

# SCHOOL OF EDUCATION

## COLLEGE OF EDUCATION

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### 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.

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 languages (French, Spanish, Chinese, Japanese, Korean, Arabic, Russian, etc.).

- Choose two courses from the list below according to research interest:
  - SE 306 (Mathematics, Science, and Social Studies for Special Populations) (4 hours)
  - SE 305 (Literacy for Special Populations) (5 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-long internship. However, honors students are expected to synthesize current requirements with the scholarly research project.

### 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.

### 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, 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.

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.

### 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.

201. Pedagogy Lab I (1) S

This pedagogy lab will offer students preparing to become elementary teachers an environment to reflect upon the ideas and perspectives learned in a co-rem7 (telT /TT23oy t.25347 T



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)

( ) 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 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 (5) 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.
306. Math/Science/Social Studies for Special Populations (4) F  
Students will explore the content, materials, and methods of mathematics, science, and social studies 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, science, and social studies while maintaining a sensitivity to individual differences. 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.

