

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.

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

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

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

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

Eric Marvin (2010). Assistant Dean of Graduate Studies—Hendersonville, 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.

Molly Nied (2016). Director of the M.U.Ed. Program – Germantown. B.A., Muhlenberg College; M.Ed., University of Mississippi.

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.

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

Nancy M. Easley(1998). Associate Professor. B.A., Trinity University; M.Ed., Texas A&M University; Ed.D., University of Memphis.

Charles Lea(2008). Professor of Educational Leadership and Executive Director for the Hendersonville Campus. B.S. and M.A., Middle Tennessee State University; Ed.D., Vanderbilt University.

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

Dianne Morgan(2009). Associate Professor of Education. Ph.D., University of Illinois Urbana-Champaign.

Dottie Myatt (1994). Assistant Dean for Teacher Education and Accreditation and Professor of Education. B.S., Lambuth University; M.Ed., Union University; Ed.D., University of Memphis.

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

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

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

Carrie L. Whaley (1997). Professor of Education. B.A., Union University; M.C.M. and M.R.E., Southwestern Baptist Theological Seminary; Ed.D., Texas Woman's University.

Staff

Kathy Franz(2015). Coordinator, Continuing Studies and Master's Degree Programs in Education – Hendersonville. B.A., Virginia Tech University.

Marcia Joyner(2010). Coordinator, Ed.S. and Ed.D. Programs—Jackson, College of Education and Human Studies.

Debra Martin (2015). Coordinator, M.U.Ed. Program and School of Theology and Missions Program – Germantown.

Terri Richmond (2015). Coordinator, Graduate Education Programs – Germantown.

Sherry Russell(2015). Coordinator, Ed.D. and Ed.S. Program and Assistant Registrar – Hendersonville. B.S.,

Mission Statement

We prepare teachers and leaders to transform children's lives. Teachers must be scholars, practitioners, and relaters. Our educators will be prepared not to separate these roles but to synergize all three as they transform lives through education.

Major in Special Education with Discipline-Specific Honors

Application Timeline/Process

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

Admission and Continuation Requirements

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

Program Requirements

Candidates are required to complete the following as honors contract courses:

- SE 331 (Characteristics and Needs of Exceptional Children I) (3 hours)
- SE 332 (Characteristics and Needs of Exceptional Children II) (3 hours)
- Choose two courses from the list below according to research interest:
 - SE 306 (Mathematics, Science, and Social Studies for Special Populations) (3 hours)
 - SE 305 (Literacy for Special Populations) (3 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 year-1.5(tSpan <</MCID,RIaf

305. Planning for Student Achievement in Diverse Classrooms (2) F, S
Prerequisite: EDU 150 and SE 230
Students will have the opportunity to reflect upon best practices in instructional design and the factors that impact teacher effectiveness in diverse classroom settings. Students will examine the relationship between common core standards, goals, objectives, instruction, and assessment. Students will design lesson plans that reflect this relationship as well as sensitivity to the needs of all learners. This course provides students with clinical field experience to engage in experiential learning. Ten-hour field experience required.
306. Leading the Learning Environment (2) F
Students will develop a model for classroom teaching and management informed by Christian values and ethics. The three roles of the teacher (scholar, practitioner, and relater) are explored from the viewpoint of a leader as students discover ways of structuring enriching environments that support teaching and learning. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.
331. Literacy in Diverse Classrooms (4) F
Current principles and trends in the teaching of reading and the language arts are addressed. The areas of reading, writing, speaking, listening, and thinking, coupled with the relationship of reading to the development of the whole child will be emphasized. Attention is also given to the integration of technology in teaching. It will also investigate children's literature as a basis for the teaching of cross curricular concepts and skills. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.
332. Math, Science, and Social Studies in Diverse Classrooms (4) F
Design and implementation of instruction in elementary school (K-8) mathematics, science, and social studies with the attention to integration of technology and other current issues, problems, and practices in the field are addressed. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.
337. Meeting the Needs of Learners in the Early Childhood Environment (2) F
Students will have the opportunity to develop sensitivity to the cognitive and creative development of infants and young children, as well as knowledge of current diagnostic and assessment strategies which are supportive of the child and family. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.
338. Meeting the Needs of Learners in the Middle Grades Environment (2) F
Various issues and topics associated with the teaching of young adolescents are explored. Relevant theories will be discussed with appropriate strategies for implementation in the middle grades classroom. The importance of engaging the adolescent in his or her own learning to ensure student success will be emphasized. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.
340. Comprehending Text (1) F
Corequisites: EDU 440
This class emphasizes the importance of instruction in reading, writing, speaking, listening, and language as a shared responsibility within a school. Strategies that support students in their abilities to comprehend informational text independently in a variety of content areas are reinforced.
358. Psychological Foundations of Education (3) F, S
Prerequisite: PSY 213
This course focuses on the psychological foundations of education. How people learn is a foundational understanding for teaching. Principles of learning that describe what factors are vital, and theories of learning that describe why the factors are important will guide the course instruction. Physiological underpinnings in brain-based teaching are examined. Ten hours of focused observation at an assigned local school are required.
417. Teaching Art in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
A materials and methods course in the teaching of art.
418. Teaching Science in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
A course for those who plan to teach biology, physics, or chemistry in secondary school.
419. Teaching Business in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
A materials and methods course in the teaching of general business subjects in secondary school.
420. Teaching English in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
Methods and materials used in teaching English.
421. Teaching Health and Physical Education in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
A course to prepare the student to carry out the health and physical education program at the secondary level.

