection, and revelation) through her Harry Potter novels. Attention will be given to how the gospel addresses such issues as magic, relativism, education, the family, friendship, and other major topics in the books that comprise major issues in our culture.

360. The Gospel and Its Meaning (3) As Needed

An examination of the gospel in its biblical, historical and theological expression with attention to how it crosses cultures and addresses the ultimate questions of life.

363. Biblical Preaching (3) F

A study of the basic techniques of sermon preparation and delivery. Recommended for all ministerial students.

365. Pastoral Ministries (3) S—Even Years

A course designed to deal with the practical work of the pastor.

367. Introduction to Christian Evangelism (3) F, S

The Biblical and doctrinal basis for evangelistic preaching, planning, and programming.

372. Youth Ministry Administration (3) As Needed

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.

375. Youth Ministry Issues (3) As Needed

A study of the issues facing youth as well as the developmental nature of youth and the issues affecting them and their families.

377. Introduction to Missions (3) F

Reciprocal credit: ICS 377.

An introduction to Christian missions, with special attention to the history of missions, the theology of missions, and practical outreach in evangelical missions today, with particular reference to Southern Baptist missions.

438. Science and Faith (3) S—Even Years

Reciprocal credit: PHL 438.

Exploration of the major scientific concepts guiding modern science in relationship to the major faith commitments of the Christian faith as expressed in the gospel and the creeds in an effort to produce constructive dialogue that will mutually inform the two ways of knowing. Concepts explored include cosmology, evolution, quantum physics, and chaos theory; Doctrines explored include: creation, revelation, incarnation, salvation, exaltation, and eschatology as they relate to specific scientific concerns.

448. Philosophy of Film (3) S—Odd Years

Reciprocal Credit: PHL 448.

An examination of philosophical themes as developed in film with special attention given to existentialism, nihilism, pragmatism, phenomenism, and postmodernism.

450. Philosophy of Religion (3) F—Even Years

Prerequisite: PHL 240. Reciprocal credit: PHL 450.

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.

481. Christian Ministries Mentorship (3) As Needed

Prerequisite: Junior or Senior standing

A practical ministry experience in a local church, non-profit ministry, or organization approved by the professor. This course will include readings and discussions relevant to ministry. Students will spend at least 120 hours in ministry service and will attend reflection meetings as scheduled by the professor. Students are responsible for securing their practicum positions and will be supervised and evaluated by an on-site mentor and faculty member.

Available in each departmental prefix:

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

195-6-7. Special Studies (1-4) As Needed

231. Sophomore Seminar (2) F, S

Prerequisite: CHR 111, 112

A prerequisite of Senior Seminar taken in the sophomore year or at program entry. Introduces the student to basic research, methodologies, writing styles, and expectations in ministry.

295-6-7. Special Studies (1-4) As Needed

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

395-6. Special Studies (1-4) As Needed

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

395-6. Special Studies (1-4) As Needed

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

397. Special Studies in Church History (1-4) As Needed

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

495-6-7. Independent Study (1-4) As Needed

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

498. Senior Seminar (2-3) F, S

Prerequisite: CHR 231

Functions as a required capstone or exit seminar for majors in the School of Theology and Missions (except Philosophy). Focuses on competencies in the following areas: defining one’s mission and values; understanding the church’s relationship to contemporary culture and the global context; and academic research and writing. In the final half of the course, the students will present research papers in the theological discipline of their choice. Must be taken during senior year. Majors in the Honors Program must take a 3 hour Senior Seminar.

499. Seminar (1-3) As Needed

To be used at the discretion of the department for majors only. Senior standing in the department required.

THE HONORS COMMUNITY

Administrative Leadership

Scott Huelin (2009). Director for the Honors Community and Professor of English. B.A. and M.A., University of North Carolina; Ph.D., University of Chicago.

Joy Moore (2007). Assistant Director for the Honors Community and Director for Barefoots Joe and Modero Coffee Roasters. B.A., University of Arkansas; M.A., Denver Seminary; M.F.A., Pacific University.

Faculty

Justin D. Barnard (2007). Professor of Philosophy in the Honors Community. B.A., Palm Beach Atlantic College; M.A. and Ph.D., Florida State University.

Staff

Rebecca Edgren (2015). Academic Secretary—Warren F. Jones Academic Suite. B.A., Union University.

