

EDUCATOR PREPARATION PROGRAM

SCHOOL OF EDUCATION

Program Leadership

(1998). Assistant Professor of Education and Director for Clinical Experiences. B.S., University of Alabama; M.Ed., University of Memphis. Additional study, Cumberland University.

Conceptual Framework: A Teacher-Student Dynamic of Sensitivity, Reflection and Faith

Mission Statement

The mission of the Educator Preparation Program is to prepare highly effective educators within an environment of sensitivity, reflection, and faith.

Effective educators demonstrate knowledge in their respective fields, sensitivity to students' diverse learning needs, reflection in scholarship and inquiry, motivation of their students' becoming life-long learners, and a careful examination of their worldview and integration of the fruit of the Spirit (Galatians 5:22-23).

Candidate Outcomes

1. Knowledge of Learners. Candidates as teacher-practitioners design and implement instruction in consideration of the typical cognitive, linguistic, social, emotional, and physical development of children and adolescents and responsive to individual needs.
2. Diverse Learners. Candidates as teacher-relaters respect diverse cultures and the wide range of individual abilities by establishing inclusive learning environments that maintain high expectations for all.
3. Learning Environments. Candidates as teacher-relaters create respectful, collaborative, and engaging learning environments that communicate the Christ-modeled worth and potential of each individual.
4. Content Knowledge. Candidates as teacher-scholars demonstrate academic competence in the central concepts, tools of inquiry, and structures of their discipline(s) and design instruction that makes content accessible and meaningful to facilitate content mastery.
5. Content to Critical Thinking. Candidates as teacher-practitioners engage learners in critical thinking, creativity, and problem-solving by integrating concepts of the discipline(s) from different viewpoints relevant to local and global issues.
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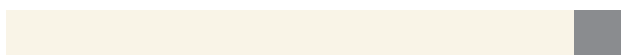
year. During Internship I in the fall semester, the student will be in the classroom two or three days a week while taking professional education coursework on campus the other days. This schedule will allow the student to move seamlessly from theory into practice. During Internship II, which begins when the placement school starts in January and continues through the spring semester, the student will be in the same classroom all day, every day. The student will take Problems-based Seminar during Internship II during which discussions will focus on current issues in today's classrooms. Several out-of-classroom days occur during the internship to allow the student to experience a variety of school settings and grade levels.

Admission To and Continuation In The EPP And Admission To Internship

Undergraduate students must meet the following requirements for admission to the Educator Preparation Program:

1. Minimum of 24 semester hours in general education.
2. Minimum GPA of 3.0 in all course work at Union University.
3. Interview with the Teacher Education Screening Committee.
4. Two dispositional evaluations completed in EDU 150.
5. Field experience in education at the appropriate grade level; field experience acquired through transfer credit must be verified with a course description or syllabus indicating the total hours completed and the placement.
6. Prior to placement in any field experience, each teacher candidate must submit to a criminal background check and fingerprinting completed by the T.B.I. in accordance with TN law. The cost is the responsibility of the teacher candidate. For procedures, see
7. Satisfactory scores on the Core Academic Skills for Educators (CORE) tests (Reading = 156, Writing = 162, Math = 150), or ACT (Composite of 22e), or SAT (R) (Combined score of 1020).
8. Approval of the School of Education.
9. Approval of the EPP Council (EPPC).

EDU 150, Foundations of American Education, should be taken during the fall or spring semester of the freshman year or during the first semester after transfer. The application to the EPP is submitted during this course and a 20-hour field experience in an approved setting is also completed. By completing the admission process early in the college career, a student is ready to apply for the internship in the fall one year before Internship I. A student who has transferred the equivalent of EDU 150 should make application to the EPP through the Office of Educator Preparation immediately upon entrance to Union.



Complete the Physical Education and Health major as outlined in the Dept. of Physical Education, Wellness, and Sport section of the _____ for licensure, plus the Secondary Professional Education. This program leads to dual endorsements in PE K–12 and Health K–12.

Complete the History major as outlined in the Dept. of History section of the _____ for licensure, plus the Secondary Professional Education.

Complete the Business Administration major with concentration in Marketing as outlined in the McAfee School of Business section of the _____ for licensure, plus the Secondary Professional Education. This program leads to dual endorsements in Marketing 6–12 and Business Education 6–12.

Complete the Mathematics major as outlined in the Dept. of Mathematics section of the _____ for licensure, plus the Secondary Professional Education.

Complete the Bachelor of Music degree core with emphasis in Music Education, Track for Instrumental/Band Instructor as outlined in the Dept. of Music section of the _____ plus the Secondary Professional Education Core.