422. Teaching Mathematics in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440 and MAT 211
Methods for high school teachers of mathematics.
423. Teaching Modern Language in the Secondary School (3) F
Prerequisite: EPP and Internship Admission, 6 hours of UL language credit.
Corequisite: EDU 440
A study of principles, practices, and methods of teaching modern languages in secondary school.
424. Teaching Music in Secondary School (3) S
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
Methods and materials for those who plan to teach public school music and instrumental music in middle and high school.
425. Teaching Social Studies in Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
Materials and methods for teaching social studies.
426. Teaching Speech and Theatre Arts (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
Materials and methods for teaching speech and theatre arts
440. Internship I (4) F
This clinical experience provides the opportunity to implement theories from professional education classes to practice in the classroom. While enrolled in Internship I, students will be enrolled in professional education classes that include best practice in teaching, effective assessment of learning, classroom management, integration of technology, reflecting on teaching and learning, and communication with students and all stakeholders.
441. Internship II (14) S
Corequisite: EDU 451
In this clinical experience students will fulfill the role of a lead teacher in collaboration with their Mentors for an entire semester. Interns will be assigned a University coach who will observe and evaluate the teacher candidate during instructional time throughout the semester. The coach, intern, and mentor teacher will collaborate to support the intern's development of the three roles of the teacher: relater, scholar, and practitioner.
451. Problem-based Seminar (2) S
Corequisite: EDU 441
This seminar provides interns an environment to discuss and respond to relevant issues in their Internship II classroom. Interns will be given the opportunity to pose questions within their placement school and explore ideas and practices to support their understanding of effective classroom teaching. Interns will reflect on their development as relaters, scholars, and practitioners.

Course Offerings in Special Education (SE)

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

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

230. Learning in Diverse Classrooms (3) F, W, S, Su
Prerequisite: PSY 213. Reciprocal credit: PSY 230
Students will explore special education legislation regarding the rights of persons with disabilities and the effect on our educational system and society. The types of exceptionalities and the physical, mental, emotional, and social traits of individuals with disabilities will be explored as well as effective strategies for meeting their needs. Consideration

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.

180-280-380-480. Study Abroad Programs (1-4) As Needed

All courses and their application 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.

THE UNION EDGE PROGRAM

SCHOOL OF EDUCATION

Program Leadership

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

Kevin Ung (2015). Assistant Director of The Union EDGE Program. B.S., Union University; M.A., Wheaton College.

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.

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 are then 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 semester hours each semester, 6 semester hours of Life Skills Courses and 6 semester hours of Union course audits.

Course Audits: Union EDGE students enroll in two regular college courses each semester as course audits for credit toward a certificate – 48 credit hours to graduate

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)

Financial Information

Tuition for Union's EDGE Program per year
(fall and spring semesters) 2015-2016. . . \$15,000
Room and Board see page 38 of the catalogue
Application Fee. \$50
General Student Service Fee (12 hrs. or more) \$505

Financial Assistance

Union EDGE students may seek the STEP UP scholarship provided by lottery funds (equivalent to the Hope Scholarship). Once Union University becomes a Comprehensive Transition Program through the federal government, students may qualify for federal grants. The Union EDGE Program has begun this process.

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 framework for decision making. Students will also move to 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."

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 115

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.

116. Life Skills IV: Introduction to Daily Technology and Finance (3) F
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) S
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 more independent approach to completing assignments in academic classrooms and internship sites.

125. Life Skills VI: Utilizing Technology and Community Resources (3) F
Pre-requisites: LFS 110 and 115
Co-requisite: LFS 120

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 120 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 120 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.