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.


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

Robin Henderson (2010). Associate Professor of Education and Director of the M.U.Ed. Program—Germantown. B.S., Butler University; M.S., Indiana University-Purdue University at Indianapolis; Ph.D., Ball State University.

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.

Eric Marvin (2010). Assistant Dean of Graduate Studies—Hendersonville, 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.

Stephen Marvin (2007). Assistant Dean of Graduate Studies—Germantown and Associate Professor of Education. B.A., Fresno Pacific University; M.Ed., Harding University; Ed.D., University of Arkansas.

Ann Singleton (1985) Associate Dean of Education, Chair, Department of Teaching and Learning, and Professor of Special Education. B.S., Union University; M.Ed. 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.


Carla Cushman (2014). Associate Professor of Education. B.S., Francis Marion University, M.Ed., University of South Carolina, Columbia, Ed.D., Union University.

Nancy M. Easley (1998). Associate Professor. B.A., Trinity University; M.Ed., Texas A&M University; Ed.D., University of Memphis.

Charles Lea (2008). Professor of Educational Leadership and Executive Director for the Hendersonville Campus. B.S. and M.A., Middle Tennessee State University; Ed.D., Vanderbilt University.

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.

Michael Shackleford (2010). Associate Professor of Educational Leadership. B.S., University of Memphis; M.Ed., Tennessee State University; Ed.D., Vanderbilt University.

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

Carrie L. Whaley (1997). Professor of Education. B.A., Union University; M.C.M. and M.R.E., Southwestern Baptist Theological Seminary; Ed.D., Texas Woman’s University.

Mission Statement

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-6 endorsement and includes a year-long internship. Students have the option of either the Early Childhood (PreK–3) and/or one or more of the middle grades (6–8) content areas. 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 in the areas of Modified Special Education (K-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. intensive program which begins each August and graduates candidates the following summer. In addition to earning a master's degree, candidates earn initial licensure.

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 Assistant Dean for Teacher Education and Accreditation.
B. Core required of all Teaching and Learning majors:
   1. EDU 150, EDU 201, EDU 202, EDU 305
   2. EDU 306, EDU 331, EDU 332, EDU 440, EDU 441, EDU 451
C. Select at least one additional endorsement area:
   1. Early Childhood (Pre-K–Grade 3): EDU 337
   2. Middle Grades (Grades 4–8): EDU 338

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 —32 hours
A. EDU 150, EDU 358, EDU 440, EDU 441, EDU 451
B. PSY 324

V. Secondary Education Professional Core—39 hours
A. EDU 150, 201, 202, 305, 306, 340, 358, 440, 441, 451 – 27 hours
B. PSY 213; SE 230 – 9 hours
C. Specific-Content Methods Course – 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 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)
- EDU 332 (Math, Science, and Social Studies in Diverse Classrooms) (4 hours)
- EDU 440 (Internship I) (4 hours)
- EDU 441 (Internship II) for completion of the honors project

Major in Special Education 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 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 306 (Mathematics, Science, and Social Studies for Special Populations) (3 hours)
  SE 305 (Literacy for Special Populations) (3 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 and the PRAXIS II examination are integral parts of the assessment of Education majors.

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 Nora Smith Barker Student Teacher 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 student teacher.

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, 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.

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.

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-requisite course, History 211, The United States to 1877. Students will develop and explore the History class content as it relates to the elementary classroom.

202. Pedagogy Lab II (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-requisite course, MAT 107, Math for Liberal Arts. Students will develop and explore the Mathematics class content as it relates to the elementary classroom.

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.

326. Developing Reading Skills in the Content Areas (3) F, W, S
Pre-requisite: EPP Admission.
Development of reading skills in content areas with emphasis on the study skills used in middle and secondary school programs. Requires 25 clock hours of classroom work under the supervision of the classroom teacher and a college supervisor. Required of secondary education students.

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.

333. Meeting the Needs of Learners in the Early Childhood Environment (2) F
Students will have the opportunity to develop sensitivity to the cognitive and creative development of infants and young children, as well as knowledge of current diagnostic and assessment strategies which are supportive of the child and family. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

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 in his or her own learning to ensure student success will be emphasized. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

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.

417. Teaching Art in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
A materials and methods course in the teaching of art.

418. Teaching Science in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
A course for those who plan to teach biology, physics, or chemistry in secondary school.

