Instruction and University Professor of Special Education. B.S., Union University; M.Ed. and Ed.D., University of Memphis.

Matt Bowman (2018). Director of Graduate Admissions and Recruitment. B.S., Union University; M.A., Liberty University.

April Cleaves (2022). Program Coordinator, School of Education and School of Theology and Missions–Germantown Campus. B.I.S., University of Tennessee at Martin.

Marcia Joyner (2010). Coordinator for Educational Leadership Programs–Jackson, School of Education.

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.

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.

Teresa Tritt (2018). Director for Educator Preparation and Progress[illegible] and 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.

With Christ as our center, we develop educational leaders whose mission is to transform lives.

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 Tf 0 Tw 10 0 0 10 54 387.055 .q55 Tm (SE 305,e.053iccl7f70 64 Tm5 (eiMcf ccl7f70

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

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.

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

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.

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."

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.

General Student Service Fee (12 hrs. or more) $615
Registration/Orientation Fee. $150

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.

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. Specifics 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.

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.

Teresa Tritt (2018). Director for Educator Preparation and Associate Professor of Education. B.S., Lambuth University; M.A.Ed., Ed.S., and Ed.D., Union University.

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.

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

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.

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.*

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.

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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