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.


Staff

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.

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.

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 yearlong 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) — 44 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 302, EDU 305
      2. EDU 306, EDU 309, EDU 331, EDU 337 (option of adding EC Pre-K–3 endorsement) and EDU 312, EDU 304, EDU 307
      3. EDU 440, EDU 441, EDU 451

II. Major in Interdisciplinary Studies (non-licensure) — 35 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 — 31 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 — 39 hours
   A. EDU 150, 210, 301, 302, 303, 305, 310 or 311, 358, 440, 441, 451
   B. 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 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 312 (Seminar in Literacy for SPED) (1 hour)
  - 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.

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)

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

With the exceptions of EDU 150, EDU 302, 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.

110. Introduction to Student Leadership (1) Su
This course helps students build theological and practical foundations for becoming effective student leaders in higher education. It is designed to help students develop the skills, talents, and character to excel as student leaders in their undergraduate work and prepare them for leadership roles after graduation.

150. Foundations of American Education (2) F, S
Historical, philosophical, and sociological bases underlying the development of American educational institutions. The role of the schools, aims of education, and role of state, local, and federal agencies will be emphasized. 20-hour field experience required.

185. Keystone Learning and the University Experience (2) F
This course facilitates the development of personal learning in the context of Union’s Christian liberal arts approach through critically reflective reading, writing, and group interaction. The course examines individual uniqueness, learning preferences, gifts and strengths as it relates to God’s vocational calling. Emphasis is placed on purposeful reading, learning preferences, critical thinking skills, time management and setting goals to enhance academic success.

210. Cultural Competency (2) F, S
This course reflects a commitment to a deepening awareness and understanding of the strengths and needs of diverse learners when planning and adjusting instruction that incorporates the histories, experiences, and representations of students and families from diverse populations. For those interested in teaching, the verbal and nonverbal communication skills embedded in the course demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners and their families bring to the learning environment. Online course delivery in an accelerated term.

301. Technology-rich Learning in a Global Classroom (2) F, S
The focus of the course is the integration and utilization of the latest instructional technology. It includes insight on digital citizenship, analysis and evaluation of existing software and hardware for elementary/secondary classrooms; teacher productivity tools, specific use of software, multimedia technology, adaptive technology, presentation software, Internet, web page construction, and current-future Web 2.0 tools and trends.

302. edTPA Prep Seminar (1) S
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 ad 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 an 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.
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)

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, 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.
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; Ed.D., 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 transition 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.

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, 201
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 programming 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) 2022-2023 .......... $16,500
Third Year Edge Program ….6,500 annually; $3,250/semester Room and Board .................. see page 41 of the catalogue Application Fee .................. $50
General Student Service Fee (12 hrs. or more) . . . . $615
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. Specific 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.
Program Leadership
Melessia Mathis (1998). Assistant Professor of Education and Director of Clinical Experiences. B.S., University of Alabama; M.Ed., University of Memphis. Additional study, Cumberland University.

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


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

Conceptual Framework:
A Teacher-Student Dynamic of Sensitivity, Reflection and Faith

Mission Statement
The mission of the Educator Preparation Program is to prepare highly effective educators within an environment of sensitivity, reflection, and faith.

Description of the Statement: Effective educators demonstrate knowledge in their respective fields, sensitivity to students’ diverse learning needs, reflection in scholarship and inquiry, motivation of their students’ becoming life-long learners, and a careful examination of their worldview and integration of the fruit of the Spirit (Galatians 5:22-23).

Candidate Outcomes
1. Knowledge of Learners. Candidates as teacher-practitioners design and implement instruction in consideration of the typical cognitive, linguistic, social, emotional, and physical development of children and adolescents and responsive to individual needs.

2. Diverse Learners. Candidates as teacher-relaters respect diverse cultures and the wide range of individual abilities by establishing inclusive learning environments that maintain high expectations for all.

3. Learning Environments. Candidates as teacher-relaters create respectful, collaborative, and engaging learning environments that communicate the Christ-modeled worth and potential of each individual.

4. Content Knowledge. Candidates as teacher-scholars demonstrate academic competence in the central concepts, tools of inquiry, and structures of their discipline(s) and design instruction that makes content accessible and meaningful to facilitate content mastery.

5. Content to Critical Thinking. Candidates as teacher-practitioners engage learners in critical thinking, creativity, and problem-solving by integrating concepts of the discipline(s) from different viewpoints relevant to local and global issues.

6. Assessment, Reflection, Response. Candidates as teacher-practitioners use multiple assessment strategies to evaluate learning in the classroom and to empower the learner to reflect and improve.

