Program Directors

Nancy Cherry (2005). Associate Dean and Chair, Teaching and Learning, Professor of Education, and Director for Masters Programs in Education—Jackson. B.S., Union University; M.Ed., University of Memphis; Ed.S. and Ed.D., Union University.

Linda Campbell (2018). Assistant Dean—Germantown, Director for the M.A.Ed. Program and Associate Professor of Educational Leadership. B.S., University of Memphis; M.Ed. in Educational Leadership and M.Ed. in Curriculum and Instruction, University of Mississippi; Ed.S. and Ed.D, Union University.

Andrew Courtner (2020). Associate Dean and Chair, Department of Educational Leadership, and Associate Professor; Director of Educational Specialist and Doctor of Education Programs; Director of Rosebrough Center for Educational Practice. B.S.B.A., Union University; M.B.A., Post University; M.Ed., Kent State University; Ed.D., Union University; Ph.D., Tennessee Technological University.

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

Kyle Butler (2021). Professor of Education. B.S. and M.S., Eastern Illinois University; Ph.D., Southern Illinois 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.

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

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

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

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

Staff

Matt Bowman (2018). Director of Graduate Admissions and Recruitment. B.S., Union University; M.A., Liberty University.

Marcia Joyner (2010). Coordinator for Educational Leadership Programs—Jackson, School of Education.

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

Quinette Tukes (2019). Graduate Program Coordinator—Germantown. B.S., Olivet Nazarene University; M.S., Eastern Illinois University; A.B.D., Indiana State University.


Mission Statement

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

Vision Statement

We will be the school of choice for transformational teaching, missional service, dynamic leadership, and impactful scholarship.

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.

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 Educator Preparation Program Director.
   B. Courses required of all Teaching and Learning majors:
      1. EDU 150, EDU 202, EDU 210, EDU 302, EDU 305
      2. EDU 306, EDU 309, EDU 331, EDU 337 (option of adding EC Pre-K–3 endorsement) or EDU 312, EDU 304, EDU 307
      3. EDU 440, EDU 441, EDU 451

II. Major in Interdisciplinary Studies (non-licensure)—37 hours
   A. GEO 215 or 216
   B. MAT 111, MAT 114, PHY 112,
   C. EDU 358; PSY 324; SOC 325
   D. SE 230
   E. EDU 210, 301, 303, 310 or 311
   F. UNI 300

III. Major in Special Education—30 hours
   A. SE 230, SE 331, SE 332, SE 312
   B. SE 305, EDU 306, EDU 309, SE 310, SE 311, SE 405
   C. PSY 324

IV. Minor in Professional Education / Special Education —35 hours
   A. EDU 150, 202, 210, 301, 302, 303, 305, 310 or 311, 358, 440, 441, 451
   B. SOC 325

V. Secondary Education Professional Core—39 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)
- SE 311 (Math for Special Populations) (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 311 (Mathematics for Special Populations) (4 hours)
  - SE 305 (Literacy for Special Populations) (4 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.

Students in their junior and senior year must satisfy Honors colloquium requirements as determined and published by the directors of the Honors Community.

**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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>110.</td>
<td>Introduction to Student Leadership (1) Su</td>
<td></td>
<td>Su</td>
</tr>
<tr>
<td>150.</td>
<td>Foundations of American Education (2) F, S</td>
<td></td>
<td>F, S</td>
</tr>
<tr>
<td>202.</td>
<td>Pedagogy Lab II (1) S</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>210.</td>
<td>Cultural Competency (1) F, S</td>
<td></td>
<td>F, S</td>
</tr>
<tr>
<td>301.</td>
<td>Technology-rich Learning in a Global Classroom (2) F, S</td>
<td></td>
<td>F, S</td>
</tr>
<tr>
<td>302.</td>
<td>edTPA Prep Seminar (1) S</td>
<td></td>
<td>S</td>
</tr>
</tbody>
</table>

