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

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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).

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, diverse cultures and the wide range of individual abilities by establishing inclusive learning environments that maintain high expectations for all.
2. Diverse Learners. Candidates as teacher-relaters create respectful, collaborative, and engaging learning environments that communicate the Christ-modeled worth and potential of each individual.
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 strategies.
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.

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.

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 appropriate to the grade range of the license. Internship I will

it is strongly recommended that the student repeat courses that caused the GPA to fall below the minimum required. When the GPA is at or above the minimum, the student will be submitted for readmission to the EPP.

As is required by national standards and by the Tennessee State Department of Education guidelines, early field experiences are a vital part of the EPP at Union. The purpose of these early field experiences is to introduce the prospective teacher to a variety of school settings, learners, and routine activities. The knowledge and skills introduced in course work will be refined in the early field experiences.

*Proof of professional liability insurance is required of all students enrolled in courses with field experiences, including the year-long internship.* 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.

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.

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.

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*.

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

Programs of study for each endorsement area are as follows:

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.

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

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 PE K-12 and Health K-12.

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