7. Planning. Candidates as teacher-scholars and practitioners use content, pedagogical, and cultural knowledge to plan instruction that is rigorous, personal, and differentiated to the learner by providing for students a clear linkage between critical content, meaningful assessment, and purposeful, engaging instructional approaches.

8. Instructional Strategies. Candidates as teacher-practitioners demonstrate knowledge and use of a variety of effective teaching methods that promote deep understanding of content, its connections to other disciplines, and its meaningful application to their modern world.

9. Professional Learning and Ethical Practice. Candidates as teacher-practitioners are immersed in professional learning, demonstrate their ability to reflect on practice and choices, and are responsive to input from mentors, faculty, and cooperating teachers to adapt instruction for improved learner outcomes.

10. Leadership and Collaboration. Candidates as teacher-relaters demonstrate leadership by assuming responsibilities for instruction and learning in the classroom, collaborating with all stakeholders to ensure learner growth, and showing evidence of the potential for and interest in future leadership roles beyond the classroom.

CAEP Accreditation
The Educator Preparation Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The National Council for Accreditation of Teacher Education (NCATE) first approved Union’s Professional Education Unit at both the initial and advanced levels in 2000. This national accreditation supported the unit’s state approval that had stood since the mid-1950’s. The Educator Preparation Program remained accredited by NCATE through October 2020, when it achieved reaccreditation at the initial and advanced levels through the Council for the Accreditation of Educator Preparation (CAEP). This accrediting body was created via the merger of NCATE and the Teacher Education Accreditation Council (TEAC) in 2013. Union University’s CAEP accreditation term runs from October 2020 through 2027.
Profile of the Educator Preparation Program

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.

Internship I and II

Research reports that more extensive clinical experience better prepares teachers for the P-12 classrooms of today. Therefore, students will complete a year-long internship from fall through spring semesters of the senior year in one classroom appropriate to the grade range of the license. Internship I will begin prior to the beginning of Union’s fall semester so the student will be able to experience the first days of the school year. During Internship I in the fall semester, the student will be in the classroom two or three days a week while taking professional education coursework on campus the other days. This schedule will allow the student to move seamlessly from theory into practice. During Internship II, which begins when the placement school starts in January and continues through the spring semester, the student will be in the same classroom all day, every day. The student will take Problems-based Seminar during Internship II during which discussions will focus on current issues in today’s classrooms. Several out-of-classroom days occur during the internship to allow the student to experience a variety of school settings and grade levels.

Admission To and Continuation In The EPP And Admission To Internship

Admission to the EPP: Undergraduate students must meet the following requirements for admission to the Educator Preparation Program:
1. Minimum of 24 semester hours in general education.
2. Minimum GPA of 2.75 in all course work at Union University.
3. Interview with the Teacher Education Screening Committee.
4. Two dispositional evaluations completed in EDU 150.
5. Field experience in education at the appropriate grade level; field experience acquired through transfer credit must be verified with a course description or syllabus indicating the total hours completed and the placement.
6. Prior to placement in any field experience, each teacher candidate must submit to a criminal background check and fingerprinting completed by the T.B.I. in accordance with TN law. The cost is the responsibility of the teacher candidate. For procedures, see www.uu.edu/programs/epp/resources/applications.cfm.
7. Satisfactory scores on the Core Academic Skills for Educators (CORE) tests (Reading = 156, Writing = 162, Math = 150), or ACT (Composite of 22e), or SAT (R) (Combined score of 1100).
8. Approval of the School of Education.
9. Approval of the EPP Council (EPPC).

Application to the EPP. EDU 150, Foundations of American Education, should be taken during the first semester of the freshman year or during the first semester after transfer. The application to the EPP is submitted during this course and a 20-hour field experience in an approved setting is also completed. By completing the admission process early in the college career, a student is ready to apply for the internship in the fall one year before Internship I. A student who has transferred the equivalent of EDU 150 should make application to the EPP through the Office of Educator Preparation immediately upon entrance to Union.

Continuation in the EPP. In order to remain in the EPP following admission, the student must maintain a GPA of 2.75 in all course work, in the major, and in the professional education core.

Admission to the internship. Students must file an application in order to be admitted to the yearlong internship on or before October 1 one year prior to Internship I. Applications are available at www.uu.edu/programs/epp/resources/applications.cfm. Other requirements for admission are as follows:
1. Minimum scores on the content knowledge portion of the Praxis II series.
2. Minimum GPA of 2.75 in all course work.
3. Minimum GPA of 2.75 in the major; some major departments require a higher minimum GPA in the major.
4. Minimum GPA of 2.75 in the professional education core.
5. Lack no more than two courses in the major.
6. Recommendation from the major department.
7. Approval of the Dean of Students.
8. Approval of the EPPC.
9. Completion of a degree audit prior to the October 1 application due date.

