

School of Education and Human Studies

Department of Education

Dean

Thomas R. Rosebrough (1996). Dean of the School of Education and Human Studies and Professor of Education. B.A., M.A., and Ph.D., Ohio State University.

Mission Statement

The mission of the Education Department is to prepare educators of character and competence who reflect Christ as they serve and lead in their schools and communities.

Faculty

Ann Singleton (1985). Associate Professor of Special Education and Department Chair. B.S., Union University; M.Ed. and Ed.D., University of Memphis.

Michele W. Atkins (1998). Assistant Professor of Education and Director of Graduate Studies in Education, Jackson. B.S., Union University; M.Ed. and Ph.D., University of Memphis.

Anna Clifford (1991). Assistant Professor of Early Childhood Education. B.S. and M.S., University of Tennessee at Martin; Additional study, Montessori, St. Nicholas Montessori Centre, London.

Nancy M. Easley (1998). Assistant Professor and Director of Graduate Studies in Education (Germantown). B.A., Trinity University; M.Ed., Texas A & M University; Ed.D., University of Memphis.

166 **Charles A. Fowler** (1995). Assistant Professor of Education and Vice President for Development, Church Relations/Denominational Support. B.M., Union University; M.C.M., New Orleans Theological Seminary; Ph.D., Mississippi State University.

Jennifer Grove (1999). Assistant Professor of Education. B.S. and M.Ed., Mississippi State University; Ed.D., University of Memphis.

William Hedsbeth (1982). Professor of Education. A.A., Southern Baptist College; B.S.E. and M.S.E., Arkansas State University; Ed.D., University of Mississippi; Additional study, University of Missouri at Kansas City, Central Missouri State University, University of Tennessee at Martin, and Southeast Missouri State University.

Ralph Leverett (1997). Professor of Special Education and Director of the Center for Educational Practice. B.S. Middle Tennessee State University; M.A., M.S., Ph.D., Vanderbilt University.

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

Dottie Myatt (1994). Associate Professor of Education and Director of Teacher Education. B.S., Lambuth University; M.Ed., Union University; Ed.D., University of Memphis.

Kenneth Newman (2001). Associate Professor of Education Leadership. B.A., Union University; M.Ed., M.A., and Ed.D., University of Memphis.

Randy Shadburn (2002). Associate Professor of Educational Leadership. B.S., Freed-Hardeman University; M.Ed. and Ph.D., University of Mississippi.

Camille Searcy (1993). Associate Professor of Education. B.S., Lane College; M.Ed., University of Memphis; Ph.D., Southern Illinois University.

Elizabeth Vaughn-Neely (2002). Associate Professor of Education. B.A., Syracuse University; M.Ed., University of Oregon; Ph.D., Oregon State University.

Terry L. Weaver (1992). Associate Professor of Special Education. A.A., Miami Dade Junior College; B.S. and M.Ed., Florida Atlantic University; Ph.D., George Peabody College for Teachers of Vanderbilt University.

Carrie L. Whaley (1997). Assistant Professor of Education. B.A., Union University; M.C.M. and M.R.E., Southwestern Baptist Theological Seminary; Ed.D., Texas Woman's University.

MAJORS

The Education Department with the approval of the Tennessee State Department of Education offers three majors with licensure in six areas for Union University students seeking a license to teach in the public schools. The majors include: Learning Foundations, Liberal Studies, and Special Education. The Learning Foundations major offers the choice of licensure in Early Childhood Education (PreK-grade 4) or Elementary Education (Grades K-8) for teaching typically developing students. The Liberal Studies major offers licensure in Middle Grades 5-8 with built-in emphases in Natural and Social Sciences upon which the student may build further or select an additional emphasis in Language Arts or Math. The Special Education major prepares students to teach special needs youth in the areas of Early Childhood Special Education (Birth-Grade 1), Modified Special Education (K-12), and Comprehensive Special Education (K-12). Completion of the major, together with the general education core and a professional education minor, comprise the academic course requirements for a teaching degree at Union University.

