Program Directors

Nancy Cherry (2005). Professor of Education and Director of Master Programs in Education—Jackson. B.S., Union University; M.Ed., University of Memphis; Ed.S. and Ed.D., Union University.

Carla Cushman (2014). Director of Masters Programs in Education—Hendersonville and Associate Professor of Education. B.S., Francis Marion University, M.Ed., University of South Carolina, Columbia, Ed.D., Union University.

Teri B. Evans (2016). Assistant Dean of Education—Germantown and Associate Professor of Education. B.S. and M.S., University of Alabama; Ed.S. and Ed.D., Union University.

Jennifer Graves (2015). Director of The Union EDGE Program. B.S., Union University; M.S., University of Memphis.

Eric Marvin (2010). Assistant Dean of Graduate Studies—Hendersonville, Director of Online Instructional Innovations, Professor of Education and Director of the Thomas R. Rosebrough Center for Educational Practice. B.A., Fresno Pacific University; Ed.D., M.Ed., Harding University; Ed.D., University of Memphis.


Ben T. Phillips (2010). Associate Dean of Education, Chair, Department of Educational Leadership, and Professor of Educational Leadership. B.S., Freed-Hardeman University; M.S. and Ed.D., University of Memphis.


Faculty

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

Linda Campbell (2018). Assistant Professor of Educational Leadership. B.S., University of Memphis; M.Ed. in Educational Leadership and M.Ed. in Curriculum and Instruction, University of Memphis; Ed.S. and Ed.D, Union University.

Mandy Cates (2018). Director for Accreditation and Assessment and Assistant Professor of Education. B.S., Union University; M.A.Ed., Bethel University.

Jill Henderson (2016). Associate Professor of Special Education. B.S., M.S., and Ph.D., University of Tennessee.

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

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

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

Stephanie Steele (2009). Assistant Professor of Education (Research)—Hendersonville. B.S., Union University; M.Ed., and Ph.D., Vanderbilt University.

Staff


Patti Todd (1996). Program Coordinator–Educator Preparation Program and Secretary, School of Education. B.S.O.L., Union University.


Mission Statement

With Christ as our center, we develop educational leaders whose mission is to transform lives.

Curriculum

The Teaching and Learning major prepares teachers to teach typically developing elementary-age students. The major leads to initial licensure with the elementary K-5 endorsement.
and includes a year-long internship. Students have the option of adding the Early Childhood (PreK–3) endorsement. All students choosing the Teaching and Learning major must also complete Interdisciplinary Studies as a second major. The Interdisciplinary Studies major gives students the necessary content to teach in the elementary grades. The Special Education major prepares students to teach special needs youth as an interventionist in K–8 and/or 6–12 and Comprehensive Special Education (K-12) and includes a year-long internship.

Completers of the Teaching and Learning major with the Interdisciplinary Studies major or the Special Education major with a professional education minor, together with the general education core, comprise the academic course requirements for a teaching degree at Union University. All transfer students must complete the year-long internship with co-requisite courses.

Teaching candidates who desire to serve typically developing elementary age students also have another option. They may choose a “four plus one” option, which includes a bachelor’s degree and the Intensive Licensure Master of Arts in Education degree. They may choose to major in a school content area such as science (biology, chemistry, physics), mathematics, social studies (history, government), or language arts (English, languages, TESL) with a minor in another content area for their four-year studies, graduate with the bachelor’s degree, and move immediately into the M.A.Ed. intensive program which begins each August and graduates candidates the following summer. In addition to earning a master’s degree, candidates earn initial licensure.

I. Major in Teaching and Learning (requires the Interdisciplinary Studies as a second major) —38 hours
   A. Can be earned only with the Interdisciplinary Studies major. Refer questions to the Assistant Dean for Teacher Education and Accreditation.
   B. Courses required of all Teaching and Learning majors:
      1. EDU 150, EDU 201, EDU 202, EDU 305
      2. EDU 306, EDU 331, EDU 332, EDU 337 (option of adding EC Pre-K–3 endorsement) or EDU 338
      3. EDU 440, EDU 441, EDU 451
II. Major in Interdisciplinary Studies (non-licensure)—37 hours
   A. GEO 215 or 216
   B. HIS 102, MAT 111, MAT 114, PHY 112, C. EDU 358; PSY 324; SOC 325
   D. PEWS 322, SE 230
   E. Elective: from CHR, ENG, FRE, SPA, TESL.
   F. UNI 300
III. Major in Special Education—30 hours
    A. SE 230, SE 331, SE 332
    B. SE 305, SE 306, SE 310, SE 405
    C. PEWS 410, SW 200
IV. Minor in Professional Education / Special Education —35 hours
    A. EDU 150, 201, 202, 305, 358, 440, 441, 451
    B. PSY 324; SOC 325
V. Secondary Education Professional Core—39 hours
   A. EDU 150, 305, 306, 340, 358, 440, 441, 451 – 30 hours
   B. PSY 213; SE 230 – 6 hours
   C. Specific Content Methods Course – 3 hours

