

# SCHOOL OF EDUCATION

## COLLEGE OF EDUCATION AND HUMAN STUDIES

### Faculty

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

**Jennifer Grove** (1999). Assistant Dean of Education, Associate Professor of Education and Director of the M.A.Ed., Ed.S., and Ed.D., Germantown. B.S. and M.Ed., Mississippi State University; Ed.D., University of Memphis.

**Dottie Myatt** (1994). Assistant Dean for Teacher Education and Accreditation and Professor of Education. B.S., Lambuth University; M.Ed., Union University; Ed.D., University of Memphis.

**Michele Atkins** (1998-2005; 2006). Professor of Education. B.S., Union University; M.Ed. and Ph.D., University of Memphis.

**Nancy Cherry** (2005). Associate Professor of Education and Director of M.A.Ed., Jackson. B.S., Union University; M.Ed., University of Memphis; Ed.S. and Ed.D., Union University.

**Melinda Clarke** (2000). Professor of Education, Director of the Center for Educational Practice and Director of Ed.D., (Higher Education). B.A., Lambuth University; M.Ed., and Ed.D., Vanderbilt.

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

**Murphysteen Counts** (2009) Associate Professor. B.S., M.Ed., and Ed.D., University of Memphis.

**Nancy M. Easley** (1998). Associate Professor. B.A., Trinity University; M.Ed., Texas A & M University; Ed.D., University of Memphis.

**Carren Gallaher** (2011). Assistant Professor and Program Director of M.Ed.—Hendersonville Campus. B.A., Lee University; M.A.Ed., Cumberland University; Ed.D., Tennessee State University.

**Charles Lea** (2008). Professor of Educational Leadership and Executive Director for the Hendersonville Campus. B.S. and M.A., Middle Tennessee State University; Ed.D., Vanderbilt University.

**Ralph Leverett** (1997). University Professor of Special Education and Director of the M.Ed., Jackson. B.S. Middle Tennessee State University; M.A., M.S., Ph.D., Vanderbilt University.

**Eric Marvin** (2010). Associate Professor of Education. B.A., Fresno Pacific University; Ed.D., M.Ed., Harding University; Ed.D., University of Memphis.

**Stephen Marvin** (2007). Assistant Professor of Education and Director of M.Ed., Germantown. B.A., Fresno Pacific University; M.Ed., Harding University; Ed.D., University of Arkansas.

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

**Dianne Morgan** (2009). Associate Professor of Education. Ph.D., University of Illinois Urbana-Champaign.

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

**Ben Phillips** (2010). Associate Professor of Educational Leadership and Director of the Ed.S. and Ed.D., B.S., Freed-Hardeman University; M.S. and Ed.D., University of Memphis.

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

**Robin Scott** (2010). Associate Professor of Education and Director of the M.U.Ed.—Germantown. B.S., Butler University; M.S., Indiana University-Purdue University at Indianapolis; Ph.D., Ball State University.

**Michael Shackelford** (2010). Associate Professor of Educational Leadership. B.S., University of Memphis; M.Ed., Tennessee State University; Ed.D., Vanderbilt University.

**Stephanie Steele** (2009) Assistant Professor of Education (Research)—Hendersonville. B.S., Union University; M.Ed., and Ph.D., Vanderbilt 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). Professor of Education. B.A., Union University; M.C.M. and M.R.E., Southwestern Baptist Theological Seminary; Ed.D., Texas Woman's University.

## Mission Statement

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

## Curriculum

The School of Education with the approval of the Tennessee State Department of Education offers three undergraduate majors and licensure in five areas for Union University students seeking a license to teach in the public schools. The majors include: Elementary Education, Learning Foundations, and Special Education.

The Elementary Education major offers the choice of licensure in Early Childhood Education (PreK–3), Elementary Education (K-6), or Middle Grades Education (4-8) for teaching typically developing students. All students choosing the Elementary Education major must also select a second major from the following list: Learning Foundations (a liberal-arts-enhanced major with a choice of emphasis in one of the four school academic domains: language arts, social studies, mathematics, or science), Biology, Chemistry, English, History, Spanish, French, Teaching English as a Second Language, Mathematics, Political Science, Physics. The Special Education major prepares students to teach special needs youth in the areas of Modified Special Education (K-12) and Comprehensive Special Education (K-12).

Completions of the Elementary Education major with an additional major, as described above, 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. The School of Education requires at least one Instructional Design Course to be taken by all transfer students as determined by the School of Education in response to required Praxis II tests.

