The mission of the School of Education and Human Studies is social service. Its majors prepare students for graduate study, employment, and effective Christian service.
School of Education and Human Studies

Department of Education

Faculty


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

Charles A. Fowler (1995). Assistant Professor of Education and Vice President for Student Services. B.M., Union University; M.C.M., New Orleans Theological Seminary; Ph.D., Mississippi State University.

William Hedspeth (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. B.S. Middle Tennessee State University; M.A., M.S., Ph.D., Vanderbilt University.

Changnam Lee (1996). Assistant Professor of Education. B.A. and M.A., Chonnam National University; Ph.D., University of Oregon.

Dottie Myatt (1994). Director of Teacher Education and Instructor of Elementary Education. B.S., Lambuth University; M.Ed., Union University.

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

Terry L. Weaver (1992). Associate Professor of Education and 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.

Part-Time Faculty

Sara Hakeem (1993). B.S., University of Tennessee at Martin; M.Ed. and Ed.D., University of Memphis.

Sandra Hathcox (1986-88, 1994). A.A., Tyler Junior College; B.S., University of North Texas; M.Ed., Texas Woman’s University.

Benny F. Tucker (1989). Professor of Education. A.A., Hannibal-LaGrange College; B.S., Northeast Missouri State College; M.A., State College of Iowa; Ph.D., University of Illinois.

Carolyn L. Whaley (1997). B.S., Union University; M.C.M. and M.R.E., Southwestern Baptist Theological Seminary; Ed.D., Texas Woman’s University.

Teacher Education at Union University

Philosophy and Mission

The Teacher Education Program of Union University operates within the framework of Christian idealism. The program is concerned with the development of teachers who will believe strongly, think constructively, feel deeply, and act wisely in the profession of teaching. Ideally, our students, as teachers, will believe firmly in the dignity and worth of each individual.
They will help others to become self-accepting, reality-oriented, and committed to future growth. They will provide a model of one who considers alternatives and will aid others in using ideas, research, and content of accumulated knowledge to gain perspectives and solutions in everyday problems. Relating empathetically to adults and children alike, our prospective teachers will stress commonalities of all human beings as they emphasize the responsibility of each to contribute to society. Finally, they will perform as competent teachers: they will test new ideas, change maladaptive behavior, and apply what they have already learned while they continue to learn.

**Programs of Study in Teacher Education**

Programs of study which specify all course work necessary for completion of degree programs in teacher education are found in the office of the Director of Teacher Education, Blasingame Academic Complex. Teachers wishing to renew licenses or add endorsements to existing licenses should consult with the Director of Teacher Education.

**Teacher Education Committee**

Policy decisions concerning students and student teachers in the Education Department are made by the Teacher Education Committee—a committee of the Faculty of Union University. This committee works for selective recruitment, admission, and retention of students for and in teacher education.

**Application to Teacher Education Program**

In order to prepare at Union University for a teaching career, students must apply for admission and be admitted to the Teacher Education Program. Students should begin preparing to meet the admissions requirements for the program during their Freshman year. Interested students should contact the School of Education and Human Studies.

**Admissions Requirements to the Teacher Education Program**

For admission to the Teacher Education Program, all the following requirements must be met:
1. Minimum of 24 semester hours in general education.
2. Minimum GPA of 2.50 in all course work.
3. Interview with Teacher Education Screening Committee.
4. Field experiences in education at appropriate grade level.
5. Satisfactory scores on the PPST, ACT, or SAT.

**Teacher Licensure**

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. Union offers, in addition to the six programs in the Education Department, fifteen other teacher education majors: Art, Biology, Basic Business/Accounting, Economics, Marketing, Chemistry, English, History, French, Spanish, Data Processing, Theatre-Speech, Mathematics, Music Education and Physical Education/Health. Information about these programs may be found in the departmental listings in this *Catalogue* or in the program of study published by the Director of Teacher Education.

**Majors Offered by Education Department**

The Education Department with the approval of the Tennessee State Department of education offers six majors for Union University students seeking a license to teach in the public schools. The majors include three programs for teaching typically developing youth and three special education programs. The majors include the areas of Early Childhood Education, Elementary Education, and Middle School Education for teaching typically developing students; and, Special Education/Early Childhood, Modified Special Education, and Comprehensive Special Education for teaching special needs youth. 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.
Courses required in each of the six majors are listed below:

**Early Childhood Education — Learning Foundations Major (Licensure PreK-Grade 3)**
This major is for students who desire to teach young children, preschool (age 3) through grade 3. BIO 100 or BIO 112, EDU 316, PSY 213, 219, 316, 318, 324, SE 225, 350, SOC 211, 313, 419, SW 200.

