

# UNION UNIVERSITY TEACHER EDUCATION PROGRAM HANDBOOK 2009-2010

## Volume I: Admission, Policies, & Programs



### *A Teacher-Student Dynamic of Sensitivity, Reflection, and Faith*

**NCATE**

The Standard of Excellence  
in Teacher Preparation

Revised August, 2009

## Table of Contents

Purpose of the Handbook .....	3
Mission Statement of Union University .....	3
Mission Statement of the Teacher Education Program.....	3
Goals of the Teacher Education Program .....	4
NCATE Accreditation.....	4
Conceptual Framework .....	4
References .....	7
Professional Education Unit.....	8
Endorsement Areas (Initial and Additional) offered at Union University .....	9
Accommodation Statement .....	9
Dispositions of Teacher Candidates .....	10
Admission and Maintenance Requirements and Admission to Student Teaching	
Undergraduate Requirements .....	11
Undergraduate Checklist.....	13
Evaluation for Continuation in the Teacher Education Program.....	15
Post-baccalaureate Requirements.....	16
Post-baccalaureate Checklist.....	19
Academic Policies	
Minimum GPA requirements .....	21
Early field experiences .....	21
Attendance .....	21
Appeals .....	21
Assessment of student outcomes .....	21
Passage of Standardized Tests and Employment.....	22
Additional endorsements.....	22
Financial Information	
Undergraduate tuition .....	22
Graduate tuition .....	22
Liability insurance.....	22
Materials fee per semester.....	23
Student teaching fee .....	23
Student Services/General Information	
Academic advisor.....	23
Practicum/Internship/Student teaching supervision .....	23
Assistant Dean for Teacher Education and Accreditation .....	23
Director of Clinical Experiences .....	23
Director of Counseling Services.....	24
Courses of Study .....	24
Courses Offered .....	24
Dress Code for Candidates Engaged in Field Experiences.....	25
Union’s Approach to Classroom Management.....	26
Student Teacher Disciplinary Procedures.....	27
International Student Teaching.....	29
Administration and Staff of the Teacher Education Unit .....	31
Appendix: Additional Endorsements .....	35



**UNION UNIVERSITY**  
**TEACHER EDUCATION PROGRAM**  
*A Teacher-Student Dynamic of Sensitivity, Reflection and Faith*

**PURPOSE OF THE HANDBOOK**

The purpose of the Teacher Education Handbook is to guide the candidate through the Teacher Education Program (TEP). While the ultimate responsibility for completion of the program lies with the candidate and official records are maintained in the Registrar's office and in the office of the Assistant Dean for Teacher Education & Accreditation, the academic advisor provides guidance and assistance in maintaining accurate records.

This handbook also provides the conceptual framework for the TEP at Union University, along with processes, policies and procedures which govern the TEP.

The offices of the Dean of the College of Education and Human Studies and the Assistant Dean for Teacher Education & Accreditation are located in the School of Education in the Blasingame Academic Complex (BAC). The telephone number is (901)661-5372. The Instructional Materials Laboratory is located in BAC-51; the lab has materials and resources available for candidates to create teaching materials for courses, projects, and field experiences.

**This handbook should be kept for future reference through the student teaching semester.**

**MISSION STATEMENT OF UNION UNIVERSITY**

The mission of Union University, a higher education institution of the Tennessee Baptist Convention, is to provide quality undergraduate and graduate education to students of qualified preparation and good character in ways consistent with the following guiding principles:

- *Union University must be excellence-driven*
- *Union University must be Christ-centered*
- *Union University must be people-focused*
- *Union University must be future-directed*

**MISSION STATEMENT OF THE TEACHER EDUCATION PROGRAM**

The mission of the Teacher Education 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).

## GOALS OF THE TEACHER EDUCATION PROGRAM

On completion of the Teacher Education Program, students will have developed:

- 1) Understanding of the growth and development of children and adolescents and sensitivity to their diverse learning needs;
- 2) Academic competence in a broad base of general education and in a major appropriate for the licensure sought;
- 3) Knowledge of a variety of effective teaching methods and materials which utilize skills that effectively apply content knowledge and knowledge of children and adolescents to the learning environment;
- 4) Ability to create a learning environment that encourages interaction, engagement, and self-motivation among students, colleagues, parents, and community;
- 5) Use of appropriate assessment strategies to evaluate the learner and reflect on instruction, assessment, and evaluation to improve teaching and learning;
- 6) Awareness that teachers need continuing professional growth to remain effective and desire to pursue further study;
- 7) Knowledge of the ethical and professional responsibilities of teachers based on a Christian worldview and an understanding of the teacher's role as a leader in the community.

## NCATE ACCREDITATION

The Teacher Education Program at Union University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone 202-466-7496. This accreditation covers initial teacher preparation programs and advanced educator programs.

## CONCEPTUAL FRAMEWORK

### *A Teacher-Student Dynamic of Sensitivity, Reflection, and Faith*

The conceptual framework which guides the Teacher Education Unit is derived from the institutional mission of the university as stated previously and is founded upon established and contemporary research, the wisdom of practice, and emerging education policies and practices. The framework shapes Union's commitment to prepare its students to be highly effective classroom teachers.

The *Conceptual Framework* for Union's Teacher Education Program is "*A Teacher-Student Dynamic of Sensitivity, Reflection, and Faith*." First, there is recognition that the relationship between a teacher and a student is **dynamic**. This word connotes energy and action, not passivity. A dynamic is a cooperative and collaborative relationship as well; one where the teacher is a learner and the student is a practitioner. This relationship is also an attitude. As Dewey (1938) expressed in his summary work, *Experience and Education*, "the most important attitude that can be formed is that of desire to go on learning" (p. 48). It is the hope and desire of the Teacher Education Program that Union's teachers are prepared to foster in their students this

attitude of enthusiasm for life-long learning. The dynamic is also highly repetitive. Philip Jackson (1968) suggests that elementary teachers engage in as many as 1000 personal interactions each day. Most of these interactions involve minor as well as major decisions.

The three distinct facets of the conceptual framework are sensitivity, reflection, and faith.

