

SCHOOL OF EDUCATION

COLLEGE OF EDUCATION

Program Directors

Nancy Cherry(2005). Acting Associate Dean, Chair,
Department of Teaching and Learning, Professor of Education,

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.

- 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 Director of Educator Preparation.
 - B. Courses required of all Teaching and Learning majors:
 - 1. EDU 150, EDU 201, EDU 202, EDU 305
 - 2. EDU 306, EDU 331, EDU 332, EDU 337 (option of adding EC Pre-K–3 endorsement) or EDU 338
 - 3. EDU 440, EDU 441, EDU 451
- II. Major in Interdisciplinary Studies (non-licensure)—37 hours
 - A. GEO 215 or 216
 - B. HIS 102, MAT 111, MAT 114, PHY 112,
 - C. EDU 358; 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—35 hours
 - A. EDU 150, 201, 202, 305, 358, 440, 441, 451
 - B. PSY 324; SOC 325
- V. Secondary Education Professional Core—39 hours
 - A. EDU 150, 305, 306, 340, 358, 440, 441, 451 – 30 hours
 - B. PSY 213; SE 230 – 6 hours
 - C. Specific-Content Methods Courses – 3 hours

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

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

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

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