**Elementary Education — Learning Foundations Major (Licensure K-Grade 8 with Emphasis on the Primary Grades)**
This major is for students who desire to teach primary age children, kindergarten through grade 3, but who also want upper elementary grade licensure. BIO 100 or BIO 112, EDU 316, PSY 213, 219, 316, 318, 324, SE 225, SOC 211, 419.

**Middle School Education — Liberal Studies Major (Licensure Grades 1-8 with Emphasis on Middle School)**
This major is for students who desire to teach middle school youth, grades 5 through 8, but who also want primary grade licensure. See advisor for requirements.

**Special Education Teacher Licensure**
GEO 215, PEWS 324, PHY 310, SOC 419, COM 311, MAT 107, PSY 324, EDU 310, 311, 312, 313, 316, 326, 327. Plus a choice of one of four emphases: Math, Science, Language Arts, or Social Studies.

**Special Education/Early Childhood Education (Licensure SE Birth - Grade 1)**
This major is for students who desire to teach special needs children, birth through grade 1. EDU 329, PEWS 410, SE 225, 320, 321, 331, 332, 350, 405, 410, SW 200.

**Special Education: Modified (Licensure SE K - 12)**
This major is for students who desire to teach mildly handicapped children, kindergarten through grade 12. EDU 329, PEWS 410, SE 225, 331, 332, 340, 345, 405, 410, SW 200.

**Special Education: Comprehensive (Licensure SE K - 12)**
This major is for students who desire to teach severely/profoundly handicapped youth, kindergarten through grade 12. EDU 329, PEWS 410, SE 225, 331, 332, 343, 348, 405, 410, SW 200.

**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 to acquaint future teachers with the history, ethics, and program of the organized teaching profession.

**Student Awards**

**Academic Excellence Medals.** A medal is given for each major offered by the department. This award is given to the graduating major who has the highest academic average in each discipline, provided the average grade in the subject is not less than 3.5 and provided the student has completed, before Awards Day, a minimum of 15 credit hours in the major discipline at Union University in courses for which precise grades are computed (as distinguished from courses graded pass or fail). If there is no eligible major in the discipline, the medal will be given to the minor with the highest average if the above qualifications are met.

The **Nora Smith Barker Student Teacher of the Year Award** is presented to that student chosen 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 the student certifying to teach kindergarten through grade 8, and an award is given to the student certifying to teach grades 7 through 12 and 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 exception of EDU 200, EDU 250, EDU 316, and Special Education 225, all education and special education courses have as a prerequisite admission to the Teacher Education Program. All courses with field experience and each enhanced student teaching course requires proof of liability insurance.
Attention will be given to the 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.

250. Instructional Technology in the Classroom (2) F, W, S, Su
A course designed to help students who plan to seek Tennessee teacher licensure to meet the state instructional technology standards. Emphasis is on computer audio, video, and optical technology as it is used in the classroom. Prerequisite: CSC 105.

310. Teaching Mathematics in the Elementary School (2) F, W, S, Su
A course dealing with basic concepts in Mathematics found in the elementary school curriculum and suggestions for teaching these concepts. Emphasis will be placed on discovery and understanding concepts, use of manipulative materials, and the metric system. Prerequisite: Admission to the Teacher Education Program.

311. Teaching Science in the Elementary School (2) F, W, S, Su
Practical instructional experience as it relates to the content, objectives, materials, and methods of science teaching in elementary schools. Prerequisite: Admission to the Teacher Education Program.

312. Teaching Language Arts in the Elementary School (2) F, W, S, Su
Modern principles and trends in the teaching of language, writing, speaking, and listening and the relationship of these language arts to the whole school curriculum. Prerequisite: Admission to the Teacher Education Program.

313. Teaching Social Studies in the Elementary School (2) F, W, S, Su
A methods course dealing with teaching social studies in the elementary school. Emphasis on activities and units of work. Prerequisite: Admission to the Teacher Education Program.

316. Children's Literature (2) F, W, S
A critical study of children’s literature as a basis for the appreciation, selection, and presentation of suitable materials.

320. Development of Language and Quantitative Thinking (3) F
A study of 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 and materials for facilitating this development. Field experience required. Prerequisite: EDU 329, PSY 324, and admission to the Teacher Education Program. Reciprocal with SE 320.