**Sensitivity** has many dimensions because it is attitudinal. The good news is that it can be taught as a concept and skill. Many authors and researchers in the “brain learning” field have called for an emotionally safe learning environment for optimum learning to take place (Howard, 1994; Jensen, 1998; McGaugh et al., 1993). When a child feels intimidated in the classroom environment, an overproduction of noradrenalin causes that child to focus attention on self-protection instead of learning. Sensitivity also involves the teacher’s ability to orchestrate learning where students experience appropriate levels of challenge (Tomlinson and Kalbfleisch, 1998). If the curriculum is well beyond the students’ readiness levels, interests, and/or learning profiles, the brain overproduces "stress hormones," neurotransmitters that impede learning (Koob, Cole, Swerdlow & leMoal, 1990). Conversely, if the classroom environment is tedious and boring--beneath the student’s level of readiness and interest--the brain is not inclined to engage and consequently responds with apathy (Shultz, Dayan, & Montague, 1997). A sensitive teacher knows students to the point of discernment of the difference between a challenge and a frustration and between active engagement and tedium.

**Reflection** is also multi-faceted. Howard Gardner (1993) has labeled it as "intrapersonal intelligence." Armstrong (1994) describes intrapersonal intelligence as:

Self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one’s strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem. (p. 3)

Multiple Intelligence theory suggests that intrapersonal intelligence can be taught through a variety of means: providing space and time for student privacy, allowing authentic choice in how they are to learn, developing self-paced projects.

Another dimension of reflection is inquiry and reflective thinking. As a nation, American educators and other citizens have always wanted schools to teach thinking. Dewey (1916) approached the teaching of thinking through problem-solving. He defined a problem as anything that gives rise to doubt and uncertainty and posed two criteria: (1) the problems to be studied had to be important to the culture, and (2) the problems had to be important and relevant to the student. Beyer (1971) described the role of the teacher in inquiry teaching as (1) posing a meaningful problem, and (2) providing the resources with which the students can solve the problem. This role is a major paradigm shift for many teachers.

Yet another aspect of reflection is understanding. One set of curriculum specialists use the term to mean that a student goes beyond textbook knowledge to really "gets it." Wiggins and McTighe (1998) says that understanding involves sophisticated insights and abilities, that knowledge and skill do not automatically lead to understanding, and that misunderstanding is a

6 (2009-2010)

bigger problem than most realize. The authors suggest designing or redesigning curriculum to make student understanding more likely.

**Faith** undergirds all that Union University seeks to accomplish in its classrooms. Union's teacher education students have the opportunity to tap into a holistic education which includes the spiritual dimension. James Sire (1997) contrasts a writing from Stephen Crane on the plight of late 20th century human beings:

A man said to the universe:  
"Sir, I exist."  
"However," replied the universe,  
"The fact has not created in me  
A sense of obligation."

How different this is from the words of the ancient psalmist (Psalm 8) who looked around himself and up to God and wrote:

O Lord, our Lord,  
How majestic is thy name in all the earth!

Life can be seen as a struggle to discover one's faith, worldview and beliefs about reality. At Union, teacher education balances its conceptual framework on faith. The university wants to nurture belief in God and His Son, Jesus Christ. It also desires that its students will be "overcomers" in life through the power of God's spirit. This ability is surely relevant as teachers seek to be sensitive and reflective in their classrooms. It is also vital that students form a consciousness of not only their own way of thought (their own worldview), but also that of other people so that they can understand and communicate with others in a pluralistic society.

Teacher educators and other faculty at Union strive to create classroom environments that integrate the Christian faith with learning. Do Christians indeed view life and learning from a different perspective than non-Christians? Should they? The university's statement of purpose emphatically answers "yes." How do teacher educators and other faculty at Union communicate their faith? Some would say it is not a matter of doing but being. The university employs faculty who profess to be "Christians who are active members of an evangelical church." These faculty need to BE transparently Christian teachers who reflect attitudes and values which are in harmony with Christ's teachings.

Others would not be satisfied with "being." "Doing" in this context involves applying one's faith to one's discipline. For example, Howard Gardner admonishes that teachers need to teach all students as though they are gifted. How does this idea fit into a Christian world view? How does it resonate with the Christian faith? A worldview is a coherent frame of reference for all thought and action. One lives either an examined or unexamined life. The conceptual framework postulates that the examined life is the better choice for Union's teacher education students.

What does the dimension of faith mean in pedagogy? One aspect that seems a natural for Union's teacher graduates to embrace is character education. As Thomas Lickona says,

education has two great goals: to help people become smart and to help them become good (1993, 6-11). Union's Teacher Education Program nurtures a belief in an objective set of moral standards derived from the Bible. This non-relativistic stance provides teacher models that students need, both on the college campus and in the public school.

The late Ernest Boyer spoke and wrote with conviction about the need for fostering the *sense of the sacred* (originally Max Weber's term) in students. Boyer (1991) wrote:

I am convince that in addition to learning about religion during their (public school students') course of formal study, students should be asked to explore moral and ethical issues of great consequence; to gain perspective by putting their academic work in larger context; and, one might also hope, to develop an ethical framework of their own, which may be a derivative of religion. (p. 123)

Teaching can be seen as a holy calling in this context. Union University wants to build in and build upon faith, the sense of the sacred.