Mission

The Honors Community is a lively intellectual *koinonia* with transformative effects in its members, and through them, in the University, in the professions, in the church, and in local communities.

What does this mean?

The Honors Community rightly may be called a *koinonia*, or fellowship, because it is a common bond in a shared endeavor—the ardent pursuit of the truth—and a shared conviction—that all truth leads us to the Truth. As such, our fellowship extends beyond our own place and time to include the Christian intellectual tradition, the collective efforts of the faithful in all places and times to pursue and embrace the Truth wherever it is found.

Two academic programs provide structure and resources for our own participation in this pursuit. General Honors invites faculty and students to inquire rigorously and faithfully into substantial questions of historic and contemporary significance. Discipline-specific Honors programs help students become confident scholars who can insightfully address crucial and complex questions within their disciplinary fields. The common bond of this *koinonia* is further nurtured through co-curricular events and extracurricular activities which bring together faculty and students from both programs for mutual enjoyment and edification.

The transformative effects of this *koinonia* are first seen in its members, in whom our common life nurtures Christian

virtues, such as humility and hope, and academic virtues, such as wisdom and wonder. These virtues are most visible in their effects: heightened attentiveness toward the world, eager reciprocity toward one another, humble openness toward difference, and deepened joy in the truth. As members of the Honors Community participate in academic, professional, church, and local communities, they carry with them the virtues and fruits of spirited inquiry as gifts to be shared in and with these other communities.

General Honors

General Honors courses provide freshman and sophomore Honors students with innovative, interdisciplinary, inquiry-based courses which are designed to tackle big questions of long-standing and contemporary relevance. General Honors courses fulfill Honors requirements and some General Core requirements. Admission to the General Honors program requires a successful application in a competitive process. All incoming freshmen who are admitted to Union and have a 3.5 GPA or a 28 on the ACT will be invited to apply to the General Honors program. Incoming freshmen who do not meet this criterion but think they are up to the challenge of Honors work are also welcome to apply. Transfer students and current Union students can be considered for admission to General Honors under certain circumstances. Additional details regarding the Admissions Standards and Procedures, as well as the application itself, can be found at our website: www.uu.edu/academics/honors/.

General Honors—three courses

- I. General Honors Core
 - A. Freshman year: HON 205, 215
 - B. Sophomore year: HON 225, HON 235
- II. General Honors Electives (optional)
 - A. Special studies courses (variable credit)
 - B. Scholar-in-Residence tutorial (variable credit)
 - C. Other courses with the HON prefix
 - D. Select study abroad opportunities

Typically, students satisfy the requirements of General Honors through successful completion of three General Honors Core courses. In certain circumstances, the Directors may approve the substitution of a General Honors elective class for one of the General Honors Core classes.

Discipline-Specific Honors

Discipline-specific Honors provides an opportunity to pursue high-level, funded research in your major under the direct supervision of a faculty mentor. Students interested in Discipline-specific Honors typically apply to the program in the spring of the sophomore or fall of the junior year. Eligible students must have a cumulative 3.5 GPA and meet any additional department-specific requirements. To graduate with Discipline-specific Honors, students must satisfy Honors colloquium requirements in their junior and senior years, complete 12 hours of Honors contract courses in the major, produce an Honors project/thesis in their major, maintain a 3.5 cumulative GPA, and fulfill any other requirements established by the department. Students admitted into Discipline-specific Honors have access to research and travel funds to support the production and presentation of their Honors work. For more information on Discipline-specific Honors in your major, consult your departmental advisor.

University Honors

Students who satisfactorily complete the requirements for both General Honors and Discipline-specific Honors earn University Honors, one of Union's highest accolades.

Scholar-in-Residence Program

A scholar of national or international reputation is invited each year to deliver a series of lectures at the University. The Scholar-in-Residence tutorial allows students to receive credit for reading, research, and writing under the supervision of the Scholar-in-Residence.

Student Organization

The Honors Student Association (HSA) advises the Directors and plans co-curricular and extracurricular events for the Honors Community. HSA officers are elected for one-year terms at the beginning of each spring semester. All students currently enrolled in either General or Discipline-specific Honors, as well as alumni of either program who are still enrolled at Union, automatically enjoy membership in the HSA.