Major in Teaching and Learning and Interdisciplinary Studies with Discipline-Specific Honors

Application Timeline/Process
Application to the discipline-specific honors program must be made toward the end of the semester in which the last prerequisite course is taken (see below).

Admission and Continuation Requirements
- Cumulative GPA of 3.5 after completing or transferring at least 15 credit hours into Union
- Minimum GPA of 3.5 in all required education courses for the major
- Prerequisite courses: EDU 150 and SE 230

Program Requirements
Candidates are required to complete the following as honors contract courses:
- EDU 305 (Planning for Student Achievement in Diverse Classrooms) (2 hours)
- EDU 202 (Pedagogy Laboratory II) (1 hour)
- EDU 331 (Literacy in Diverse Classrooms) (4 hours)
- EDU 332 (Math, Science, and Social Studies in Diverse Classrooms) (4 hours)
- EDU 440 (Internship I) (4 hours)
- EDU 441 (Internship II) for completion of the honors project

Major in Special Education with Discipline-Specific Honors

Application Timeline/Process
Application to the discipline-specific honors program must be made toward the end of the semester in which the last prerequisite course is taken (see below).

Admission and Continuation Requirements
- Cumulative GPA of 3.5 after completing or transferring at least 15 credit hours into Union
- Minimum GPA of 3.5 in all required education courses for the major
- Prerequisite courses: EDU 150 and SE 230

Program Requirements
Candidates are required to complete the following as honors contract courses:
- SE 331 (Characteristics and Needs of Exceptional Children I) (3 hours)
- SE 332 (Characteristics and Needs of Exceptional Children II) (3 hours)
• Choose two courses from the list below according to research interest:
SE 306 (Mathematics, Science, and Social Studies for Special Populations) (4 hours)
SE 305 (Literacy for Special Populations) (5 hours)
SE 310 (Meeting the Needs of Severe and Profound Populations) (3 hours)
SE 405 (Educational Assessment of Exceptional Children) (3 hours)
EDU 440 (Internship I) (4 hours)
EDU 441 (Internship II) for completion of the honors project

Transfer students must complete at least one semester at Union prior to application, including at least one course in the education major.

Honors Contract
Honors contract coursework will consist of learning activities tailored to the honors student’s particular learning needs. Specifically, students are expected to research the literature and gain a deep understanding of at least two theories of learning (e.g., developmental theory, psychosocial theory, behaviorism, cognitive theory, constructivism, motivation theory), analyze and evaluate each, and apply the theories to practice within lesson plans, the unit plan, and the honors project. The honors project constitutes a scholarly action research project whereas students apply and then compare/contrast the chosen theories as they relate to practice. The honors project will be completed as an expansion of the Teacher Work Sample, a current requirement of all students during the yearlong internship. However, honors students are expected to synthesize current requirements with the scholarly research project.

Assessment of Majors
Admission to and continuation in the Educator Preparation Program, the PRAXIS II examination, and edTPA are integral parts of the assessment of Education majors.

Student Organizations
Kappa Delta Pi, international Honor Society in Education, is dedicated to scholarship and excellence in education.

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

Student Awards
The Dorothy Woodard Myatt Intern of the Year Award is presented to that student who, in the judgment of the School of Education, has demonstrated to the highest degree in both the college and preparatory classrooms those skills and attributes held to be characteristic of outstanding certified classroom teachers and who shows greatest promise of achieving this status in years to come. An award is given to one elementary, one secondary and one special education intern.

Course Offerings in Education (EDU)
(1) Hours Credit; F-Fall; W-Winter; S-Spring; Su-Summer

With the exceptions of EDU 150, EDU 201, EDU 202, EDU 305, EDU 358, and SE 230, all education and special education courses have as a prerequisite admission to the Educator Preparation Program (EPP). All courses with field experience require proof of liability insurance.