419. Teaching Business in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
A materials and methods course in the teaching of general business subjects in secondary school.

420. Teaching English in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
Methods and materials used in teaching English.

421. Teaching Health and Physical Education in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440
A course to prepare the student to carry out the health and physical education program at the secondary level.

422. Teaching Mathematics in the Secondary School (3) F
Prerequisite: EPP and Internship Admission.
Corequisite: EDU 440 and MAT 211
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.
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 psychometric testing will be presented. The student will be able to transform the assessment data into programmatic guidelines for instructional objectives. This course is taught as a part of a year-long internship and provides students with opportunities to engage in experiential learning.

179-279-379-479. External Domestic Study Programs (1-3) As Needed
All courses and their applications must be defined and approved prior to registering.

180-280-380-480. Study Abroad Programs (1-4) As Needed
All courses and their application must be defined and approved prior to travel.

195-6-7. Special Studies (1-4) On Demand
295-6-7. Special Studies (1-4) On Demand
Lower-level group studies which do not appear in the regular departmental offerings.
Program Leadership
Jennifer A. Graves (2015). Director of The Union EDGE Program. B.S., Union University; M.S., University of Memphis.

Program Description
The Union EDGE is a comprehensive 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.

Program Purpose
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.”

Program Admission
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. Completed application, including:
   • Work history
   • Medical history
   • Personal support inventory
   • Questionnaire
   • Letters of recommendation (2)
   • High school transcript
   • Individualized Education Plan (IEP)
   • Psycho-educational evaluation
   • Application Fee ($50)
2. Interview: Students who score high enough on the application may be invited for an interview that includes question/answer, reading assessment, writing assessment, problem solving assessment, math skills assessment, and determination of ability to follow rules and be a good sport.
3. Trial Day on Campus: Students who score high enough on the interview are then invited to a trial day on campus.

Final admission decisions are made by the Director and EDGE Admissions Committee composed of School of Education faculty.

Curriculum
EDGE students register for 12 semester hours each semester, 6 semester hours of Life Skills Courses and 6 semester hours of Union course audits.

Course Audits: Union EDGE students enroll in two regular college courses each semester as course audits for credit toward a certificate – 48 credit hours to graduate. The EDGE program director works with faculty to develop an education plan for each student.

Life Skills Courses: Students enroll in two life skills courses each semester that focus on training in life skills and career development, including topics such as technology, resume’ writing/interviewing, use of social media, banking, cooking, social skills, safety, and job skills.

EDGE Certificate Requirement: 48 Hours
I. Life Skills Course Requirements – 24 hours
   LFS 101, 105, 110, 115, 120, 125, 130, 201
II. Electives – 24 hours from audits of regular college courses

Additional Program Requirements
Internships and Externships: Students are partnered with an on-campus internship during the first year. During the second year, students are partnered with an off-campus externship.

Mentorship: Union EDGE Students are partnered with trained upperclassmen student mentors. Student mentors help guide EDGE program students through the Student Life experience by inviting them to lunch, to student programing and athletic events, and other residence life activities.

Program Assessment
EDGE Program participants will be reassessed each year for progress using an assessment tool to track their growth on social, behavioral, and vocational tasks as well as academic standing.
**Financial Information**

Tuition for Union's EDGE Program per year  
(fall and spring semesters) 2015-2016 .......... $15,000  
Room and Board ............ see page 38 of the catalogue  
Application Fee ...................... $50  
General Student Service Fee (12 hrs. or more) ...$495

**Financial Assistance**

Union EDGE students may seek the STEP UP scholarship provided by lottery funds (equivalent to the Hope Scholarship). Once Union University becomes a Comprehensive Transition Program through the federal government, students may qualify for federal grants. The Union EDGE Program has begun this process.

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**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 115  
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.

115. Life Skills IV: Advanced Steps to Independent Living Skills (3) S  
Pre-requisites: LFS 101 and 105  
Co-requisite: LFS 110  
In this first year course, Union EDGE students will further develop their understanding of a healthy lifestyle. Specific 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.

120. Life Skills V: Introduction to Daily Technology and Finance (3) F  
Pre-requisites: LFS 110 and 115  
Co-requisite: LFS 125  
In this second 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.

125. Life Skills VI: Utilizing Technology and Community Resources (3) F  
Pre-requisites: LFS 110 and 115  
Co-requisite: LFS 120  
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 120 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 120 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.