### References

- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: ASCD.
- Beyer, B. (1971). *Inquiry in the social studies classroom: A strategy for teaching*. Columbus: Charles E. Merrill.
- Boyer, Ernest (1991). Teaching about religion in the public schools. *Ernest L. Boyer: Selected speeches, 1979-1995*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, 121-128.
- Dewey, John (1916). *Democracy and education*. New York: Macmillan.
- Dewey, John (1972, reprinted from 1938 Kappa Delta Pi edition). *Experience and education*. Reprinted from 1938 Kappa Delta Pi Edition for Collier Books. New York: the Macmillan Company, 48.
- Gardner, H. (1993). *Multiple intelligences: The theory into practice*. New York: Basic Books.
- Howard, P. (1994). *The owner's manual for the brain*. Austin, TX: Leornian.
- Jackson, Phillip W. (1968). *Life in classrooms*. New York: Holt, Reinhart and Winston.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: ASCD.
- Koob, G.F., Cole, B.J., Swerdlow, N.R., & leMoal, M. (1990). *Stress, performance, and arousal: Focus on CRF*. (National Institute on Drug Abuse Research Monograph No. 97-163176). LaJolla, CA: Research Institute of Scripps Clinic, Department of Neuropharmacology.
- Lickona, T. (1993). The return of character education. *Educational Leadership*. Alexandria, VA, 6-1.
- McGaugh, J.L., Introini-Collison, I.B., Cahill, L.F., Castellano, C., Dalmaz, C., Parent, M.B., & Williams, C.L. (1993). Neuromodulatory systems and memory storage: Role of the amygdala. *Behavioral Brain Research*, 58, 81-90.
- Schulz, W., Dayan, P., Montague, P.R. (1997). A neural substrate of prediction and reward. *Science*, 275, 1593-1599.
- Sire, J.W. (1997). *The universe next door: A basic world view catalog*. Third Edition, Downers Grove, IL and Leicester, England: InterVarsity Press, 13.
- Tomlinson, C.A., Kalbfleisch, M.L. (1998). *Teach Me, Teach My Brain: A call for Differentiated*

8 (2009-2010)

Classrooms. *Educational Leadership*, 56(3), 52-55.

Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: ASCD, 5.

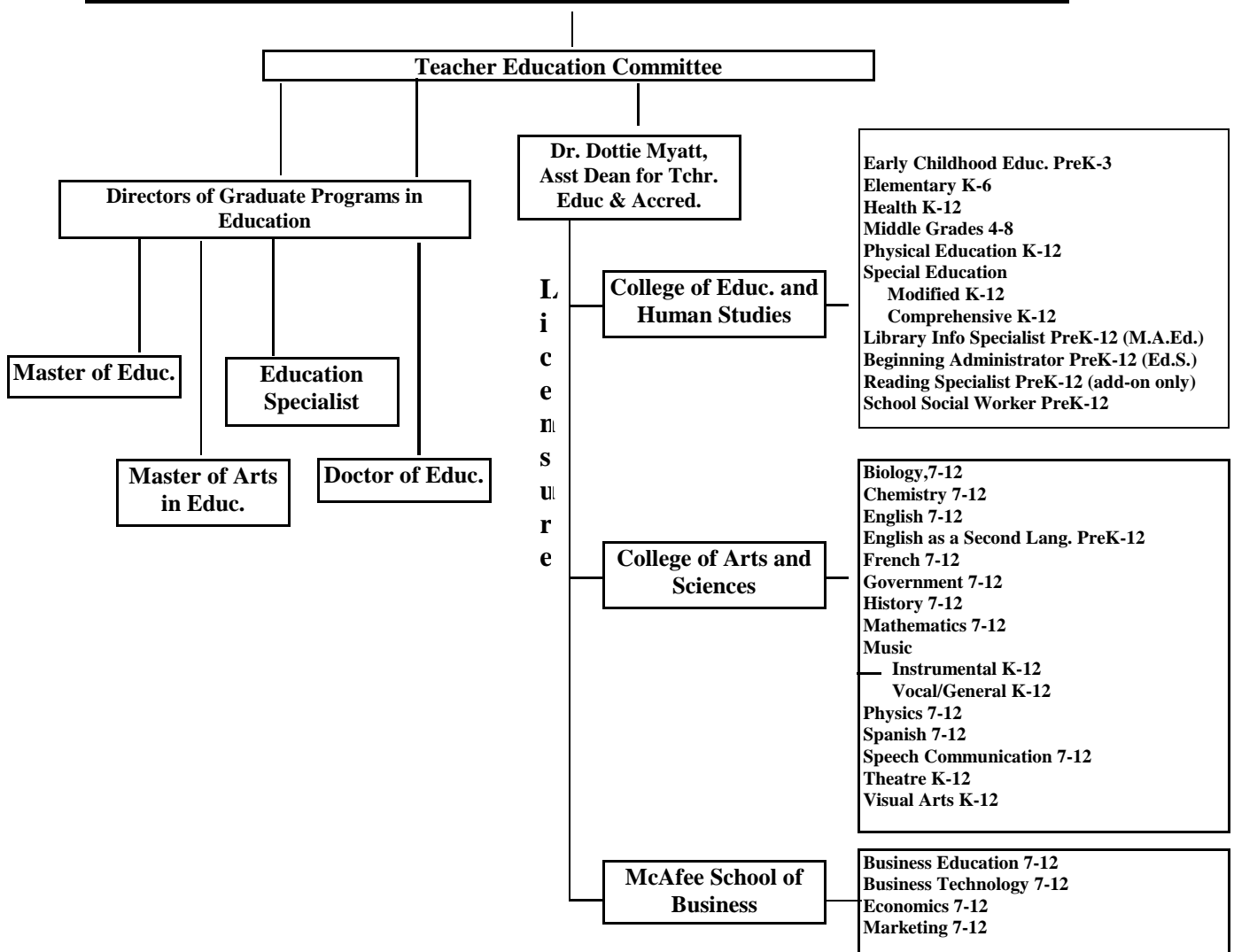
**Professional Education Unit**  
**(All Programs for the Preparation of School Personnel at Union University)**

**Board of Trustees**

**Dr. David Dockery, President**

**Dr. Carla Sanderson, Provost**

**Dr. Tom Rosebrough, Dean, College of Education and Human Studies**



## ENDORSEMENT AREAS OFFERED BY UNION UNIVERSITY

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.