Course Offerings in Honors (HON)

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

205. Wisdom (6) F

Prerequisite: Admission to General Honors.

Wisdom has served, in many civilizations, as the highest goal of education. The Old Testament declares that wisdom "is more precious than jewels, and nothing you desire can compare with her" (Prov. 3:15). We will inquire after the nature of wisdom and seek the means of acquiring it, giving attention to biblical and extrabiblical literature as well as their historical contexts and their elaborations in subsequent traditions. We will consider contemporary applications of these traditions, including reflection upon the purpose and pursuit of contemporary higher education in light of wisdom. Exercises are aimed at developing various dimensions of wisdom within the self. Due to the nature and purpose of this course, as well as its student writing, it satisfies the first half of the Written Composition requirement in the General Core.

215. Beauty (6) S

Prerequisite: HON 205. Pre- or Co-requisites: HIS 101.

What exactly makes any particular person, poem, song or object beautiful? The nature of beauty will be explored through both theory and practice. Students will examine and produce beautiful things in various media, reflect on what makes them beautiful, and discuss the history of aesthetic theory—Eastern and Western, theological and secular—as a resource for answering these questions. The class will culminate in a gallery show involving both works of art and theoretically-informed reflections upon them. The content, along with a focus on improvement of student writing, satisfies the General Core requirement for Arts in Western Civilization, as well as the second half of the Written Composition requirement.

225. Justice (6) S

Prerequisite: HON 205.

While most agree that a healthy society should be based on justice, there has been little agreement as to what justice is. In this course, we will search for an adequate definition—considering biblical and theological resources as well as philosophers such as Plato, Aristotle, Hobbes, and Rawls—while looking closely at attempts to bring justice in particular communities and situations, both historical and contemporary. This course incorporates service-learning work and reflection upon it. This course satisfies the General Core Social Science/Humanities requirement and, in light of the historical conflicts over justice, satisfies HIS 102.

235. Creation (4) F

Prerequisite: HON 205.

This course is an opportunity to develop tacit knowledge as it relates to scientific pursuits and to understand experientially the differences in the basic assumptions and methodologies held by various scientific communities. Along the way, students will encounter content from traditional physical and life science courses, but the central objective is helping students to think in the same manner as a professional scientist without the benefit of many years of training. This course fulfills the General Core Laboratory Science requirement and can be applied *either* to Group A *or* Group B.

319. Virtue and Vice in the Christian Tradition (3) W

An examination of the nature of virtue and vice in the history of philosophy and Christian moral theology with special attention given to the tradition of the seven capital vices.

400. Classical, Medieval, Renaissance Capstone (1)

This course assists students in the CMR minor with the preparation of a capstone paper through the investigation of methodologies for integrating disciplinary fields and for cross-cultural comparison.

With permission, one or more of the following courses may be chosen to fulfill partially the requirements of the General Honors program. All are subject to the approval of the Honors Community Leadership Committee unless otherwise stated in the published schedule of class offerings.

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

195-6-7. Special Studies (1-4) As Needed

295-6-7. Special Studies (1-4) As Needed

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

395-6-7. Special Studies (1-3) As Needed

Upper level 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) On Demand

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

INSTITUTE FOR INTELLECTUAL DISCIPLESHIP

Mission Statement

The Institute for Intellectual Discipleship exists to promote the cultivation and responsible use of the life of the mind by supporting a broad range of curricular and programmatic initiatives designed to advance the Christian intellectual tradition, to highlight the integration of faith and knowledge under the Lordship of Christ, and to equip Christians for lives of cultural engagement through informed, Christian reflection about crucial aspects of contemporary life.

Through a variety of programs and partnerships, both within Union University and in the community at-large, the Institute works to promote increased understanding of a Christian world and life view and its currency in the church, the academy, and society. The Institute provides administrative support for such curricular initiatives as interdisciplinary courses (UNI).

Course Offerings in University Studies (UNI)

() Hours Credit

201. Personalized Academic and Career Exploration (2) F, S

This course offers personalized academic and career exploration to promote student success. Students will gain a better understanding of the concepts dealing with life calling and career planning and achievement while gaining practical study strategies to enhance academic performance and critical thinking. This course explores individual and group personality types and interest inventories and offers practical training in personality preferences, study skills, learning styles, time management, reading speed/comprehension, and test-taking strategies. The information and resources covered in this course will serve as a foundation for student success for the student's major and minor courses of study at Union University. This

course is a part of the Institute for Intellectual Discipleship curriculum and can be taken as a elective, 2-hour course of study providing sound self-assessment, academic performance skills, and life calling and career research and exploration strategies. This course counts as a general elective.

