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.


Eric Marvin (2010). Associate 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.

Ben T. Phillips (2010). Associate Professor of Educational Leadership and Director of the Ed.S. and Ed.D.—P12 Programs—Jackson. B.S., Freed-Hardeman University; M.S. and Ed.D., University of Memphis.

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

Faculty

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

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.

Carren Marvin (2011) Assistant Professor of Education. B.A., Lee University; M.A.Ed., Cumberland University; Ed.D., Tennessee State University.

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.


Michael Shackleford (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.

Staff

Patti Todd (1996) Program Coordinator—Teacher Education Program and Secretary, School of Education. B.S.O.L., Union 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 Teaching and Learning major prepares teachers to teach typically developing elementary-age students. The major leads to initial licensure with the elementary K-6 endorsement and includes a year-long internship. Students have the option of adding either the Early Childhood (PreK–3) and/or Middle Grades (4-8) 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 in the areas of Modified Special Education (K-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 subsequent 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 internship 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 internship M.A.Ed. which begins each June and graduates candidates the following May. In addition to earning a master's degree, candidates earn initial licensure and credit for the first year of teaching experience because they will have completed a graduate-level internship program in this intensive year of master's work.

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. Core required of all Teaching and Learning majors:
   1. EDU 150, EDU 201, EDU 202, EDU 305
   2. EDU 306, EDU 331, EDU 332,
   3. EDU 440, EDU 441, EDU 451

C. Select at least one additional endorsement area:
   1. Early Childhood (Pre-K–Grade 3): EDU 337
   2. Middle Grades (Grades 4–8): EDU 338

II. Major in Interdisciplinary Studies (non-licensure) — 37 hours

A. GEO 215 or 216
B. HIS 102, MAT 111, MAT 114, PHY 112,
C. PSY 318, 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 — 28 hours

A. EDU 150, EDU 440, EDU 441, EDU 451
B. PSY 318, PSY 324

V. Secondary Education Professional Core
   See Academic Advisor and/or Assistant Dean for Teacher Education and Accreditation.

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) (3 hours)
     SE 305 (Literacy for Special Populations) (3 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 continuance in the Teacher Education Program and the PRAXIS II examination are integral parts of the assessment of Education majors.

Course Offerings in Education (EDU)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 150</td>
<td>Foundations of American Education</td>
<td>2</td>
<td>F, W, S</td>
</tr>
<tr>
<td>EDU 201</td>
<td>Pedagogy Lab I</td>
<td>1</td>
<td>F, S</td>
</tr>
<tr>
<td>EDU 202</td>
<td>Pedagogy Lab II</td>
<td>1</td>
<td>F, S</td>
</tr>
<tr>
<td>EDU 305</td>
<td>Planning for Student Achievement in Diverse Classrooms</td>
<td>2</td>
<td>F, S</td>
</tr>
</tbody>
</table>

With the exceptions of EDU 150, EDU 201, EDU 202, EDU 305, and SE 230, all education and special education courses have as a prerequisite admission to the Teacher Education Program (TEP). All courses with field experience require proof of liability insurance.

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 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 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.

305. Planning for Student Achievement in Diverse Classrooms (2) F, S
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.

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 relator) 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.

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  
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) F  
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.

424. Teaching Music in Secondary School (3) F  
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) F  
Prerequisite: EDU 326 and TEP Admission.  
Materials and methods for teaching speech and theatre arts. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor.

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  
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  
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 Teacher Education Program. 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. This course provides students with opportunities to engage in experiential learning.

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) F
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. This course provides students with clinical field experience to engage in experiential learning.

331. Characteristics and Needs of Pupils with Exceptionalities I (3) F
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 will be explored. Includes field experience.

332. Characteristics and Needs of Pupils with Exceptionalities II (3) S
Prerequisite: SE 230 and TEP 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. Ten-hour field experience required.

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.

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.