**Areas of initial licensure.** Union offers initial licensure programs in the following areas:

Beginning Admin. PreK-12 (Ed.S. required)	French, 7-12	Physical Education, K-12
Biology, 7-12	Government, 7-12	Physics, 7-12
Business Educ., 7-12	Health, K-12 (as add-on to PE)	School Social Worker, PreK-12
Business Tech, 7-12 (as add-on to Bus. Educ.)	History, 7-12	Spanish, 7-12
Chemistry, 7-12	Library Info Specialist, PreK-12 (Master's required)	Special Education: Modified, K-12
Early Childhood Educ., PreK-3	Marketing, 7-12	Comprehensive, K-12
Economics, 7-12	Mathematics, 7-12	Speech Comm., 7-12
Elementary, K-6	Middle Grades, 4-8	Theatre, K-12
English, 7-12	Music Education: Vocal/General, K-12	Visual Art, K-12
Eng. as a Sec. Lang., PreK-12	Instrumental, K-12	

**Areas of additional endorsement.** Additional endorsements are available in the following areas:

Biology, 7-12	Government, 7-12	Reading Specialist, PreK-12 (3 yrs teaching experience required)
Business Educ, 7-12	Health, K-12 (as add-on to PE)	Spanish, 7-12
Business Tech, 7-12 (as add-on to Bus. Educ.)	History, 7-12	Special Education: Modified, K-12
Chemistry, 7-12	Library Info Specialist, PreK-12 (Master's degree required)	Comprehensive, K-12
Early Childhood Educ., PreK-3	Marketing, 7-12	Speech Comm., 7-12
Economics, 7-12	Mathematics, 7-12	Theatre, K-12
Elementary, K-6	Middle Grades, 4-8	Visual Art, K-12
English, 7-12	Physical Education, K-12	
Eng. as a Sec. Lang., PreK-12	Physics, 7-12	
French, 7-12		

## ACCOMMODATION STATEMENT

In compliance with the Americans with Disabilities Act, professors will make **appropriate accommodations** to meet **documented** needs. In addition, beyond the scope of ADA, there may be other accommodations that the professors would be willing to make given your individual situation or need. Please talk with the professor about your individual requests **following the first class meeting**.

## DISPOSITIONS OF TEACHER CANDIDATES

The dispositions that were determined to be critical for effective teaching and are emphasized in Union's Teacher Education Program include the following:

Effective teachers possess

- Self-control
- Kindness
- Respect for others
- Appreciation for diversity
- Positive demeanor

Effective teachers are

- Makers of ethical decisions
- Receptive to suggestions
- Sensitive
- Prompt
- Reflective

Though this list does not include all dispositions that effective teachers possess, it does include those that are perceived to be the most important. The candidate's dispositions are assessed informally throughout the program and formally in the evaluation for continuation (p. 15) in the TEP and in the final evaluation of student teaching.

## REQUIREMENTS FOR ADMISSION TO & CONTINUATION IN THE TEACHER EDUCATION PROGRAM AND ADMISSION TO STUDENT TEACHING

### UNDERGRADUATE REQUIREMENTS

**Admission to the TEP.** Undergraduate candidates must meet the following requirements for admission to the Teacher Education Program.

1. Minimum of 24 semester hours in general education. Transfer hours can count toward this requirement
2. Minimum GPA of 2.5 in all course work at Union University
3. Interview with the Teacher Education Screening Committee
4. 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
5. Satisfactory scores on the PPST (Reading=174, Math, 173, Writing=173), **or** CBT (Reading=321, Math=318, Writing=319) **or** ACT (Composite of 22e), **or** SAT (Total of 1020)
6. Approval of the first submission of the portfolio
7. Approval of the School of Education
8. Approval of the Teacher Education Committee

**Application to the TEP.** EDU 150, Foundations of American Education should be taken during the second semester of the freshman year or during the first semester at Union for transfer students. The application to the TEP 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 candidate is able to take courses that require admission to the TEP when they are offered. A candidate who has completed the equivalent of EDU 150 and the transfer of the courses has been verified by the Registrar should make application to the TEP **immediately** upon entrance to Union.

**Continuation in the TEP.** In order to remain in the TEP following admission, the candidate must maintain a GPA of 2.5 in all course work, in the major, and in the professional education core. The candidate also must successfully complete various components of the portfolio in designated courses in order to complete key assessments in the semester of student teaching. The candidate's major department will complete the *Instrument for Evaluating Candidates for Continuation in the TEP* (p. 15) during the junior year.

**Admission to student teaching.** Candidates must file an application in order to be admitted to student teaching before the posted deadline during the semester prior to student teaching. Applications are available in the School of Education. Other requirements for student teaching are as follows:

1. Minimum scores on **all** applicable portions of the Praxis II series;
2. Minimum GPA of 2.5 in all course work;
3. Minimum GPA of 2.75 in the major;
4. Minimum GPA of 2.75 in the professional education core;
5. Completion of the professional education core;
6. Lack no more than one course for completion of the endorsement requirements;
7. Recommendation from the major department; each department determines its criteria for granting a recommendation; a higher GPA in the major may be required;
8. When the student is required to complete student teaching as a part of graduation requirements, the student must have a degree audit no later than the semester prior to student teaching.
9. Approval of the Dean of Students;
10. Approval of the Teacher Education Committee.

While no courses may be taken during the semester of student teaching, student teaching seminars are held on Thursday afternoons from 3:30-5:00, and **attendance is mandatory**.

**Application for teacher licensure.** Applications for Tennessee teacher licensure are completed during a student teaching seminar and are filed with the Tennessee State Department of Education when all course work is completed.

**Teaching in other states.** To see a recent list of states with which Tennessee has reciprocity, go to <http://www.nasdtc.org/agreement.tpl> and input Tennessee. If the teacher candidate plans to seek a teaching position in another state, he/she must contact that state's Department of Education to request an out-of-state application packet. Contact information can be secured through a Google search.

**Background checks and fingerprinting.** All students desiring to enter Union University's Teacher Education Program, pursuant to the provisions of Tenn. Code Ann. § 49-5-5632, must complete the following:

1. Supply a fingerprint sample and submit to a criminal history records check by the Tennessee Bureau of Investigation;
2. Submit the signed Consent to Fingerprinting, Background Check, and Release of Information form to the Program Director; and
3. Sign an authorization and release form provided by the state Department of Education or the state Board of Education authorizing a qualified Tennessee licensed private investigator to complete a criminal history records check.