I. Major in Learning Foundations (Elem. K-8 or Early Childhood Educ., PreK-4)—34-35 hours

- A. CSC 105; GEO 215 or 216; HIS 211; MAT 107
- B. PEWS 322; PHY 301
- C. PSY 318, 324; SE 225; SOC 400
- D. Elective from BIO 221 or 222; ENG 213; SPA/FRE 111, 112, 211, 213; PHL 243; CHR 244; PSC 211, 212, 214; or SOC 213

II. Major in Liberal Studies (Middle Grades 5-8)

- A. Major Requirements for all emphases—28 hours
 1. COM 311, MAT 107, PEWS 324
 2. GEO 215; PHY 310, PSY 313 & 318
 3. SE 225, SOC 400
- B. Select one emphasis—6 or 8 hours
 1. Math: MAT 111, 114—6 hours
 2. Science: BIO 221, 222—8 hours
 3. Language Arts: ENG 421, one upper-level elective—6 hours
 4. Social Studies: HIS 101, 315—6 hours

III. Major in Special Education

- A. Major Requirements for all special ed. endorsements—25 hours
 1. EDU 351, PEWS 410
 2. SE 225, 331, 332, 405, 410; SW 200
- B. Select at least one endorsement—6 or 8 hours
 1. Modified K-12: SE 340, 345—6 hours
 2. Comprehensive K-12: SE 343, 348—6 hours

3. Early Childhood PreK-1: SE 341, 342—8 hours

IV. Minor in Professional Education Tailored for Teacher Licensure

- A. Elementary K-8—49 hours
 1. EDU 150, 233, 250, 351, 352, 353, 354, 355, 356, 431
 2. ART 357, MUS 358, PEWS 359
- B. Early Childhood PreK-4—52 or 55 hours
 1. EDU 150, 233, 250, 341, 342, 351, 352, 353, 354, 355, 430
 2. PEWS 222 or Red Cross First Aid with adult, child & infant CPR
 3. PEWS 359
- C. Middle Grades 5-8—38 hours
EDU 150, 233, 250, 326, 352, 354, 355, 356, 432
- D. Special Education—32 or 35 hours
 1. EDU 150, 233, 250, 353, SE 435
 2. PEWS 222 or Red Cross First Aid with Adult, Child, Infant CPR
 3. PSY 318, 324, SOC 419

- V. Requirements for General Core and B.S. Core are tailored for initial teacher licensure. See your advisor for details.

Student Organization

The Student Tennessee Education Association is composed of students on the campus who are preparing to teach. Its purpose is to offer its members all the opportunities, responsibilities, and privileges of the National Education Association and the Tennessee Education Association and to acquaint future teachers with the history, ethics, and program of the organized teaching profession.

Student Awards

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

The Nora Smith Barker Student Teacher of the Year Award is presented to that student who, in the judgment of the Department of Education, has demonstrated to the highest degree in both the college and preparatory school classrooms those skills and attributes commonly held to be characteristic of outstanding certified classroom teachers and who shows greatest promise of achieving this status in years to come. An award is given to one student certifying to teach Kindergarten-Grade 8; one to Grades 7-12, and one to the student certifying to teach Special Education.

Course Offerings in Education (EDU)

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

With the exceptions of EDU 150, 233, 250, and SE 225, all education and special education courses have as a prerequisite admission to the Teacher Education Program (TEP). All courses with field experience and each enhanced student teaching course require proof of liability insurance.

150. Foundations of American Education (2) F, W, S

Historical, philosophical, and sociological foundations underlying the development of American educational institutions. The role of the schools, the aims of education, and the role of state, local, and federal agencies will be emphasized. 20-hour field experience required.

233. Personal Qualities of Effective Teachers (1) F, S

An exploration of personal qualities of effective teachers through a field experience and group discussion. Pass/Fail.

250. Instructional Technology in the Classroom (2) F, W, S, Su

Prerequisite: CSC 105.

A course designed to meet state instructional technology standards. Emphasis is on computer audio, video, and optical technology as it is used in the classroom.

326. Developing Reading Skills in the Content Areas (3) F, W, S, Su

Prerequisite: TEP Admission.

Development of reading skills in content areas with emphasis on the study skills used in middle and secondary school programs. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor. Required of secondary education students.

Early Childhood Instructional Design Courses I & II (341-342) and Instructional Design Courses I-VI (351-356) focus attention on the integration of technology and other current issues, problems and practices in the field. Current issues, problems and practices that will be included are learning style preferences, inclusion, national standards, diversity, and faith and ethics. Corequisites include a 15-hour field experience at the prescribed level.

341. Early Childhood Instructional Design I (4) F

Prerequisite: PSY 324, EDU 351 and TEP Admission.

Child development theory as it relates to development of language and quantitative thinking in infants and young children. Attention is given to the problems related to delayed development and methods, appropriate assessment measures, and materials for facilitating this development.

342. Early Childhood Instructional Design II (4) S

Prerequisite: PSY 324, EDU 351 and TEP Admission

A study of art, music and drama experiences appropriate for infants and young children. Attention is given to the use of expressive arts activities as a vehicle for facilitating physical, cognitive and social development as well as for the assessment and early intervention in meeting learning objectives related to all academic disciplines.

351. Instructional Design I (4) F, S

Prerequisites: EDU 150, 233 and TEP Admission. Corequisite: EDU 352.