300. Integrative Arts in the Classroom (3)

Prerequisite: EDU 150

The design and implementation of art, music, and movement into elementary classroom instruction. An emphasis on using art, music, and drama as expressive activities for facilitating physical and social development is also included.

Curriculum

I. *Minor in Classical, Medieval, and Renaissance Studies – 19 hours

A. 18 hours selected from the following courses. No more than 6 hours from any one prefix may be counted toward the CMR minor.

ART 227, 230, 313, 314

ENG 336, 340, 410, 430, 431, 432, 450

HIS 301, 311, 316

FRE 311

SPA 311

MUS 315, 322, 331

PSC 322, 331

CHR 213, 319, 482, 483

GRK 211, 311, 411

HBR 311, 411

PHL 346

B. HON 400 (1 hr.)

*This minor is supervised by The Honors Community.

179-279-379-479. External Domestic Study Programs (1-3) As Needed

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

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed

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

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

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

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed

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

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

295-6-7. Special Studies (1-4) On Demand

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

395-6-7. Special Studies (2 or 3)

Upper-level 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).

498. Seminar (1-3)

To be used at the discretion of the department.

CENTER FOR INTERCULTURAL ENGAGEMENT

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

Sharon Hartig (2007). Secretary, Center for Intercultural Engagement.

Victoria Malone (2005). Coordinator of Study Abroad and Assistant Professor of Language. B.A. and M.A., Northern Illinois University

Pam Whitnell (2013). International Student Program Advisor. B.S., Middle Tennessee State University; M.B.A., Union University.

Mission Statement

Union University is uniquely positioned as a leader in 21st century missions. Furthermore, intercultural engagement—including community development, humanitarian outreach, and integrative skills—is essential for a globalized world and increasingly important to our student population.

The Center for Intercultural Engagement (CIE)—integratively situated, structured, and staffed—provides campus-wide intercultural academic programming support. By optimizing the missional impact that our students and our community members have here and around the globe, the CIE bolsters Union’s broader mission of supporting interculturally-engaged, Christ-centered education that promotes excellence and character development in service to Church and society.

The CIE “Iteam” consists of staff and faculty members who are committed to providing guidance, support, instruction, and development for intercultural academic initiatives grounded in current theory and research, current practices found across the academy, the International Education Industry, and our core values.

The CIE partners with both academic departments and various divisions of student services to develop and implement interculturally-engaged curricular and co-curricular programming in two broad areas: the Study Abroad program and the International Student Program.

Study Abroad Program

The Study Abroad program, housed in Union’s Center for Intercultural Engagement, provides structured support for both domestic and international curricular and co-curricular initiatives. Working with faculty and students, the Study Abroad program uses expertise in off-site travel, course transcription

management, and financial aid. With a clear protocol prior to departure, support during the experience, and a thorough debriefing process upon return, the Study Abroad program ensures that students have a safe, academically rigorous, and interculturally relevant experience. For a thorough explanation of Study Abroad Programming at Union University, please contact the Study Abroad Coordinator or visit the Center for Intercultural Engagement's website.

Union's Study Abroad program includes direct (concurrent) enrollment, independent institutes or providers, institutional agreements, and third party providers. Furthermore, the Study Abroad program uses a rigorous set of criteria for identifying and cultivating relationships with high-quality, ethically-grounded programs around the world that provide optimal experiences for students. This ensures that we support domestic and international programs that have high academic standards, provide opportunities for students to engage with people from the host institution and the surrounding community, offer a safe living environment, and have an adequate support system for the student. The Center for Intercultural Engagement adheres to the Standards of Good Practice for Education Abroad put forth by the Forum on Education Abroad.

Study Abroad Enrollment & Financial Aid: Overview

Students may choose to study abroad during a regular semester or during a winter/summer term for a range of academic credit, which may apply toward university core or programs of study. Regardless, Union students participating in the Study Abroad program must have completed at least one semester at Union University before applying to Study abroad, have a 2.5 GPA, and get the approval of the Dean of Students and their academic adviser.