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

201. Pedagogy Lab I (1) S
This pedagogy lab will offer students preparing to become elementary teachers an environment to reflect upon the ideas and perspectives learned in a co-requisite course, History 211, The United States to 1877. Students will develop and explore the History class content as it relates to the elementary classroom.

202. Pedagogy Lab II (1) S
This pedagogy lab will offer students preparing to become elementary teachers an environment to reflect upon the ideas and perspectives learned in a co-requisite course, MAT 107, Math for Liberal Arts. Students will develop and explore the Mathematics class content as it relates to the elementary classroom.
305. Planning for Student Achievement in Diverse Classrooms (2) F, S
Prerequisite: EDU 150 and SE 230
Students will have the opportunity to reflect upon best practices in instructional design and the factors that impact teacher effectiveness in diverse classroom settings. Students will examine the relationship between common core standards, goals, objectives, instruction, and assessment. Students will design lesson plans that reflect this relationship as well as sensitivity to the needs of all learners. This course provides students with clinical field experience to engage in experiential learning. Ten-hour field experience required.

306. Leading the Learning Environment (2) F
Students will develop a model for classroom teaching and management informed by Christian values and ethics. The three roles of the teacher (scholar, practitioner, and relater) are explored from the viewpoint of a leader as students discover ways of structuring enriching environments that support teaching and learning. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

331. Literacy in Diverse Classrooms (4) F
Current principles and trends in the teaching of reading and the language arts are addressed. The areas of reading, writing, speaking, listening, and thinking, coupled with the relationship of reading to the development of the whole child will be emphasized. Attention is also given to the integration of technology in teaching. It will also investigate children’s literature as a basis for the teaching of cross curricular concepts and skills. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

332. Math, Science, and Social Studies in Diverse Classrooms (4) F
Design and implementation of instruction in elementary school (K-8) mathematics, science, and social studies with the attention to integration of technology and other current issues, problems, and practices in the field are addressed. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

337. Meeting the Needs of Learners in the Early Childhood Environment (2) F
Students will have the opportunity to develop sensitivity to the cognitive and creative development of infants and young children, as well as knowledge of current diagnostic and assessment strategies which are supportive of the child and family. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

338. Meeting the Needs of Learners in the Middle Grades Environment (2) F
Various issues and topics associated with the teaching of young adolescents are explored. Relevant theories will be discussed with appropriate strategies for implementation in the middle grades classroom. The importance of engaging the adolescent in his or her own learning to ensure student success will be emphasized. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

340. Comprehending Text (1) F
Corequisites: EDU 440
This class emphasizes the importance of instruction in reading, writing, speaking, listening, and language as a shared responsibility within a school. Strategies that support students in their abilities to comprehend informational text independently in a variety of content areas are reinforced.

358. Psychological Foundations of Education (3) F, S
Prerequisite: PSY 213
This course focuses on the psychological foundations of education. How people learn is a foundational understanding for teaching. Principles of learning that describe what factors are vital, and theories of learning that describe why the factors are important will guide the course instruction. Physiological underpinnings in brain-based teaching are examined. Ten hours of focused observation at an assigned local school are required.

417. Teaching Art in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
A materials and methods course in the teaching of art.

418. Teaching Science in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
A course for those who plan to teach biology, physics, or chemistry in secondary school.

419. Teaching Business in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
A materials and methods course in the teaching of general business subjects in secondary school.

420. Teaching English in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
Methods and materials used in teaching English.

421. Teaching Health and Physical Education in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
A course to prepare the student to carry out the health and physical education program at the secondary level.
422. Teaching Mathematics in the Secondary School (3) F  
Prerequisite: EPP and Internship Admission.  
Corequisite: EDU 440  
Methods for high school teachers of mathematics.

423. Teaching Modern Language in the Secondary School (3) F  
Prerequisite: EPP and Internship Admission, 6 hours of UL language credit.  
Corequisite: EDU 440  
A study of principles, practices, and methods of teaching modern languages in secondary school.

424. Teaching Music in Secondary School (3) S  
Prerequisite: EPP and Internship Admission.  
Corequisite: EDU 440  
Methods and materials for those who plan to teach public school music and instrumental music in middle and high school.

425. Teaching Social Studies in Secondary School (3) F  
Prerequisite: EPP and Internship Admission.  
Corequisite: EDU 440  
Materials and methods for teaching social studies.