Design and implementation in early childhood education with attention to assessment needs of young children.

352. Instructional Design II (4) F, S

Prerequisites: EDU 150, 233 and TEP Admission. Corequisite: EDU 351.

Design and implementation of instruction in elementary school (K-8) language arts, children's literature and teacher effectiveness.

353. Instructional Design III (4) F, S

Prerequisites: EDU 351 and 352 and TEP Admission. Corequisite: EDU 354.

Design implementation of instruction in elementary school (K-8) reading and language arts.

354. Instructional Design IV (4) F, S

Prerequisites: EDU 351 and 352 and TEP Admission. Corequisite: EDU 353.

Design and implementation of instruction in elementary school (K-8) classroom management and mathematics with attention to assessment.

355. Instructional Design V (4) F, S

Prerequisite: EDU 353 and 354 and TEP Admission. Corequisite: EDU 356.

Design and implementation of instruction in elementary school (K-8) science and social studies.

356. Instructional Design VI (4) F, S

Prerequisite: EDU 353 and 354 and TEP Admission. Corequisite: EDU 355.

Design and implementation of instruction in middle school with attention to the philosophy and structure of the middle school and to issues, problems and practices involving community and teamwork.

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

See ART for course description.

MUS 358. Instructional Design VIII: Integrating Music into Classroom Instruction (2) F, S

See MUS for course description.

PEWS 359. Instructional Design IX: Integrating Movement into Classroom Instruction (2) F, S

See PEWS for course description.

410. Field Experience in Middle Grades (4) F, S

Prerequisite: Admission to Student Teaching. Pass/Fail.

Four weeks of fulltime, supervised student teaching in the middle grades (5-8) for candidates seeking an additional license in middle grades education.

411. Field Experience in Elementary School (4) F, S

170 Prerequisite: Admission to student teaching. Pass/Fail.

Four weeks of full time, supervised student teaching at the elementary school level for candidates seeking an additional license in an elementary education licensure area.

414. Field Experience in Early Childhood Education (4) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

Four weeks of full time, supervised student teaching at the preschool level for candidates seeking an additional license in early childhood education.

416. Field Experience in Secondary School (4) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

Four weeks of full time, supervised student teaching at the secondary school level for candidates seeking an additional license in a secondary education licensure area.

417. Teaching Art in the Secondary School (3) F

Prerequisite: EDU 326 and TEP Admission.

A materials and methods course in the teaching of art. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

418. Teaching Science in the Secondary School (3) F, S

Prerequisite: EDU 326 and TEP Admission.

A course for those who plan to teach biology, physics, or chemistry in secondary school. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

419. Teaching Business in the Secondary School (3) F

Prerequisite: EDU 326 and TEP Admission.

A materials and methods course in the teaching of general business subjects in secondary school. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

420. Teaching English in the Secondary School (3) F

Prerequisite: EDU 326 and TEP Admission.

A survey of methods and materials used in teaching English. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

421. Teaching Health and Physical Education in the Secondary School (3) F, S

Prerequisite: EDU 326 and TEP Admission.

A course to prepare the student to carry out the health and physical education program at the secondary level. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

422. Teaching Mathematics in the Secondary School (3) S

Prerequisite or corequisite: MAT 211. Prerequisite: EDU 326 and TEP Admission.

A course in methods for high school teachers of mathematics. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

423. Teaching Modern Language in the Secondary School (3) F

Prerequisite: EDU 326, TEP Admission, 6 hours of UL language credit.

A study of principles, practices, and methods of teaching modern languages in secondary school. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor in two language laboratories or an equivalent approved experience. Requires different levels of instruction in the same language or instruction in two languages.

424. Teaching Music in Secondary School (3) F

Prerequisite: EDU 326 and TEP Admission.

A methods and materials course for those who plan to teach public school music and instrumental music in middle and high school. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

425. Teaching Social Studies in Secondary School (3) F

Prerequisite: EDU 326 and TEP Admission.

A materials and methods course in the teaching of social studies. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

426. Teaching Speech and Theatre Arts (3) F

Prerequisite: EDU 326 and TEP Admission.

A materials and methods course in the teaching of speech and theatre arts. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

430. Enhanced Student Teaching/Extended Field Experience in Early Childhood (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of student teaching with full-day supervised experience working with infants and young children in early childhood settings. No other courses may be taken during the semester. Students are required to participate in regular seminars.

431. Enhanced Student Teaching in Elementary School (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of student teaching in Grades K-4 and 5-8 under supervision. In addition to full-day student teaching, students will participate in regular seminars. No other courses may be taken during the semester.

432. Enhanced Student Teaching in Middle Grades (14) F, S

Prerequisite: Admission to Student Teaching. Pass/Fail.