Tennessee’s State Board of Education has made the passing of a performance-based assessment called edTPA a part of licensing requirements for teachers. The ability of candidates to consider the diversity of students and the learning styles that they will encounter in their classrooms, as well as the instructional/curricular needs that will be present in the classroom. This course will help the teacher candidate meet those differences and needs through thoughtful, reflective planning, instruction and assessment practices. This course meets in an accelerated term.
303. Writing Across the Curriculum (2) S
Studying theories, evidence-based practices, and specific examples on the teaching of writing, students will build a skill set for empowering, supporting, and assessing developing writers. Students will focus on the interdependence of a child’s language, reading, and writing development and the implications that these have for academic achievement and for personal development across time. This course meets in an accelerated term.

304. Inclusionary Practices (2) F
This course is designed to develop the teacher candidate’s ability to use a variety of instructional approaches as needed to support multiple ways for P-12 students to access knowledge, represent knowledge, and demonstrate the attainment of academic goals and competencies. Candidates will demonstrate an understanding of “the learner and the learning.” This course will help the teacher candidate meet student differences and needs in a sensitive and reflective manner by discussing issues related to diverse classrooms. This course meets in an accelerated term.

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) S
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.

307. Assessment for Teaching and Learning (3) S
This course will present students with the best current practices and principles of assessment across the curriculum. Topics will include reliability, validity, bias, performance assessment, portfolios, standardized test score interpretation, and formative assessment. The characteristics and uses of both formal and informal assessment instruments and procedures will be studied with emphasis on formative assessment and the principles and practices for effective standards-based instruction. Students will also learn how to design, administer, and interpret a variety of assessment measures, including the Teacher Work Sample with its inherent assessment design.

309. Explorations in Teaching Science & Social Studies (2) F
This course explores contemporary issues and trends in the teaching of science and social studies in the elementary classroom. Candidates learn various strategies for motivating learners, how to select content from diverse sources, how to plan and deliver effective lessons, how to organize learners into effective instructional groups, how to utilize technology and assess what students have learned. This course emphasizes inquiry learning, methods of instruction and assessment, integration across the curriculum, safety, and responsiveness to student diversity. This course meets in an accelerated term.

310. Children & Literature (2) S
This course is a critical analysis of the genres of literature for children, as a basis for the appreciation, selection, and use of suitable materials to foster active learning, personal growth, and recreational reading. Recognizing the crucial role adults play in introducing children to the joys of literature, this course encourages and promotes sharing of books with children, including infants. This course meets in an accelerated term.

311. Young Adult Literature (2) S
This course offers an intensive examination of literary texts and materials appropriate for youth and young adults in upper elementary, middle, and secondary English language arts classrooms. Using theories of literacy learning and literary response, this class explores methods and modes for teaching and factors affecting experiences with media and young adult literature. This knowledge serves as foundational information for reflective professionals as they make reasoned decisions regarding the use of literature and media texts in schools. Attention is given to literature that reflects the needs and interests of all children, with a particular focus on those living in an increasingly diverse, multi-ethnic context. This course meets in an accelerated term.

312. Math in Diverse Classrooms (4) F
This course provides students an opportunity to explore teaching methods associated with the content, learning, and pedagogy of elementary mathematics. Reflecting upon best practices in planning instructional content and the factors that impact learning in the diverse classroom settings. This course also reflects on the importance of using models, demonstrations, and academic language to teach mathematics. A hands-on, real-world application approach with special attention to mathematical problem solving, communicating, and reasoning is stressed.
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.

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.

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
Materials and methods for teaching physical education.

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)

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
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 (4) 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.

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.

311. Teaching Math for Special Populations (4)
Students will explore the content, materials, and methods of mathematics 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 while maintaining a sensitivity to individual differences. This course is taught as part of a year-long internship and provides students with opportunities to engage in experiential learning.