325. Music and Art Experiences for Infants and Young Children (3) S
This course is a study of art and music experiences appropriate for infants and young children. Attention is given to the use of art and music activities as a vehicle for facilitating physical and cognitive development, for therapy and early intervention, and for meeting learning objectives in all academic disciplines. Field experience required. Prerequisite: EDU 329 and admission to the Teacher Education Program. Reciprocal with SE 321.

326. Developing Reading Skills in the Content Areas (3) F, W, S, Su
A study of the development of reading skills in content areas. Emphasis will be given to study skills used in middle and secondary school programs. Twenty-five (25) clock hours of classroom work are required under the supervision of the classroom teacher and a college supervisor. Required of secondary education students. English/Communication Arts majors must also take EDU 327. Prerequisite: Admission to the Teacher Education Program.

327. Developmental Reading in the Elementary Grades (2) F, W, S, Su
A study of the developmental progress of reading from the readiness period through the elementary grades. Current teaching emphasized. The use, understanding, and development of phonic skills will be stressed. Prerequisite: Admission to the Teacher Education Program.

328. Corrective Reading in the Elementary School (2) F, W, S, Su
An exploration of materials for use in determining the reading abilities and needs of children, with emphasis on the application of diagnostic and remedial skills to problems in reading. Prerequisite: EDU 327 or consent of the instructor. 15-hour field experience required. Prerequisite: Admission to the Teacher Education Program.

A study of the philosophical and theoretical foundations of early childhood education with emphasis on curriculum development. Required for K-3 endorsement. Field experience required. Prerequisite: Admission to the Teacher Education Program.
Junior Practicum I (1) F, W, S
A course to provide prospective teachers with early teaching experiences in elementary grades K-5. Twenty-five (25) clock hours of classroom work are required under the supervision of the classroom teacher and a college supervisor. Prerequisite: Students seeking elementary licensure must have completed at least one of EDU 310, 311, 312, 313, or 327, and have been admitted to the Teacher Education Program.

Junior Practicum II (1) F, W, S
A course to provide teachers with early teaching experiences in elementary grades 6-8. Twenty-five (25) clock hours of classroom work are required under the supervision of the classroom teacher and a college supervisor. Prerequisite: Students seeking elementary licensure must have completed at least one of EDU 310, 311, 312, 313, or 327, and have been admitted to the Teacher Education Program.

Classroom Management (2) F, S, W-Odd Years, Su-Even Years
A study of current classroom management and discipline techniques and strategies. The focus of this class will be on the basic curriculum, lesson planning, use of instructional materials, assessment, reporting student progress, and the professional duties of a teacher as they impact classroom management.

Field Experience in Elementary School (4) Pass/Fail F, S
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. Prerequisite: Admission to student teaching.

Field Experience in Early Childhood Education (4) Pass/Fail F, S
Four weeks of full time, supervised student teaching at the preschool level for candidates seeking an additional license in early childhood education. Prerequisite: Admission to student teaching.

Field Experience in Secondary School (4) Pass/Fail F, S
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. Prerequisite: Admission to student teaching.

Teaching Art (3) F
A materials and methods course in the teaching of art. Twenty-five (25) clock hours of classroom work are required under the supervision of the classroom teacher and a college supervisor. Prerequisite: Admission to the Teacher Education Program.

Teaching Science (3) F, S
A course for majors and minors who plan to teach biology, physics, or chemistry in secondary school. Twenty-five (25) clock hours of classroom work are required under the supervision of the classroom teacher and a college supervisor. Prerequisite: Admission to the Teacher Education Program.

Teaching Business (3) F
A materials and methods course in the teaching of general business subjects for those who plan to teach these subjects in secondary school. Twenty-five (25) clock hours of classroom work are required under the supervision of the classroom teacher and a college supervisor. Prerequisite: Admission to the Teacher Education Program.

Teaching Health and Physical Education (3) F, S
The purpose of the course is to prepare the student to carry out the health and physical education program at the secondary school level. Twenty-five (25) clock hours of classroom work are required under the supervision of the classroom teacher and a college supervisor. Prerequisite: Admission to the Teacher Education Program.

Teaching Mathematics (3) F
A course in methods for high school teachers of mathematics. Twenty-five (25) clock hours of classroom work are required under the supervision of the classroom teacher and a college supervisor. Prerequisite or corequisite: MAT 211. Prerequisite: Admission to the Teacher Education Program.

Teaching Modern Language (3) F
A study of principles, practices, and methods of teaching modern languages in secondary school. Prerequisite or corequisite: six hours of upper-level language credit. Twenty-five (25) clock hours of classroom work are required under the supervision of the classroom teacher and a college supervisor in two language laboratories or an equivalent experience approved by the instructor. The practicum must require different
levels of instruction in the same language or instruction in two languages. Prerequisite: Admission to the Teacher Education Program.