In accordance with the Standards of Good Practices in Education Abroad, prior to departure, students are required to attend pre-departure training and risk management sessions. Along with an initial interview, the pre-departure process provides assessment of the student's individual needs and allows the Study Abroad Coordinator to continuously monitor, maintain, support and improve advising and orientation. The sessions also offer further opportunities for communication. The Program Coordinator will advise on all paperwork and announce due dates for all forms at the pre-departure sessions prior to the semester of travel.

Union's Study Abroad program offers students uninterrupted enrollment that greatly facilitates the continuation of external financial aid and externally funded scholarships. Union provides assistance to students concerning the provision of internal and external financial aid. However, due to the varied nature of UU Study Abroad programs, students need to meet with Student Financial Planning to discuss distribution of awards.

Institutional scholarship funds may only be used for UU tuition. Extra-institutional funds may be used for any type of study as long as the proper criteria are met per the Office of Student Financial Planning. External study scholarships are awarded for both study abroad and domestic study twice during the academic year:

- The J.M. Powell Memorial Scholarship, an endowed fund designated for international semester-length study, is also available for tuition or non-tuition based expenses.
- The Cynthia P. Jayne Fellowship for Global Studies Award is an institutional scholarship and awards should not exceed the cost of the program's tuition.
- Students are also encouraged to look for additional resources such as, but not limited to, those listed on the IIE and IEFA websites (links found on the CIE website).

Applications and deadlines for the above listed scholarships are available on the CIE website.

For external programs where the official transcript is issued by the host institution, students pay all program costs (*with the exception of program deposit paid directly to the provider with their application*) to the Center for Intercultural Engagement in lieu of paying Union tuition. The Center will then make payment to the external program provider.

Please note that participating students will be assessed a program fee of \$75-\$175 depending on the study experience.

International Student Program

Working with key entities from across the university including both the Languages and English departments, the CIE provides integrative support for international students who have been accepted to Union University. This support is designed to optimize students' transition and adjustment to American academic culture and discourse. This program is staffed with an international student advisor, an international student academic advisor, as well as key faculty from the university. Support includes but is not limited to the following:

- Assessment of language abilities
- First-year, credit-bearing course options designed for undergraduate English learners, including ICS 105 and international student sections of ENG 111 and ENG 112
- Co-advising for first-year language learners between the international student academic advisor and students' major advisors
- Coordination of specialized academic and tutorial support when needed
- Specialized student support services for international students and English learners
- Department-specific language support initiatives
- Support for departments and faculty across the university working with international students and English learners
- Development of intensive English language initiatives

CENTERS OF THE UNIVERSITY

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.

Ryan Center for Biblical Studies

Director: Ray F. Van Neste

Assistant Director: J. Michael Garrett

The Center exists to promote thoughtful and disciplined reading, study, interpretation, and application of the Bible in the church throughout the world. The Center houses a model library for the study of the Scriptures, which is open to the public. Every other year the Center hosts a Bible study conference.

Center for Business and Economic Development

Director: Jason Garrett

The purpose of the Business and Economic Development Center is to engage the community and students in the McAfee School of Business in activities that promote the development of business leaders to fulfill their purpose in Christ and society. This engagement includes projects that engage students with West Tennessee organizations, such as Business Week and an annual speaker series, "Faith in the Marketplace."

R. G. Lee Center for Christian Ministry

Director:

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 Associate of Christian Studies degree. Details of the program can be found under *School of Theology and Missions, R.G. Lee Center*.

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.

Thomas R. Rosebrough Center for Educational Practice

Director:

The Thomas R. Rosebrough Center for Educational Practice aims to promote and recognize excellence in education from preschool through higher education. The manner in which the Rosebrough Center for Educational Practice defines its work can be found within the context and mission of Union University and the School of Education. The Center aims to bring attention to the work and interests of the School of Education, its faculty, staff, students, and alumni across Union's three campuses located in Jackson, Germantown, and Hendersonville, Tennessee.