312. Seminar in Literacy for Special Education (1) F
This one-hour course is focused on cultivating teacher candidates’ skills to be sensitive and responsive to the needs of students with mild to moderate disabilities. It will prepare teacher candidates to match identified literacy goals with the strategies, materials, and support. This course complements EDU 331/SE 630 Literacy in Diverse Classrooms.

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).
THE UNION EDGE PROGRAM
SCHOOL OF EDUCATION

Program Leadership
Jennifer A. Graves (2015). Director for The Union EDGE Program. B.S., Union University; M.S., University of Memphis.
Melinda Jackson (2019). Assistant Director for The Union EDGE Program. B.A., Union University; M.Ed., Grand Canyon University

Program Description
The Union EDGE is a comprehensive program for highly motivated young adults who have a documented intellectual and/or developmental disability (IDD). This is a two-year certificate program for students ages 18-26 who have completed high school. The Union EDGE—Employment training, Daily living skills, Godly focus, Educational enrichment—is a residential or non-residential program designed to aid in career development and employment skills. Students will audit college courses, participate in life skills classes, work in on-campus and off-campus internships, and experience the full range of college life. Exiting students will receive certificates of completion.

Program Purpose
The Union EDGE provides a holistic, post-secondary education for individuals with intellectual or developmental disabilities, encouraging increased independent skills that lead to a better quality of life and aligning with Union’s mission of providing “Christ-centered education that promotes excellence and character development in service to Church and society.”

Program Admission
Applications for Fall enrollment must be received by May 1 each year. To be considered complete, an application must be signed and accompanied by the $50 application fee. Once an application has been received and reviewed, the applicant may be contacted to set up an on-campus interview.
Acceptable candidates must be between the ages of 18-26, possess a documented Intellectual/Developmental Disability (IDD), and be a high school graduate. In addition, applicants must submit the following to the EDGE program office:
1. Completed application, including:
   • Work history
   • Medical history
   • Personal support inventory
   • Questionnaire
   • Letters of recommendation (2)
   • High school transcript
   • Individualized Education Plan (IEP)
   • Psycho-educational evaluation
   • Application Fee ($50)
2. Interview: Students who score high enough on the application may be invited for an interview that includes question/answer, reading assessment, writing assessment, problem solving assessment, math skills assessment, and determination of ability to follow rules and be a good sport.
3. Trial Day on Campus: Students who score high enough on the interview may be invited to a trial day on campus.

Final admission decisions are made by the Director and EDGE Admissions Committee composed of School of Education faculty.

Curriculum
EDGE students register for 12 or more semester hours each semester, 6 semester hours of Life Skills Courses and 6 or more semester hours of Union course audits.

Course Audits: Union EDGE students enroll in two or more regular college courses each semester as course audits for credit toward a certificate – minimum of 48 credit hours to graduate. The EDGE program director works with faculty to develop an education plan for each student.

Life Skills Courses: Students enroll in two life skills courses each semester that focus on training in life skills and career development, including topics such as technology, resume’ writing/interviewing, use of social media, banking, cooking, social skills, safety, and job skills.

EDGE Certificate Requirement: 48 Hours
I. Life Skills Course Requirements – 24 hours
   LFS 101, 105, 110, 116, 121, 125, 130
II. Electives – 24 hours from audits of regular college courses

Additional Program Requirements
Internships and Externships: Students are partnered with an on-campus internship during the first year. During the second year, students are partnered with an off-campus externship.
Mentorship: Union EDGE Students are partnered with trained upperclassmen student mentors. Student mentors help guide EDGE program students through the Student Life experience by inviting them to lunch, to student programing and athletic events, and other residence life activities.