426. Teaching Speech and Theatre Arts (3) F  
Prerequisite: EPP and Internship Admission.  
Corequisite: EDU 440  
Materials and methods for teaching speech and theatre arts.

440. Internship I (4) F  
This clinical experience provides the opportunity to implement theories from professional education classes to practice in the classroom. While enrolled in Internship I, students will be enrolled in professional education classes that include best practice in teaching, effective assessment of learning, classroom management, integration of technology, reflecting on teaching and learning, and communication with students and all stakeholders.

441. Internship II (14) S  
Corequisite: EDU 451  
In this clinical experience students will fulfill the role of a lead teacher in collaboration with their Mentors for an entire semester. Interns will be assigned a University coach who will observe and evaluate the teacher candidate during instructional time throughout the semester. The coach, intern, and mentor teacher will collaborate to support the intern’s development of the three roles of the teacher: relater, scholar, and practitioner.

451. Problem-based Seminar (2) S  
Corequisite: EDU 441  
This seminar provides interns an environment to discuss and respond to relevant issues in their Internship II classroom. Interns will be given the opportunity to pose questions within their placement school and explore ideas and practices to support their understanding of effective classroom teaching. Interns will reflect on their development as relaters, scholars, and practitioners.

Course Offerings in Special Education (SE)  
( ) Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

With the exception of SE 230, all special education courses have as a prerequisite, admission to the Educator Preparation Program (EPP). All courses with field experience require proof of liability insurance.

230. Learning in Diverse Classrooms (3) F, W, S, Su  
Prerequisite: PSY 213. Reciprocal credit: PSY 230  
Students will explore special education legislation regarding the rights of persons with disabilities and the effect on our educational system and society. The types of exceptionalities and the physical, mental, emotional, and social traits of individuals with disabilities will be explored as well as effective strategies for meeting their needs. Consideration will be given to major current problems and issues concerning persons with disabilities and those with learning differences. The class will guide students into developing a model for appropriate interaction with persons with disabilities informed by Christian values and ethics. Ten-hour field experience required.

305. Literacy for Special Populations (5) F  
Students will explore the differences and understand how to meet the needs of diverse individuals in the areas of reading, writing, speaking, listening, and thinking. Students will develop a sensitive and reflective manner of meeting the needs of diverse pupils through the use of a variety of curricular and learning strategies, techniques, and adaptations. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

306. Math/Science/Social Studies for Special Populations (4) F  
Students will explore the content, materials, and methods of mathematics, science, and social studies teaching with special attention given to meeting the needs of persons with disabilities. Students will be encouraged to reflect upon best practices of teaching mathematics, science, and social studies while maintaining a sensitivity to individual differences. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

310. Meeting the Needs of Severe and Profound Populations (3) S  
Students will explore the content, materials, and methods of teaching students with significant academic and social behavior problems. Students will be encouraged to reflect upon best practices of teaching while maintaining sensitivity to individual differences. Ten-hour field experience required.
331. Characteristics and Needs of Pupils with Exceptionalities I (3) F
Prerequisite: SE 225 and EPP Admission.
Trends for educational and psychological classifications, as well as the needs, the law, mainstreaming, and the emotional and behavioral characteristics with respect to individuals with exceptionalities will be explored. Includes field experience.

332. Characteristics and Needs of Pupils with Exceptionalities II (3) S
Prerequisite: SE 230 and EPP Admission.
Emotional behavioral characteristics, assessment, and intervention strategies and theories are examined. Education of individuals with severe and profound handicaps is studied in relation to current trends and legislation. Includes field experience.

405. Educational Assessment of Students with Exceptionalities (3) F
Terms and constructs used in describing and interpreting test results will be studied with the uses, purposes, nature, and procedures of formal and informal tests. A brief history of psychometric testing will be presented. The student will be able to transform the assessment data into programmatic guidelines for instructional objectives. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

179-279-379-479. External Domestic Study Programs (1-3) As Needed
All courses and their applications must be defined and approved prior to registering.

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

180-280-380-480. Study Abroad Programs (1-4) As Needed
All courses and their application must be defined and approved prior to travel.

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

195-6-7. Special Studies (1-4) On Demand
295-6-7. Special Studies (1-4) On Demand
Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4) On Demand
Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4) On Demand
Individual research under the guidance of a faculty member(s).