## UNDERGRADUATE CHECKLIST FOR THE TEACHER EDUCATION PROGRAM

**It is the responsibility of the candidate to complete each step of this checklist in order to be admitted to and maintained in the Teacher Education Program and to be admitted to student teaching.**

### **FRESHMAN YEAR:**

- \_\_\_\_\_ 1. Complete 24 semester hours in general education.
- \_\_\_\_\_ 2. Maintain GPA of 2.5 in all course work.
- \_\_\_\_\_ 3. Take EDU 150, Foundations of Education. Complete application to the TEP as part of this course. Begin compiling a professional portfolio.
- \_\_\_\_\_ 4. Complete background check and fingerprinting. Information available from Asst. Dean for Teacher Education.
- \_\_\_\_\_ 5. Register for the PPST if you do not already have a score of 22 on the ACT or 1020 on the SAT. Take the written PPST on the nationally-administered dates or the computerized PPST on the appointed date at Lambuth University. Acquire minimum scores on the PPST (Reading, 174; Writing, 173; Math, 173). Registration information is available at [www.ets.org/praxis](http://www.ets.org/praxis).
- \_\_\_\_\_ 6. Make appointment for the interview with the Teacher Education Screening Committee immediately when you receive the notice that it's time to sign up for the interview.
- \_\_\_\_\_ 7. Successfully complete the interview. Dress professionally and arrive a few minutes early.
- \_\_\_\_\_ 8. Complete 20-hour observation field experience that is required as part of EDU 150.
- \_\_\_\_\_ 9. Upon completion of these requirements, receive notification of admission to the TEP.
- \_\_\_\_\_ 10. Attend a LiveText workshop and submit first submission of the portfolio **while enrolled in EDU 150**.

### **SOPHOMORE YEAR:**

- \_\_\_\_\_ 11. Continue course work, maintaining a GPA of 2.5 in all course work.
- \_\_\_\_\_ 12. Maintain a GPA of 2.5 in courses that count in the major, as stated in the Catalogue.
- \_\_\_\_\_ 13. Maintain a GPA of 2.5 in courses that count in the professional core, as stated in the Catalogue.

### **JUNIOR YEAR--FIRST SEMESTER:**

- \_\_\_\_\_ 14. Make an appointment with the Asst. Dean for Teacher Education & Accreditation for a junior transcript audit.

- \_\_\_\_\_ 15. Submit various components of the portfolio when taking courses in preparation for completing key assessments while enrolled in student teaching.

**JUNIOR YEAR--SECOND SEMESTER:**

- \_\_\_\_\_ 16. Maintain an overall GPA of 2.5; 2.75 in the major; 2.75 in the professional core.
- \_\_\_\_\_ 17. Begin taking the applicable portions of the Praxis II as recommended on your junior audit. Have scores sent to Union University (Code: R1826). Register online at <http://www.ets.org>. Minimum scores on all applicable portions of the Praxis II must be attained **prior to** student teaching.

**SENIOR YEAR--FIRST SEMESTER:**

- \_\_\_\_\_ 18. Make an appointment with the Asst. Dean for Teacher Education & Accreditation for a senior transcript audit.
- \_\_\_\_\_ 19. Register for all remaining applicable portions of the Praxis II. Have scores sent to Union University (Code R1826) and the TN Dept of Educ. Register online at <http://www.ets.org>. Minimum scores on all applicable portions of the Praxis II must be attained **prior to** student teaching.
- \_\_\_\_\_ 20. Submit three copies of application for student teaching and My Journey printed from your portfolio by the posted deadline. Application available at [www.uu.edu/programs/tep](http://www.uu.edu/programs/tep).
- \_\_\_\_\_ 23. Maintain the GPA's as stated in #15. Some departments require a higher GPA in the major in order to receive a departmental recommendation to student teach.
- \_\_\_\_\_ 24. Complete courses.

**SENIOR YEAR--SECOND SEMESTER:**

- \_\_\_\_\_ 25. Student teach for the full semester.
- \_\_\_\_\_ 26. Attend weekly seminars on Thursday afternoons from 3:30-5:00.
- \_\_\_\_\_ 27. Formulate resume with help of personnel in the Office of Career Services. Submit applications for teaching jobs in desired locations.
- \_\_\_\_\_ 28. Submit final portfolio for evaluation.
- \_\_\_\_\_ 29. Begin process for seeking a teaching job.
- \_\_\_\_\_ 30. Complete application for Tennessee Teacher Licensure during one of the last seminars. This will be sent to the State Dept. of Education for you when all requirements for the degree and licensure have been completed.
- \_\_\_\_\_ 31. Attend graduation. CONGRATULATIONS!
- \_\_\_\_\_ 32. After securing the first teaching job, let the Asst. Dean for Teacher Education & Accreditation know where you are teaching or if you are available for a job when requests for recommendations for teachers are received by Union.

**INSTRUMENT FOR EVALUATING INITIAL LICENSURE CANDIDATES  
FOR  
CONTINUATION IN THE TEP**

Name of candidate \_\_\_\_\_

Current overall GPA \_\_\_\_\_ Major GPA \_\_\_\_\_ Prof Ed GPA \_\_\_\_\_

Rate the candidate from 1 (lowest) to 5 (highest) according to the knowledge (K), skill (S), disposition (D), or institutional outcome (UU #) indicated.

- |     |                                                                                                                                                                                                                                                                |   |   |   |   |   |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1.  | The candidate possesses competence in a broad base of general education and the content area appropriate to the candidate's progress in his/her program (K, UU2).                                                                                              | 1 | 2 | 3 | 4 | 5 |
| 2.  | The candidate attends all classes (D).                                                                                                                                                                                                                         | 1 | 2 | 3 | 4 | 5 |
| 3.  | The candidate is prompt in attendance, does assigned tasks within the prescribed time and considers how punctuality affects self and others. (D).                                                                                                              | 1 | 2 | 3 | 4 | 5 |
| 4.  | The candidate takes responsibility for his/her learning and professional development. (D) Possible indicators: arranging for degree/transcript audits, taking Praxis II, taking courses as directed by advisor or transcript audit, submitting portfolio, etc. | 1 | 2 | 3 | 4 | 5 |
| 5.  | The candidate exhibits positive relationships with both students and faculty at Union. (D)                                                                                                                                                                     | 1 | 2 | 3 | 4 | 5 |
| 6.  | The candidate accepts assignments with a positive attitude. (D)                                                                                                                                                                                                | 1 | 2 | 3 | 4 | 5 |
| 7.  | The candidate attends class appropriately dressed and groomed. (D).                                                                                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| 8.  | The candidate exhibits enthusiasm for the teaching profession and P-12 students (D).                                                                                                                                                                           | 1 | 2 | 3 | 4 | 5 |
| 9.  | The candidate communicates effectively in written and spoken form (S).                                                                                                                                                                                         | 1 | 2 | 3 | 4 | 5 |
| 10. | The candidate exercises good judgment and mature reasoning (D).                                                                                                                                                                                                | 1 | 2 | 3 | 4 | 5 |
| 11. | The candidate makes ethical decisions (6UU, D).                                                                                                                                                                                                                | 1 | 2 | 3 | 4 | 5 |