The mission of the Center is to promote excellence in education in ways that reflect: Union University's four core values (i.e., Excellence-Driven, Christ-Centered, People-Focused, and Future Directed), the conceptual framework of Union's School of Education (i.e., A Teacher-Student Dynamic of Sensitivity, Reflection and Faith), and Transformational Teaching (e.g., Educators need to be effective scholars, practitioners, and relaters.).

The Thomas R. Rosebrough Center for Educational Practice promotes and recognizes excellence in education by:

- Publishing news articles about the work of faculty, students and alumni at Union University's School of Education.
- Publishing white papers, book reviews, and practical academic thought pieces on educational topics.
- Distributing Focus on Education, a podcast that brings attention to quality in education.
- Communicating and hosting educational events.
- Awarding quality education at the preschool through higher education levels.

Center for Population Health and Rural Medicine (PHaRM)

Director: Sean King

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

Center for Faculty Development

Associate Director: Nan Thomas

The Center for Faculty Development assists faculty in their pursuit of excellence under the Lordship of Christ as they live out their Christian calling in the academic world. Fall and Winter Workshops offer faculty-led concurrent sessions on teaching and learning, scholarship, and connections of the Christian faith and the concepts, applications or methods with academic disciplines. Teaching and Learning Grants and the Newell Innovative Teaching Award support faculty in creating learning that lasts. Union Beginnings: A New Faculty Learning Community meets regularly for two years and encourages faculty in teaching and learning through peer to peer classroom observations as well as two annual opportunities: The Collegium on Christ, Knowledge, and Wisdom and The Course Design/Redesign Institute.

Center for Just and Caring Communities

Director: Mary Anne Poe

Fellows: Dr. Theresa Blakley and Dr. Nita Mehr

The Center is based upon the premise that just and caring communities are created and sustained by transformational relationships. Reciprocal and interactive connections between individuals, families, groups, communities, and society at large exist to either strengthen or violate healthy relationships within these systems. The Center exists to conduct research and to promote strategies that uplift, restore, and transform these relationships with a special emphasis on vulnerable persons and communities.

Center for Politics and Religion

The Center for Politics and Religion is meant to provide a forum for teaching, research, and discussion about the intersection between politics and religion. The Center sponsors conferences, promotes research, and encourages students to "think Christianly" about how their faith should affect their politics by analyzing the role of religion in America and the world. The Center aims not only to prepare Union students to impact the political world winsomely and effectively for Christ, but also to represent Union in the larger conversation about faith and politics taking place among fellow believers and non-believers alike.

Edward P. Hammons Center for Scientific Studies

Director: William Thierfelder

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 complexity 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.

Center for Racial Reconciliation

Director: Frank Anderson

The purpose of the Center for Racial Reconciliation is to serve the University in its discovery, articulation, and implementation of strategies to promote racial and ethnic reconciliation, diversity, and unity to the glory of God.

Center for Worship

Director: Paul Randlett

Associate Director: John D. Kinchen, III

The Purpose of the Center for Worship is to work in close partnership with the Department of Music to:

- Provide guidance for the training of Worship Leaders;
- Engage in on-campus ministry collaboration;
- Make meaningful connections with the local church and the Christian music industry;
- Establish strategic impact in society for the Glory of Jesus Christ, and;
- Promote research, writing, and scholarship in the field of worship.

The Center for Worship hosts periodic conferences on matters of worship and works closely with the Department of Music to serve worship ministries throughout the United States through a strategic internship program.

GRADUATE STUDIES

Graduate degrees available at Union University include the:

College of Arts and Sciences

Department of Biology

Master of Science in Biology, M.S.Bio.

Master of Science in Conservation Biology, M.S.Con.
Bio

Intercultural Studies Program

The Master of Arts in Intercultural Studies, M.A.I.S.

McAfee School of Business

The Master of Business Administration, M.B.A.

The Master of Accountancy, M.Acc.

School of Education

The Master of Arts in Education, M.A.Ed.

The Master of Education, M.Ed.

The Master of Urban Education, M.U.Ed.

The Education Specialist, Ed.S.

The Doctor of Education, Ed.D.

School of Nursing

The Master of Science in Nursing, M.S.N.

The Doctor of Nursing Practice, D.N.P.

School of Social Work

The Master of Social Work, M.S.W.

School of Theology and Missions

The Master of Christian Studies, M.C.S.

College of Pharmacy

The Doctor of Pharmacy, Pharm.D.