At the end of Internship I, the dispositions of interns are assessed by a faculty panel. While no courses may be taken during the semester of Internship II, problems-based seminars are held throughout the semester, and attendance is mandatory.

Upon successful completion of all internship requirements, excluding edTPA, an undergraduate intern can graduate with the applicable degree. If the intern does not secure a passing score on edTPA by the end of the spring semester, he/ she cannot be recommended for a TN license (state requirement). In this case, the only option for these candidates is to enter Union’s post-baccalaureate initial licensure program through the job-embedded Practitioner route and pass edTPA EDU 628 Mentoring Seminar C. The policy for post-baccalaureate edTPA completion applies at that point.

Application for teacher licensure. Applications for Tennessee teacher licensure are completed during a seminar and are filed by the licensing officer with the Tennessee State Department of Education when all course work and requirements are completed.

Academic Policies

Minimum GPA requirements. Minimum GPA’s are listed above. Following admission to the EPP, if the GPA drops below the minimum, the student is removed from the EPP. In this case
it is strongly recommended that the student repeat courses that caused the GPA to fall below the minimum required. When the GPA is at or above the minimum, the student will be submitted for readmission to the EPP.

Early field experiences. As is required by national standards and by the Tennessee State Department of Education guidelines, early field experiences are a vital part of the EPP at Union. The purpose of these early field experiences is to introduce the prospective teacher to a variety of school settings, learners, and routine activities. The knowledge and skills introduced in course work will be refined in the early field experiences.

Proof of professional liability insurance is required of all students enrolled in courses with field experiences, including the year-long internship. This expense is the responsibility of the student. Options for this coverage include, but are not limited to, membership in Student Tennessee Education Association, Christian Educators’ Association International, or Professional Educators of Tennessee. Liability insurance is also available through Union University. Information about each of these options is available through the Office of Educator Preparation Program. The student is responsible for transportation to and from field experience.

Appeals. The School of Education is charged with the responsibility to follow the established policies for admission to and completion of the EPP. The EPPC, which includes representatives of the faculty from across the University, is the EPP coordinating and policy-making body for the unit and is responsible for assuring that the established policies are followed. If the student feels that established policy or practice is not being followed, the EPPC should be contacted. The EPPC is also the appeals committee for the EPP. All appeals for variance from established policy and practice should be presented in writing to the Dean of the College of Education and Human Studies. The Dean will consider whether the appeal may, within established policy, be granted. If the appeal has been denied by the Dean, the student may choose to direct the appeal to the EPPC. The student should contact the chairman of the EPPC and present the appeal in writing. After the EPPC has considered the appeal, the student will be notified in writing of the committee’s determination.

Assessment of student outcomes. Student outcomes are measured through the Praxis II specialty area tests and edTPA. Praxis tests measure content knowledge, and edTPA is a performance assessment of the candidate’s ability to teach all students. Praxis tests are taken prior to and toward the end of Internship I, and edTPA is submitted in the spring of Internship II.

Financial Information

In addition to tuition, a fee will be charged all students engaged in the internship. This is used to meet part of the expenses of the mentor stipend and travel expenses incurred by the University coach. A materials fee is also charged for the internship and appropriate courses throughout the curriculum and to cover costs directly related to the course or laboratory. Additional expenses include a background check, and liability insurance each year. Current materials and experience fees are indicated in the “Financial Information” section of the Catalogue.

Programs of Study in Educator Preparation

Students seeking licensure in secondary areas (6–12, K–12, and Pre-K–12) must complete the major in the endorsement area and the current Secondary Professional Education. See your academic advisor for specific courses and four-year programs of study.

Programs of study for each endorsement area are as follows:

Business Education 6–12
Complete the Accounting or Business Administration major with concentration in Economics, Management, or Marketing as outlined in the McAfee School of Business Administration section of the Catalogue for licensure, plus the Secondary Professional Education.

Biology 6–12
Complete the Biology major as outlined in the Dept. of Biology section of the Catalogue for licensure, plus the Secondary Professional Education.

Chemistry 6–12
Complete the Chemistry major as outlined in the Dept. of Chemistry section of the Catalogue for licensure plus the Secondary Professional Education.

Early Childhood Educ., PreK–3 (only as add-on to K–5)
Complete the Teaching and Learning and Interdisciplinary Studies majors as outlined in the School of Education section of the Catalogue (with EDU 337).

Economics 6–12
Complete the Business Administration major with concentration in Economics as outlined in the McAfee School of Business Administration section of the Catalogue for licensure, plus the Secondary Professional Education and HIS 101, 102, 211, 212; GEO 112 and either GEO 215 or 216. This program leads to dual licensure in Economics 7-12 and Business Education 7-12.