424. Teaching Music in Secondary School (3) F
A methods and materials course for those who plan to teach public school music and instrumental music in middle and high school. Twenty-five (25) clock hours of classroom work are required under the supervision of the classroom teacher and a college supervisor. Prerequisite: Admission to the Teacher Education Program.

425. Teaching Social Studies (3) F
A materials and methods course in the teaching of social studies. Twenty-five (25) clock hours of classroom work are required under the supervision of the classroom teacher and a college supervisor. Prerequisite: Admission to the Teacher Education Program.

426. Teaching Speech and Theatre Arts (3) F
A materials and methods course in the teaching of speech and theatre arts. Twenty-five (25) clock hours of classroom work are required under the supervision of the classroom teacher and a college supervisor. Prerequisite: Admission to the Teacher Education Program.

430. Enhanced Student Teaching/Extended Field Experience in Early Childhood (14) F, S
A full semester (a minimum of 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 internship semester. Students are required to participate in regular seminars. Prerequisite: Admission to student teaching.

431. Enhanced Student Teaching in Elementary School (14) F, S
A full semester (a minimum of 15 weeks) of student teaching in 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 student teaching semester. Prerequisite: Admission to student teaching.

432. Enhanced Student Teaching in Secondary School (14) F, S
A full semester (a minimum of 15 weeks) of student teaching in 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 student teaching semester. Prerequisite: Admission to student teaching.

435. Enhanced Student Teaching in Grades K-12 (14) F, S
A full semester (a minimum of 15 weeks) of student teaching in 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 student teaching semester. Prerequisite: Admission to student teaching.

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 requires proof of liability insurance.

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

225. Survey of Exceptionalities (3) F, W, S, Su
A study of the emotional, learning, and behavioral characteristics of persons with Exceptionalities is examined from a theoretical and experimental point of view. Prerequisite: PSY 213.

320. Development of Language and Quantitative Thinking (3) F
(See EDU 320).

321. Music and Art Experiences for Infants and Young Children (3) S
(See EDU 325).

331. Characteristics and Needs of Pupils with Exceptionalities I (3) S
The course examines the 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. Prerequisite: SE 225 and admission to the Teacher Education Program.

332. Characteristics and Needs of Pupils with Exceptionalities II (3) F
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. Prerequisite: SE 225 and admission to the Teacher Education Program.
340. Teaching Mathematics and Science to Students with Exceptionalities (3) S
A course dealing with 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. Prerequisite: SE 331 or 332, and admission to the Teacher Education Program.

343. Teaching Perspectives and Practices for the Severe and Profound Handicaps (3) S
Perspectives and practices for teachers of individuals with severe and profound handicaps, including practices related to integration, communication, socialization, and transition. Personal living and vocational skills and maintenance training are included. Prerequisite: SE 332 and admission to the Teacher Education Program.

345. Teaching Language Arts and Social Studies to Pupils with Exceptionalities (3) F
A course dealing with 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. Prerequisite: SE 331 or 332, and admission to the Teacher Education Program.

348. Teaching Individuals with Severe and Profound Handicaps (3) F
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. Prerequisites: SE 332, 343, and admission to the Teacher Education Program.

350. Diagnosis and Intervention in Learning Problems of the Young Child (3) S
A study of methods of early identification of learning problems in infants and young children and of effective intervention techniques. Prerequisites: PSY 324, SE 225, EDU 329, and admission to the Teacher Education Program.

355. Educational Assessment of Students with Exceptionalities (3) S
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. Prerequisite: SE 331 or 332, and admission to the Teacher Education Program.

410. Behavior Management With Pupils with Exceptionalities (3) F
A course which explores a variety of theories and techniques for managing behavior of pupils with Exceptionalities. Attention is given to related practical, moral, and legal issues. Prerequisite: SE 331, or 332, and admission to the Teacher Education Program.

415. Field Experience in Special Education (4) Pass/Fail F, S
Four weeks of full time, supervised student teaching in a special education classroom for candidates seeking an additional license in special education. Prerequisite: Admission to student teaching.

430. Student Teaching/Extended Field Experience in Early Childhood Special Education (14) F, S
A full semester (a minimum of 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 student teaching semester. Students are required to participate in regular seminars. Prerequisite: Admission to student teaching.

435. Enhanced Student Teaching in Special Education (14) F, S
A full semester (a minimum of 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 student teaching semester. Prerequisite: Admission to student teaching.

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.

498-9. Seminar (1-4) On Demand
To be used at the discretion of the department.