

SCHOOL OF EDUCATION

COLLEGE OF EDUCATION

Program Directors

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

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

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

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

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

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

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

Faculty

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

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.

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

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

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.

Thomas R. Rosebrough (1996). University Professor of Education. B.A., M.A., and Ph.D., Ohio State University.

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

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., Trevecca Nazarene University; M.S., University of Tennessee – Knoxville.

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

Christy Wyatt (1998). Coordinator, Graduate Studies in Education—Jackson.

Mission Statement

The mission of the School of Education is to prepare educators of character and competence who reflect Christ as they serve and lead in their schools and communities. 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.

Curriculum

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

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

Teaching candidates who desire to serve typically developing elementary age students also have another option. They may choose a "four plus one" option, which includes a bachelor's degree and the Intensive Licensure Master of Arts in Education degree. They may choose to major in a school content area such as science (biology, chemistry, physics), mathematics, social studies (history, government), or language arts (English, languages, TESL) with a minor in another content area for their four-year studies, graduate with the bachelor's degree, and move immediately into the M.A.Ed.

Major in Special Education with Discipline-
Specific Honors
Application Timeline/Process

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

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

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 techniques, as well as the needs, the law, mainstreaming, and the emotional

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.

Diana Bawcum (2016). Coordinator of Community Resources. B.S. and M.S.W., Union University.

Financial Information

Tuition for Union's EDGE Program per year
(fall and spring semesters) 2017-2018. . . \$15,500
Room and Board see page 38 of the catalogue
Application Fee. \$50
General Student Service Fee (12 hrs. or more) \$515
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.

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."

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.

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,

116. Life2Skills II: First StepVepsUrs tooicegy