Elementary K–5
Complete the Teaching and Learning and Interdisciplinary Studies majors as outlined in the School of Education section of the Catalogue.

English 6–12
Complete the English major with either Literature or Writing concentration as outlined in the Dept. of English section of the Catalogue for licensure, plus the Secondary Professional Education.

English as a Second Language PreK–12
Complete the TESL major as outlined in the Dept. of Language section of the Catalogue for licensure, plus the Secondary Professional Education and PSY 324.

French PreK–12
Complete the French major, Teacher Education track, as outlined in the Dept. of Language section of the Catalogue plus the Secondary Professional Education.
Government 6–12
Complete the Political Science major as outlined in the Dept. of Political Science section of the Catalogue for licensure, plus the Secondary Professional Education.

Health K–12 (add on)
Complete the Physical Education and Health major as outlined in the Dept. of Physical Education, Wellness, and Sport section of the Catalogue for licensure, plus the Secondary Professional Education. This program leads to dual endorsements in PE K–12 and Health K–12.

History 6–12
Complete the History major as outlined in the Dept. of History section of the Catalogue for licensure, plus the Secondary Professional Education.

Marketing 6–12
Complete the Business Administration major with concentration in Marketing as outlined in the McAfee School of Business Administration section of the Catalogue for licensure, plus the Secondary Professional Education. This program leads to dual endorsements in Marketing 6–12 and Business Education 6–12.

Mathematics 6–12
Complete the Mathematics major as outlined in the Dept. of Mathematics section of the Catalogue for licensure, plus the Secondary Professional Education.

Music Education, Instrumental K–12
Complete the Bachelor of Music degree core with emphasis in Music Education, Track for Instrumental/Band Instructor as outlined in the Dept. of Music section of the Catalogue plus the Secondary Professional Education Core.

Music Education, Vocal/General Music K–12
Complete the Bachelor of Music degree core with emphasis in Music Education, Track for General/Choral Instructor as outlined in the Dept. of Music section of the Catalogue plus the Secondary Professional Education Core.

Physical Education K–12
Complete the major in Physical Education and Health as outlined in the Dept. of Physical Education, Wellness, and Sport section of the Catalogue for licensure, plus the Secondary Professional Education.

Physics 6–12
Complete the Physics or Physical Science major as outlined in the Dept. of Physics section of the Catalogue for licensure, plus the Secondary Professional Education.

School Social Worker, PreK–12
Complete the major in Social Work to include SW 340 and complete SW 490 in a school setting, as outlined in the Social Work section of the Catalogue.

Spanish PreK–12
Complete the Spanish major, Teacher Education track, as outlined in the Dept. of Language section of the Catalogue plus the Secondary Professional Education.

Special Education Interventionist K–8 and 6–12 and Comprehensive K–12
Complete the major in Special Education and the Professional Education tailored for licensure in Special Education as outlined in the School of Education section of the Catalogue. To add Elementary K-5, take UNI 300 and either GEO 215 or 216.

Speech Communication 6–12 and Theater K–12 dual endorsements
Complete the Theatre and Speech major with Teacher Licensure emphasis as outlined in the Dept. of Communication Arts section of the Catalogue plus the Secondary Professional Education.

Visual Art K–12
Complete the major in Art as outlined in the Dept. of Art section in the Catalogue for licensure, plus the Secondary Professional Education.

Additional endorsement
Courses required for additional endorsements total roughly the equivalent of a minor but include specified courses to focus on knowledge and skills as determined by the Tennessee State Department of Education. The State’s Licensure Policy (2015) includes guidelines for adding endorsements based on the endorsement(s) held. See the TN Department of Education’s website or the Director of the Educator Preparation Program for current policies. Based on input from P-12 Directors of Personnel, students seeking initial licensure in the following areas are strongly encouraged to add endorsement(s) as indicated: History add-on Government and/or Economics and/or Geography; Biology, Chemistry, or Physics add-on another science area; Physical Education add-on Health and/or another area.

Student Services/General Information

Academic advisor. Students are assigned an academic advisor within the major department.

Practicum/Internship supervision. Students enrolled in practicum experiences and the internship are assigned a University coach who observes the student regularly in the teaching environment and provides feedback regarding strengths and areas that need strengthening. Regular meetings are held with the intern and the University coach.

Director of Educator Preparation. The Director of Educator Preparation is available during regular office hours to answer questions regarding programs of study, testing requirements, teacher licensure, employment opportunities, and other topics related to the EPP. The student is responsible for scheduling an appointment with the Director of the Educator Preparation Program for a degree audit prior to October 1 of the junior year when internship applications are due to assure completion of requirements for graduation and licensure.

Director of Clinical Experiences. The Director is responsible for placement of all field experiences including observations, practica, and internship.