### I. Major in Elementary Education (requires a second major) —39, 40 or 41 hours

- A. Can only be earned with one of the following majors: Biology, Chemistry, English, French, History, Learning Foundations, Mathematics, Physics, Political Science, Spanish, Teaching English as a Second Language. Students choosing a 2nd major other than Learning Foundations may be required to take additional courses mandated by teaching licensure. Refer questions to the Assistant Dean for Teacher Education and Accreditation.
- B. Core required of all Elementary Education majors:
  1. EDU 150, 233, 250
  2. EDU 352, 353, 354, 355
  3. One of EDU 430, 431, 432
- C. Select one endorsement area:
  1. Early Childhood (Pre-K–Grade 3): EDU 351 & 350
  2. Elementary (K–Grade 6): EDU 351, 356
  3. Middle Grades (Grades 4–8): EDU 326 and 356

### II. 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; SOC 325
3. SE 340, 345, 405, 410

### III. Major in Learning Foundations (non-licensure)—37 or 39 hours

- A. GEO 215 or 216; PHY 112
- B. HIS 211, MAT 101, PEWS 322
- C. PSY 318, 324; SOC 325
- D. Elective: from CHR, ENG, FRE, SPA, TESL.
- E. UNI 300
- F. Select One Emphasis:
  1. Math, 6 hours above 101; suggested: MAT 107, 111
  2. Science, 8 hours; suggested: BIO 121, 200; CHE 105, 301; PHY 310
  3. Language Arts, 6 hours; suggested: ENG 312, 318, 450, 460
  4. Social Studies, 6 hours; suggested: HIS 101, 102, 315; PSC 211

### IV. Minor in Professional Education / Special Education —29 hours

EDU 150, 233, 250, 353, SE 435; PSY 318, 324

### V. Secondary Education Professional Core (See Teacher Education Program section of Catalogue for Programs of Study for Secondary Licensure) 33 hours\*

EDU 150, 250, 326, Secondary methods course within the content area, 433 or 435; PSY 213, 318; SE/PSY 225

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

## Assessment of Majors

Admission to and continuance in the Teacher Education Program and the PRAXIS II examination are integral parts of the assessment of Education majors.

## Student Organization

**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 **Nora Smith Barker Student Teacher 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 student teacher.

## 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 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.

**233. Personal Qualities of Effective Teachers (1) F, S**  
An exploration of personal qualities of effective teachers through a field experience and group discussion. Fifteen-hour field experience required.

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

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.

### Instructional Design Courses (350-356)

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. All carry Prerequisites of EDU 150, 233, 250 & SE 225.

**350. Early Childhood Instructional Design (4) F**

Prerequisite: PSY 324 and EDU 351.

A study of the cognitive development of infants and young children emphasizing the areas of language, mathematics, science and social science. Implementation of art, music, and drama as expressive activities for facilitating physical, cognitive and social development is included.

**351. Instructional Design I (2) F, S**

Prerequisites: Admission. Corequisite: EDU 352.

Design and implementation in early childhood education with attention to assessment needs of young children. Five-hour field experience required.

**352. Instructional Design II (4) F, S**

Prerequisites: TEP Admission. Corequisite: EDU 351.

Design and implementation of instruction in elementary school language arts, children's literature and teacher effectiveness. Ten-hour field experience required.

**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 reading and language arts. Ten-hour field experience required.

**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 classroom management and mathematics with attention to assessment. Five-hour field experience required.

**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 science and social studies. Ten-hour field experience required.

**356. Instructional Design VI (2) 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. Five-hour field experience required.

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

Prerequisite: Admission to Student Teaching. Pass/Fail.

Four weeks of full-time, 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**

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) As Needed**

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.

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**

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.

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) S**

Prerequisite: EDU 326 and TEP Admission.

Methods and materials 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.

Materials and methods for teaching 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) W**

Prerequisite: EDU 326 and TEP Admission.

Materials and methods for teaching speech & theatre arts. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

**430. Enhanced Student Teaching 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 at levels prescribed by the TN Department of Education 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 at levels prescribed by the TN Department of Education. 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)

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

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.

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

Prerequisite: PSY 213. Reciprocal credit: PSY 225.

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

### 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. Ten-hour field experience required.

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

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. Fifteen-hour field experience required.

### 345. Teaching Language Arts & Social Studies to Pupils with Exceptionalities (3) S

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. Fifteen-hour field experience required.

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

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) F

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.

### 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:

#### 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.

#### 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

#### 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 (1-4) On Demand

To be used at the discretion of the department.