

EDUCATOR PREPARATION PROGRAM

SCHOOL OF EDUCATION

Program Leadership

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 Cate (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.

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

Description of the Statement 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.
6. Assessment, Reflection, Response. Candidates as teacher-practitioners use multiple assessment strategies to evaluate learning in the classroom and to empower the learner to reflect and improve.
7. Planning. Candidates as teacher-scholars and practitioners use content, pedagogical, and cultural knowledge to plan instruction that is rigorous, personal, and differentiated to the learner by providing for students a clear linkage between critical content, meaningful assessment, and purposeful, engaging instructional approaches.
8. Instructional Strategies. Candidates as teacher-practitioners demonstrate knowledge and use of a variety of effective teaching methods that promote deep understanding of content, its connections to other disciplines, and its meaningful application to their modern world.
9. Professional Learning and Ethical Practice. Candidates as teacher-practitioners are immersed in professional learning, demonstrate their ability to reflect on practice and choices, and are responsive to input from mentors, faculty, and cooperating teachers to adapt instruction for improved learner outcomes.
10. Leadership and Collaboration. Candidates as teacher-relaters demonstrate leadership by assuming responsibilities for instruction and learning in the classroom, collaborating with all stakeholders to ensure learner growth, and showing evidence of the potential for and interest in future leadership roles beyond the classroom.

NCATE Accreditation

(Under Legacy Standards)

The Educator Preparation Provider is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., N.W., Suite 500, Washington, DC 20036; phone 202-466-7496. This accreditation covers initial educator preparation providers and advanced educator providers.

Profile of the Educator Preparation Program

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.

Internship I and II

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

routine activities. The knowledge and skills introduced in course work will be refined in the early field experiences. Programs of study for each endorsement area are as follows:

Proof of professional liability insurance is required of all students enrolled in courses with field experiences. 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.

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.

Biology 6–12
Complete the Biology major as outlined in the Department of Biology section of the *Catalogue* for licensure, plus the Secondary Professional Education.

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.

Financial Information

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*.

Programs of Study in Educator Preparation

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. Consult your academic advisor for specific courses and four-year programs of study.

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 Health 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

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

Mathematics 6–12

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

Music Education, Instrumental K–12

Complete the Bachelor of Music degree core with a concentration in Music Education, Track for Instrumental/Band as outlined in the Dept. of Music section of the *Catalogue* for licensure, plus the Secondary Professional Education Core.

Music Education, Vocal/General Music K–12

Complete the Bachelor of Music degree core with a concentration in Music Education, Track for General/Choral Instruction as outlined in the Dept. of Music section of the *Catalogue* for licensure, plus the Secondary Professional Education Core.

Physical Education K–12

Complete the major in Physical Education and Health as outlined in the Dept. of Physical Education, Wellness, and Sport section of the *Catalogue* for licensure, plus the Secondary Professional Education.

Physics 6–12

Complete the Physics or Physical Science major as outlined in the Dept. of Physics section of the *Catalogue* for licensure, plus the Secondary Professional Education.

School Social Worker, PreK–12

Complete the major in Social Work to include SW 340 and complete SW 490 in a school setting, as outlined in the Social Work section of the *Catalogue*.

Spanish PreK–12

Complete the Spanish major, Teacher Education track, as outlined in the Dept. of Language section of the *Catalogue*.