For an application or information, please direct inquiries to:

M.B.A. Program—Jackson
1050 Union University Drive
Jackson, TN 38305-3697
731.661.5341

M.B.A. Program—Germantown
2745 Hacks Cross Road
Germantown, TN 38138-7507
901.312. 7146

M.Acc. Program—Jackson
1050 Union University Drive
Jackson, TN 38305-3697
731.661.5361

Office of Graduate Studies in Education—Jackson
1050 Union University Drive
Jackson, TN 38305-3697
731.661.5374

Office of Graduate Studies in Education—Germantown
2745 Hacks Cross Road
Germantown, TN 38138-7507
901.312.1918

Office of Graduate Studies in Education—Hendersonville
205 Indian Lake Blvd.
Hendersonville, TN 37075
615.447.2506

M.S.W. Program
1050 Union University Drive
Jackson, TN 38305-3697
731.661.5388

M.S.N. Program—Jackson, Germantown, Hendersonville and
Online
1050 Union University Drive
Jackson, TN 38305-3697
731.661.6545

Intercultural Studies Program—Jackson
1050 Union University Drive
Jackson, TN 38305-3697
731.661.5059

M.C.S. Program—Online
1050 Union University Drive
Jackson, TN 38305-3697
731.661.5162

M.C.S. Program—Germantown
2745 Hacks Cross Road
Germantown, TN 38138-7507
901.312.1910

Pharmacy School Admissions
1050 Union University Drive
Jackson, TN 38305-3697
731.661.5910

Graduate Certificate in Pre-Professional Biology—Jackson
1050 Union University Drive
Jackson, TN 38305-3697
731.661.6586

BOARD OF TRUSTEES

Alphabetically with Year When Term Expires

Chad Wilson, Jackson, Tennessee (2020) Chairman
Robyn Agee Hari, Brentwood, Tennessee (2020) Vice Chairman
Peggy Graves, Jackson, Tennessee (2020) Secretary

Jake Bynum, Dresden, Tennessee (2020)
Bill Dement, Jackson, Tennessee (2021)
Josh Dougan, Jackson, Tennessee (2020)
James Farmer, Paris, Tennessee (2020)
Gil Fletcher, Humboldt, Tennessee (2019)
Charles Fowler, Collierville, Tennessee (2020)
Steve Gaines, Cordova, Tennessee (2020)
Noe Garcia, Phoenix, Arizona (2020)
David Guthrie, Dyersburg, Tennessee (2020)
Omar L. Hamada, Franklin, Tennessee (2021)
Brandon James, Hendersonville, Tennessee (2021)
Rod James, Paris, Tennessee (2021)
Kylan Mann, Martin, Tennessee (2019)
Warren Nunn, Halls, Tennessee (2021)
Rod Parker, Jackson, Tennessee (2021)
Jeff Perkins, Greenfield, Tennessee (2020)
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Danny Sinquefield, Bartlett, Tennessee (2021)
Harry Smith, Germantown, Tennessee (2019)
Brian Taylor, Glen Allen, Virginia (2019)
Justin Wainscott, Jackson, Tennessee (2020)

Emeriti Trustees

Bill Adcock, Newbern, Tennessee
Jim Ayers, Nashville, TN
Polk Glover, Obion, Tennessee
Shelby Massey, Collierville, Tennessee
Jack Porter, Greenfield, Tennessee

PERSONNEL*

***For a full roster of University personnel visit www.uu.edu/employee**

() Date of Employment

Office of the President

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

Sheryl Wren (2007). Executive Assistant to the President. B.B.A., University of Tennessee, Martin.

Tommy Sadler (1986) Director of Athletics. B.A., Union University; M.Ed., University of Memphis.

Office of the Provost and Vice President for Academic Affairs

John Netland (2008). Provost and Vice President for Academic Affairs and Professor of English. B.A., Biola University; M.A., California State Polytechnic University; Ph.D., University of California, Los Angeles.

Suzanne Nadaskay (1997). Assistant to the Provost and Vice President for Academic Affairs. A.A., Southern Arkansas.

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

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

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

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

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

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

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

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

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

James R. Avery, Jr. (2010). Associate Vice President for Information Technology. B.S. and M.B.A., University of Memphis.

