

# SCHOOL OF EDUCATION

## COLLEGE OF EDUCATION AND HUMAN STUDIES

### Program Directors

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

Melinda Clarke (2000). Professor of Education and Director of Ed.D., (Higher Education)—Online Programs. B.A., Lambuth University; M.Ed., and Ed.D., Vanderbilt.

Eric Marvin (2010). Associate Professor of Education and Director of the Thomas R. Rosebrough Center for Educational Practice. B.A., Fresno Pacific University; Ed.D., M.Ed., Harding University; Ed.D., University of Memphis.

Ben T. Phillips (2010). Associate Professor of Educational

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

- 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

- I. Major in Teaching and Learning (requires the Interdisciplinary Studies as a second major) —38 hours
  - A. Can be earned only with the Interdisciplinary Studies major. Refer questions to the Assistant Dean for Teacher Education and Accreditation.
  - B. Core required of all Teaching and Learning majors:
    1. EDU 150, EDU 201, EDU 202, EDU 305
    2. EDU 306, EDU 331, EDU 332,
    3. EDU 440, EDU 441, EDU 451
  - C. Select at least one additional endorsement area:
    1. Early Childhood (Pre-K–Grade 3): EDU 337
    2. Middle Grades (Grades 4–8): EDU 338
- II. Major in Interdisciplinary Studies (non-licensure)—37 hours
  - A. GEO 215 or 216
  - B. HIS 102, MAT 111, MAT 114, PHY 112,
  - C. PSY 318, PSY 324; SOC 325
  - D. PEWS 322, SE 230
  - E. Elective: from CHR, ENG, FRE, SPA, TESL.
  - F. UNI 300
- III. Major in Special Education—30 hours
  - A. SE 230, SE 331, SE 332
  - B. SE 305, SE 306, SE 310, SE 405
  - C. PEWS 410, SW 200
- IV. Minor in Professional Education / Special Education —28 hours
  - A. EDU 150, EDU 440, EDU 441, EDU 451
  - B. PSY 318, PSY 324
- V. Secondary Education Professional Core  
See Academic Advisor and/or Assistant Dean for Teacher Education and Accreditation.

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

Application Timeline/Process

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

### Honors Contract

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

### Assessment of Majors

Admission to and continuance in the Teacher Education Program and the PRAXIS II examination are integral parts of the assessment of Education majors.

### Student Organizations

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

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

### Student Awards

The Nora Smith Barker Student Teacher of the Year Award is presented to that student who, in the judgment of the School of Education, has demonstrated 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 student teacher.

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## Course Offerings in Education (EDU)

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

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

150. Foundations of American Education (2) F, W, 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.

201. Pedagogy Lab I (1) F, S

332. Math, Science, and Social Studies in Diverse Classrooms (4) F

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

337. Meeting the Needs of Learners in the Early Childhood Environment (2) F

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

338. Meeting the Needs of Learners in the Middle Grades Environment (2) F

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

417. Teaching Art in the Secondary School (3) F

Prerequisite: EDU 326 and TEP Admission.

A materials and methods course in the teaching of art.

Requires 25 clock hours of classroom work unua

## Course Offerings in Special Education (SE)

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

With the exception of SE 230, all special education courses have as a prerequisite, admission to the Teacher Education Program. All courses with field experience require proof of liability insurance.

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