Program Assessment
EDGE Program participants will be reassessed each year for progress using an assessment tool to track their growth on social, behavioral, and vocational tasks as well as academic standing.
Financial Information

Tuition for Union's EDGE Program per year
(fall and spring semesters) 2021-2022 . . . . . . . $16,500
Third Year Edge Program ..6,500 annually; $3,250/semester
Room and Board .......................see page 40 of the catalogue
Application Fee ............................ $50
General Student Service Fee (12 hrs. or more) . . . $595
Registration/Orientation Fee. . . . . . . . . . . . . . . . . . $150

Financial Assistance

Union EDGE students may seek the STEP UP scholarship provided by lottery funds (equivalent to the Hope Scholarship). Union University is a Comprehensive Transition Program through the federal government, and students may qualify for federal grants. Additionally, all students are required to have a case open with the Tennessee Department of Vocational Rehabilitation.

Course Offerings in EDGE (LFS)

101. Life Skills I: First Steps to College Living (3) F
Co-requisite: LFS 105
In this first year course, Union EDGE students will learn about the culture surrounding a college campus, including academic study skills. Additionally, students will complete a weekly agenda for assignments and discuss strategies for time management. Basic social skills will be emphasized including the understanding of the importance of “personal space.” This course includes one hour weekly of cooking lab.

105. Life Skills II: First Steps to Employment Training (3) F
Co-requisite: LFS 101
In this first year course, Union EDGE students will learn about the workplace environment and strategies for navigating it successfully. Specifically, students will demonstrate the ability to: request personal needs and/or ask for help as needed, articulate rules for safety at the job site, follow multi-step instructions to complete a task, and exhibit proper grooming and attire for the work site.

110. Life Skills III: Advanced Steps to Healthy Living (3) S
Pre-requisites: LFS 101 and 105
Co-requisite: LFS 116
In this first year course, Union EDGE students will learn the basic elements of a healthy lifestyle. Specific topics include: cooking and nutritional needs, identifying emotions in self and others and making healthy choices that match physical and emotional needs. This course includes one hour weekly of cooking lab.

116. Life Skills IV: Introduction to Daily Technology and Finance (3) S
Pre-requisites: LFS 101 and 105
Co-requisite: LFS 110
In this first year course, Union EDGE students will begin to understand the importance of using standards for appropriate use of technology, including personal computers and cell phones. Students will utilize computers to create, save, and print written documents. Students will be given the opportunity to open personal checking accounts and manage accounts using online banking services.

121. Life Skills V: Advanced Steps to Independent Living Skills (3) F
Pre-requisites: LFS 101, 105, 110, and 116
Co-requisite: LFS 125
In this second year course, Union EDGE students will further develop their understanding of a healthy lifestyle. Specifics topics include: culinary and kitchen hygiene and a framework for decision making. Students will also move to a more independent approach to completing assignments in academic classrooms and internship sites. This course includes one hour weekly of cooking lab.

125. Life Skills VI: Utilizing Technology and Community Resources (3) F
Pre-requisites: LFS 101, 105, 110 and 116
Co-requisite: LFS 121
In this second year course, Union EDGE students will understand theoretical foundations of social media and relevant strategies to communicate with their broader communities. Additionally, students will understand and apply best practices when using the internet.

130. Life Skills VII: Introduction to Professional Writing and Communications (3) S
Pre-requisites: LFS 101, 105, 110, 116, 121 and 125
Co-requisite: LFS 201
In this second year course, Union EDGE students will use accepted principles of grammar and rhetoric to communicate professionally. Specifically, students will apply proofreading skills to a variety of professional documents and will begin to use multimedia tools to prepare presentations. Additionally, students will create a resume' for employment.

201. Life Skills VIII: Advanced Technology Skills and Finance (3) S
Pre-requisites: LFS 101, 105, 110, 116, 121 and 125
Co-requisite: LFS 130
In this second year course, Union EDGE students will continue their understanding of the importance of using appropriate standards for use of technology. Specifically, students will use Microsoft Excel to create a basic spreadsheet, enter data, and track a weekly budget. This course includes the culminating activity, an electronic portfolio, demonstrating the knowledge and skills learned in the Union EDGE program.