**Total points: \_\_\_\_/ 55    Circle one: Recommended    Not recommended**

**A total score < 33 must include explanation of steps being taken to assist candidate in improving.**

Candidate's Advisor: \_\_\_\_\_ (date)

Evaluator: \_\_\_\_\_ (date)

Evaluator: \_\_\_\_\_ (date)

## **POST-BACCALAUREATE REQUIREMENTS** **(For post-baccalaureate initial licensure)**

**Official transcripts.** Candidates who seek post-baccalaureate teacher licensure must first complete an application for admission to Graduate Studies in Education and submit a \$25.00 (non-refundable) application fee. The candidate must order official transcripts from **all** colleges and universities that have been attended; these transcripts must be sent directly to Union University and may **not** be stamped "Issued to Student" unless they are presented in a sealed envelope.

**Transcript audits.** After the candidate has completed the application for admission to Graduate Studies in Education and submitted a \$25.00 application fee and official transcripts have been received, the candidate should schedule an appointment for a transcript evaluation with the Asst. Dean for Teacher Education. Post-baccalaureate candidates must have a transcript audit completed prior to starting classes; if the licensure program takes more than one year to complete, the post-baccalaureate candidate should have another evaluation completed. At this meeting the candidate will be apprised of course work that remains, TEP status, Praxis II requirements, and any proposed changes in licensure requirements. The post-baccalaureate candidate must complete a minimum of six hours at Union to receive a recommendation to the TN Department of Education for initial licensure. If the candidate wishes to seek the M.A.Ed. degree while seeking licensure, he/she must meet with the Director of the M.A.Ed. program on the designated campus to compile the program of study.

**Admission to the TEP.** Post-baccalaureate candidates must meet the following requirements for admission to the Teacher Education Program.

1. Satisfactory score(s) on the Praxis II Specialty Area Test(s) for endorsement being sought as indicated on the transcript audit
2. Minimum GPA of 3.0 from all undergraduate courses taken OR admission to graduate course work based on assessment of longer writing sample and completion of 9 graduate hours with a GPA of 3.0
3. Two positive reference forms
4. Three positive dispositional evaluations completed by the professor of each of the first three courses completed.
5. Completion of first submission of portfolio **while enrolled in EDU 535 Portfolio Submission in first semester**
6. Completion of background check and fingerprinting by TBI if not hired by school system
7. Approval by the faculty of the School of Education
8. Approval by the Teacher Education Committee

**Application to the TEP.** The application to the TEP is submitted with the application for admission to Graduate Studies in Education. Due to the nature of class schedules on the graduate level, candidates may take courses that are required for licensure when they are available even if they require admission to the TEP on the undergraduate level.

**However, candidates must submit minimum score(s) on the designated Praxis II**

**Specialty Area Test(s) prior to completion of nine (9) graduate hours. If the test score is not submitted, the candidate understands that he/she may not continue in the TEP for teacher licensure and must sign the waiver form.**

**Continuation in the TEP.** In order to remain in the TEP following admission, the post-baccalaureate candidate must maintain a GPA of 2.75 in all course work taken at Union since completion of the baccalaureate degree and a GPA of 2.75 in the professional education core. The candidate must submit various components of the portfolio in designated courses in preparation for submitting key assessments during student teaching or while enrolled in EDU 623 Mentoring Seminar II if the teacher candidate is hired on a Transitional license.

**Admission to student teaching.** Candidates must file an application to student teach before the posted deadline during the semester prior to student teaching. Applications are available in the School of Education. Other requirements for student teaching are as follows:

1. Minimum scores on **all** applicable portions of the Praxis II series;
2. A recommendation from the department of the candidate's endorsement area or a minimum GPA of 2.75 in all undergraduate and graduate courses in the endorsement area (Some departments require a higher GPA in the major in order to receive a recommendation.);
3. Satisfactory completion of a field experience at an appropriate level;
4. Completion of the professional education core;
5. Lack no more than one course for completion of the endorsement requirements;
6. Completion of one term of full-time professional education;
7. Approval of the Dean of Students;
8. Approval of the Teacher Education Committee.

No courses may be taken during the semester of student teaching. During the semester of student teaching, seminars are held on Thursday afternoons from 3:30-5:00 and **attendance is mandatory.**

Teaching experience on a Transitional license will substitute for student teaching. Transitional teachers will be notified of documents that are to be submitted to advance to the full Apprentice license while enrolled in EDU 623 Mentoring Seminar II.

**Application for teacher licensure.** Applications for Tennessee teacher licensure are completed during a student teaching seminar and are filed with the Tennessee State Department of Education by Union's licensing officer when all requirements are completed. If a candidate is hired on the Transitional license, he/she is responsible for submitting the application to advance from to the Apprentice license to the TN Department of Education.

**Teaching in other states.** To see a recent list of states with which Tennessee has reciprocity, go to <http://www.nasdtc.org/agreement.tpl> and input Tennessee. If the teacher candidate plans to seek a teaching position in another state, he/she must contact that state's Department of Education to request an out-of-state application packet. Contact information can be secured through a Google search. All states do not accept teaching licenses secured through the

alternative route; therefore, the teacher candidate should check this before beginning an alternative licensure program.