A semester, 15 weeks, of supervised student teaching in Grades 5-8. In addition to full day student teaching, students will participate in regular seminars. No other courses may be taken during this semester.

433. Enhanced Student Teaching in Secondary School (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of student teaching in Grades 7-8 and 9-12 under supervision. In addition to full-day student teaching, students will participate in regular seminars. No other courses may be taken during the semester.

435. Enhanced Student Teaching in Grades K-12 (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of student teaching in Grades K-6 and 7-12 under supervision. In addition to full-day student teaching, students will participate in regular seminars. No other courses may be taken during the semester.

437. Enhanced Student Teaching in Grades PreK-12 (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of supervised student teaching in Grades PreK-6 and 7-12. In addition to full-day student teaching, students will participate in regular seminars. No other courses may be taken during the semester.

Special Education (SE)

With the exception of SE 225, all special education courses have as a prerequisite, admission to the Teacher Education Program. All courses with field experience and each enhanced student teaching course require proof of liability insurance.

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

225. Survey of Exceptionalities (3) F, W, S, Su

Prerequisite: PSY 213.

A study of emotional, learning, and behavioral characteristics of persons with exceptionalities examined from a theoretical and experimental point of view.

320. Early Childhood Instructional Design I (4) F

Reciprocal credit: EDU 341.

See EDU 341 for course description.

321. Early Childhood Instructional Design II (4) S

Reciprocal credit: EDU 342.

See EDU 342 for course description.

331. Characteristics and Needs of Pupils with Exceptionalities I (3) S

Prerequisite: SE 225 and TEP Admission.

Trends for educational and psychological classifications, as well as the needs, the law, mainstreaming, and the emotional and behavioral characteristics with respect to individuals with exceptionalities. Includes field experience.

332. Characteristics and Needs of Pupils with Exceptionalities II (3) F

Prerequisite: SE 225 and TEP Admission.

Emotional behavioral characteristics, assessment and intervention strategies and theories are examined. Education of individuals with severe and profound handicaps are studied in relation to current trends and legislation. Includes field experience.

340. Teaching Mathematics and Science to Students with Exceptionalities (3) S

Prerequisite: SE 331 or 332, and TEP Admission.

The content, objectives, materials, and methods of mathematics and science teaching in grades K-8 with special attention given to meeting the needs of students with exceptionalities. Includes field experience.

343. Teaching Perspectives and Practices for the Severe and Profound Handicaps (3) S

Prerequisite: SE 332 and TEP Admission.

Perspectives and practices for teachers of individuals with severe and profound handicaps, including practices related to integration, communication, socialization, and transition. Personal living, vocational skills and maintenance training are included.

345. Teaching Language Arts and Social Studies to Pupils with Exceptionalities (3) F

Prerequisite: SE 331 or 332, and TEP Admission.

The content, objectives, materials, and methods of language arts and social studies teaching in grades K-8 with special attention given to meeting the needs of students with exceptionalities. Includes field experience.

348. Teaching Individuals with Severe and Profound Handicaps (3) F

Prerequisites: SE 332, 343, and TEP Admission.

Teaching and training in the curricular areas for individuals with severe and profound handicaps including special and adaptive equipment, techniques and materials, and 25 hours of field experience.

405. Educational Assessment of Students with Exceptionalities (3) S

Prerequisite: SE 331 or 332, and TEP Admission.

Terms and constructs used in describing and interpreting test results will be studied with the uses, purposes, nature, and procedures of formal and informal tests. A brief history of psychometric testing will be presented. The student will be able to transform the assessment data into programmatic guidelines for instructional objectives.

410. Behavior Management With Pupils with Exceptionalities (3) F

Prerequisite: SE 331 or 332, and TEP Admission.

Theories and techniques for managing behavior of pupils with exceptionalities. Attention is given to related practical, moral, and legal issues.

415. Field Experience in Special Education (4) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

Four weeks of full time, supervised student teaching in a special education classroom for candidates seeking an additional license in special education.

430. Student Teaching/Extended Field Experience in Early Childhood Special Education (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of student teaching with full-day supervised experience working with infants and young children with exceptionalities in early childhood education settings. No other courses may be taken during the semester. Students are required to participate in regular seminars.

435. Enhanced Student Teaching in Special Education (14) F, S

Prerequisite: Admission to student teaching. Pass/Fail.

A semester, 15 weeks, of student teaching under supervision. In addition to full-day student teaching, students will participate in regular seminars. No other courses may be taken during the semester.

Available in each departmental prefix:

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

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

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

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

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

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

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

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

498-9. Seminar (1-4) On Demand

To be used at the discretion of the department.