
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). Director for the Doctor of Education in Higher Education Leadership, Director for Thomas R. Rosebrough Center for Educational Practice, and Assistant Professor. B.S.B.A., Union University; MBA, 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.

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

Megan Salemi (2020). Director of M.U.Ed. Program. B.A., Rhodes College; M.A.T., University of Memphis; Ed.S. and Ed.D., Union 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.

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.

Mandy Cates (2018). 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.

Ann Singleton (1985). Associate Provost and Dean for 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) and Ph.D., Vanderbilt University.

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

Jill Lofton (2018). Director for Marketing and Recruitment. B.A., University of Tennessee, Martin; M.A.Ed., Union University.

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

Quinette Tukes (2019). Graduate Program Coordinator–Germantown. B.S., Olivet Nazarene University; M.S., Eastern Illinois University; A.B.D., Indiana State University.

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

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

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.

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 Educator Preparation Program Director.

B. Courses required of all Teaching and Learning majors:

1. EDU 150, EDU 202, EDU 210, EDU 302, EDU 305
2. EDU 306, EDU 309, EDU 331, EDU 337 (option of adding EC Pre-K–3 endorsement) or EDU 312, EDU 304, EDU 307
3. EDU 440, EDU 441, EDU 451

II. Major in Interdisciplinary Studies (non-licensure)–37 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–30 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 –35 hours

A. EDU 150, 202, 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 hours

B. PSY 213; SE 230 – 6 hours

C. Specific-Content Methods Course – 3 hours

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:

- EDU 305 (Planning for Student Achievement in Diverse Classrooms) (2 hours)
- EDU 202 (Pedagogy Laboratory II) (1 hour)
- EDU 331 (Literacy in Diverse Classrooms) (4 hours)
- SE 311 (Math for Special Populations) (4 hours)
- EDU 440 (Internship I) (4 hours)
- EDU 441 (Internship II) for completion of the honors project

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 311 (Mathematics for Special Populations) (4 hours)
 - SE 305 (Literacy for Special Populations) (4 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

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.

Students in their junior and senior year must satisfy Honors colloquium requirements as determined and published by the directors of the Honors Community.

Admission to and continuation in the Educator Preparation Program, the PRAXIS II examination, and edTPA are integral parts of the assessment of Education majors.

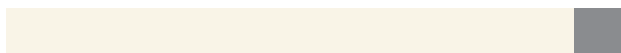
Kappa Delta Pi, international Honor Society in Education, is dedicated to scholarship and excellence in education.

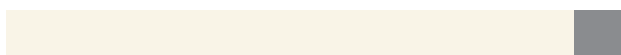
The **Student Tennessee Education Association** is composed of students on the campus who are preparing to teach. Its purpose is to offer its members all the opportunities, responsibilities, and privileges of the National Education Association and the Tennessee Education Association and to acquaint future teachers with the history, ethics, and program of the organized teaching profession.

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.

150. Foundations of American Education (2) F, S

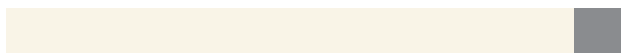
Historical, philosophical, and sociological bases underlying the development of American educational institutions. The role of the schools, aims of education, and role of state, local, and federal agencies will be emphasized. 20-hour field experience required.





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



() 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

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 (4) 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.

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.

311. Teaching Math for Special Populations (4)

Students will explore the content, materials, and methods of mathematics 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 while maintaining a sensitivity to individual differences. This 4 (lecqn)74nvidualis 4 (lecaang (en-US)/MCID 15878 BDC BT0 Tc 0.118 Tw 1an & 0 0 10 54 299.25 Tm[p