**Background checks and fingerprinting.** All students desiring to enter Union University's Teacher Education Program, pursuant to the provisions of Tenn. Code Ann. § 49-5-5632, must complete the following:

1. Supply a fingerprint sample and submit to a criminal history records check by the Tennessee Bureau of Investigation;
2. Submit the signed Consent to Fingerprinting, Background Check, and Release of Information form to the Program Director; and
3. Sign an authorization and release form provided by the state Department of Education or the state Board of Education authorizing a qualified Tennessee licensed private investigator to complete a criminal history records check.

If the teacher candidate is teaching on an alternative license, the background check and fingerprinting were completed as part of the hiring process.

## CHECKLIST OF PROCEDURES

### Transitional Teacher Licensure, M.A.Ed., Non-degree Graduate Coursework

The following procedures should be carefully followed. Please note that it is the student's responsibility to see that all admission materials are submitted at the **earliest possible date**.

#### **For post-baccalaureate students seeking admission to the Teacher Education Program, the M.A.Ed., or non-degree graduate coursework:**

\_\_\_\_\_ Submit the following items **in one packet** to the Office of Graduate Studies in Education, prior to meeting with the Assistant Dean or Director:

- *Application to Graduate Studies in Education*
- *Post-baccalaureate Application for Admission to the Teacher Education Program*
- a non-refundable application fee of \$25
- *Certificate of Immunization*

\_\_\_\_\_ Order official transcripts from every institution attended, even if the coursework appears on another transcript. Request that they be sent to the Office of Graduate Studies in Education, Union University Box 1876, 1050 Union University Drive, Jackson, TN 38305.

\_\_\_\_\_ Schedule an appointment to complete the writing sample by calling 731-661-5523. Writing sample must be completed in the Office of Graduate Studies in Education during regular office hours.

\_\_\_\_\_ Give reference forms to two people who know your academic, communication, and leadership abilities (former teacher, co-worker, supervisor, etc.). These are sent directly to the address on the reference form.

\_\_\_\_\_ Approximately two weeks after transcripts are ordered, call 731-661-5523 to verify receipt. When **all** transcripts have arrived in the Graduate Education Office, call 731-661-5372 to schedule a **transcript audit** appointment with the Assistant Dean for Teacher Education. **Follow that audit very carefully throughout your program.**

\_\_\_\_\_ When hired on a Transitional license in a secondary area, secure the Verification of Teaching Content Area and Program Enrollment form from the Asst. Dean for Tchr Educ and secure the signature of the Human Resources Director of your system. This form must be submitted to the M.A.Ed. Coordinator to register for Mentoring Seminar I, as required by the State.

\_\_\_\_\_ **If seeking initial teacher licensure, register to take the designated Praxis II content knowledge test for the endorsement sought as recommended on the transcript audit. A maximum of 9 graduate semester hours may be taken prior to submission of minimum score on the designated Praxis II content knowledge test. If hired on a Transitional license in a secondary area, you must pass the designated Praxis II content knowledge test to be rehired for the second year.** You can register on-line at <http://www.ets.org/praxis>. Check the current list of required specialty tests before registering. Have scores sent to Union (Code 1826) and TN Department of Education (Code 8190). Study guides are available at <http://www.ets.org/praxis/prxtest.html>

\_\_\_\_\_ **If only seeking an M.A.Ed. degree without teacher licensure**, submit either an MAT score of 388, GRE Verbal score of 350 and Quantitative score of 400, minimum score on the designated Praxis II content knowledge test or an accepted, successfully written long writing sample (regardless of cumulative GPA).

\_\_\_\_\_ If seeking the **M.A.Ed. degree, with or without teacher licensure**, call 731-661-5523 to set an appointment to meet with the Program Director to plan your M.A.Ed. Program of Study and begin coursework.

\_\_\_\_\_ Obtain student ID and parking permit. Establish computer access codes and passwords after registration.

\_\_\_\_\_ If hired on a Transitional license to teach K-6, PreK-3, 4-8, or special education after being **fully admitted to the TEP**, secure the Verification of Program Admission and Employment form from the Asst. Dean for Tchr Educ and secure the signature of the Human Resources Director of your system. This form must be submitted to the MAEd Coordinator to register for Mentoring Seminar I, as required by the State.

\_\_\_\_\_ Submit the first submission of the Teacher Education Portfolio while enrolled in EDU 535 in the first semester at Union. Attend the LiveText workshop to set up your LiveText account.

\_\_\_\_\_ If minimum score on the Praxis II Specialty Area Test has not been submitted **prior to completion of 9 graduate semester hours**, you must sign the waiver indicating that you are only seeking an M.A.Ed., degree, not teacher licensure, if you want to continue taking classes at Union University. **Signing this form indicates that you know you will not be rehired for the second year on the Transitional license.**

- \_\_\_\_\_ Complete all M.A.Ed. admission requirements and be fully admitted to M.A.Ed. Degree Program **BEFORE** earning 12 graduate hours or you will be a provisional student and you can not received a degree with the provisional status.
- \_\_\_\_\_ Maintain an overall GPA of at least 2.75 since completion of the undergraduate degree (must be 3.0 in graduate coursework to avoid probation) and a GPA of 2.75 in the professional education core. Maintain a GPA of at least 2.75 in all undergraduate and graduate courses in the endorsement area.
- \_\_\_\_\_ Take remaining portions of the Praxis II. **It is the student’s responsibility to ensure that the tests taken are the ones currently required by the TN Department of Education.** See registration information above.
- \_\_\_\_\_ If you are teaching on a Transitional license in the area in which you are seeking endorsement, contact the licensing officer for documentation needed by your school system for issuance and renewal of the license.
- \_\_\_\_\_ Submit designated components of the portfolio in preparation for submitting the key assessments while enrolled in the fall semester of Mentoring Seminar II.
- \_\_\_\_\_ When you have taught for two years on a Transitional license, completed all **licensure** coursework (**not MAEd core classes**), and passed **all** parts of the Praxis II, submit the required documents as directed in the spring semester of EDU 623 Mentoring Seminar II to advance to the Apprentice license. The Licensing Officer will send you a copy of the application with a cover letter for you to show to your school system as verification that it has been filed on your behalf.
- \_\_\_\_\_ When your license arrives, check to be sure it is correct. Take one part of the license to your school system’s central office. Continue teaching. CONGRATULATIONS!