Melissa Moore (1992). Director of the Library, Public Services Library, and University Professor of Library Services. B.A., Wake Forest University; M.L.S., University of Kentucky; Additional Study, Union University.

Renee Dauer (2010). Director for the Hendersonville Campus, Chair, School of Adult and Professional Studies—Hendersonville, and Assistant Professor of Organizational Leadership. B.S., Ohio University; M.A., Western Kentucky University; Ed.D., Union University.

Wendy Glass (2008). Campus Director and Assistant Registrar—Germantown.

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

Office of the Vice President for Student Life and Dean of Students

Bryan Carrier (2008) Vice President for Student Life and Dean of Students. B.A., MidAmerica Nazarene; M.Ed., Azusa Pacific University. Ed.D., Union University.

Tina Netland (2008) Administrative Assistant. B.A., Biola University.

Sherry Tignor (1996). Executive Director for the Center for Academic Success. B.S., Union University; M.Ed., University of Memphis; Additional Study, University of Memphis.

Gregory Bohner (2015). Director for Disability Services. B.S., William Jewell College; M.A., University of Mary Hardin-Baylor; Ph.D. Candidate, Kansas State University.

Tamarin Huelin (2009). Director for Counseling Services. B.A., University of North Carolina, Chapel Hill; M.S., Georgia State University.

Stephen Hopper (2017) Director of Facilities.

Alexander Huguenard (2017). Director for the Vocatio Center for Life, Calling, and Career. B.A., Samford University; M.Div., Southern Baptist Theological Seminary.

Ken Litscher (2009). Dean of Student Life and Director for Residence Life. B.A., Trinity Christian College; M.Div., Denver Seminary; Ed.D., Union University.

Bo Mantooth (2017). Director for Student Leadership and Engagement. B.A., University of Tennessee, Martin; M.Ed., Auburn University; Ph.D., Auburn University.

Paul Mayer (2005). University Nurse/Director for Health Services. A.S.N., Prairie College; B.S.N., Union University; B.S., Lambuth University; M.S.N., Union University.

Joy Moore (2007). Assistant Director for the Honors Community and Director for Barefoots Joe and Modero Coffee Roasters. B.A., University of Arkansas; M.A., Denver Seminary; M.F.A., Pacific University.

Veronica Perry (2007). Director for University and Mailing Services. B.A., Union University.

Yancey Pettigrew (2013). Director for Safety, Security, and Risk Mitigation. B.S., Embry-Riddle Aeronautical University.

Erin Slater (2013). Director for the Center for Academic Success. B.S., Grace College and Theological Seminary; M.A., Taylor University; M.S.W., Union University.

Jonathan Wilson (2017). Director for Campus Recreation. B.S., Union University; M.A.Ed., Union University.

Office of the Vice President for Institutional Advancement

Catherine Kwasigroh (2016) Vice President for Institutional Advancement. B.S., Union University; M.B.A., University of Tennessee at Martin.

Melissa Hopper (2002) Administrative Assistant for Institutional Advancement. B.S.O.L., Union University.

Tim Ellsworth (2004). Associate Vice President for University Communications. B.A., Union University; M.S., Southern Illinois University.

Scott Heit (2009). Assistant Vice President for University Communications. B.F.A., Memphis College of Art.

Jason Vaughan (2015). Director for Development. B.S.B.A. and M.B.A., Union University.

Office of the Vice President for Enrollment Management

Daniel W. Griffin (2015). Vice President for Enrollment Management. M.S., Mountain State University.

Robert Graves (1989) Assistant Vice President for Undergraduate Admissions. B.S. and M.Ed., Union University.

Office of the Senior Vice President for Business Services

Cheryl Mercker (2004) Administrative Assistant to the Senior Vice President for Business Services.

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.

John Carbonell, IV (2006) Associate Vice President for Human Resources. B.A., Florida State University; M.B.A., Union University. Ed.D., Union University.

Office of University Ministries

Todd Brady (1996-2007, 2011) Vice President for University Ministries. B.S., Union University; M.Div., Southwestern Baptist Theological Seminary; D.Min., Southern Baptist Theological Seminary.

Emily Shoemaker (2018) Administrative Assistant, University Ministries. B.A., Union University.

Julie Bradfield (2005) Interim Senior Director for University Ministries and Director for Student Mobilization. B.S., Union University.

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