**If also completing the M.A.Ed. degree:**

- \_\_\_\_\_ Upon completing licensure courses, register for the M.A.Ed. core courses. EDU 650 should be taken before EDU 665. EDU 665 is a prerequisite for EDU 675.
- \_\_\_\_\_ If taking the thesis route, prior to registration for Thesis-A, meet with the Program Director to form Research Committee and fulfill requirements for candidacy and completion of thesis.
- \_\_\_\_\_ Submit application for graduation to the Office of Graduate Studies in Education by deadline printed in the *Graduate Catalogue*.
- \_\_\_\_\_ Attend graduation. Submit application to TN Department of Education to add master’s degree to license.

*I have read and discussed the academic requirements and regulations for initial licensure and master’s degree. I understand them and covenant to work with my advisor to follow my program of study. I will pursue excellence by endeavoring to take the most rigorous courses of which I am capable. I understand that changing endorsements, dropping courses, retaking courses, etc. may affect the time required to complete initial licensure and the degree. I pledge to uphold the highest standards of integrity and honesty during my time at Union.*

\_\_\_\_\_ Post-baccalaureate Student’s Signature

\_\_\_\_\_ Date

\_\_\_\_\_ Asst. Dean or Program Director’s Signature

\_\_\_\_\_ Date

## ACADEMIC POLICIES

**Minimum GPA requirements.** Minimum GPA's are listed above. Following admission to the TEP, if the GPA drops below the minimum, the candidate is removed from the TEP and may not take any courses that require admission to the TEP. In this case it is strongly recommended that the candidate repeat courses that caused the GPA to fall below the minimum required. When the GPA is at or above the minimum, the candidate will be submitted for readmission to the TEP.

**Early field experiences.** As is required by national standards and by the Tennessee State Department of Education guidelines, early field experiences are a vital part of the TEP 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 candidates enrolled in courses with field experiences.** 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 for approximately \$25.00 per year through Union University. Information about each of these options is available through the Director of Clinical Experiences.

**Attendance.** Regular and successive attendance is expected of all candidates enrolled in all lecture, laboratory, and seminar courses.

**Appeals.** The School of Education is charged with the responsibility to follow the established policies for admission to and completion of the TEP. The Teacher Education Committee, which includes representatives of the faculty from across the university, is the TEP coordinating and policy-making body for the unit and is responsible for assuring that the established policies are followed. If the candidate feels that established policy or practice is not being followed, the Teacher Education Committee should be contacted. The Teacher Education Committee is also the appeals committee for the TEP. 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 candidate may choose to direct the appeal to the Teacher Education Committee. The candidate should contact the chairman of the TEC and present the appeal in writing. After the TEC has considered the appeal, the candidate will be notified in writing of the committee's determination.

**Assessment of student outcomes.** Candidates for licensure are required to submit key assessments while enrolled in student teaching or EDU 623 Mentoring Seminar II. The key assessments address the candidate's performance of professional education standards required by the Tennessee State Department of Education. Those standards are aligned with NCATE, INTASC, Union Outcomes, and the conceptual framework of the Teacher Education Program.

To be admitted to student teaching and to complete licensure requirements, candidates must acquire passing scores on **all** applicable portions of the Praxis II as determined by the Tennessee State Department of Education. The Praxis II should be taken at least one semester prior to the

beginning of student teaching to assure receipt of passing scores by Union. It is the **candidate's responsibility** to check Praxis II tests currently required by the TN Department of Education.

Student teachers are observed by university supervisors and cooperating teachers and assessed using the *Framework for Evaluation and Professional Growth* adapted to pre-service teachers by the Teacher Education Unit. Student teachers are also assessed using the "Final Evaluation of Student Teaching."

**Passage of standardized tests and employment:** The licensure programs at Union University are developed in compliance with the standards of the Tennessee Department of Education. While the Praxis II tests required for licensure in Tennessee cover a large portion of the same knowledge and skills covered in the state standards, Union University does not guarantee passage of the national tests by candidates who complete course work in the program. It is the heart-felt desire that every one of our candidates for teacher licensure is employed in the teaching profession; however, Union University cannot and does not guarantee employment or licensure based on successful completion of certification exams administered on a state-wide or national level.

**Additional endorsements.** Successful completion of courses of study for additional endorsements meets the minimum requirements specified by the TN State Department of Education. Passing scores on the Praxis II Specialty Area Tests for an additional endorsement **in any secondary area** will be accepted in lieu of taking additional coursework. Successful completion of Praxis II Specialty Area Tests for additional endorsements may be dependent upon the relationship between the candidate's undergraduate program of study and the additional program of study. It is possible that a candidate with an undergraduate program of study not directly related to the additional endorsement will find it necessary to take additional content courses in preparation for the Praxis II Specialty Area Tests. Admission to the post-baccalaureate Teacher Education Program is not required for candidates holding initial licensure and seeking additional endorsements.

## FINANCIAL INFORMATION

**Undergraduate tuition.** Undergraduate candidates pay the tuition as listed in the *Union University Undergraduate Catalogue* for traditional classes. All candidates (undergraduate and post-baccalaureate) will pay for fourteen hours of tuition at the traditional student rate for student teaching plus the student teaching fee of \$140 and a \$20 materials fee.

**Graduate tuition.** Post-baccalaureate candidates pay tuition as listed in the *Union University Graduate Catalogue*, except for student teaching. Student teaching is fourteen hours of tuition **at the undergraduate traditional student rate** plus the student teaching fee of \$140 and a \$20 materials fee.

**Liability insurance.** As stated under "Early field experiences" above, candidates are required to provide proof of liability insurance when enrolled in any course which requires a field experience. This expense is the responsibility of the candidate.

**Materials fee per semester.** The following courses include a materials fee of \$20.00: EDU 233, 326/626, 341/651, 342/657, 351/629, 352/552, 353/553, 354/554, 355.555, 356/658, 411, 414, 416, 430, 431, 432, 433, 435, and 437; SE 320, 321, 340/641, 345/645, 405/605, 410/610, 415, 430, 435. ART 357 has a materials fee of \$40.00. Other selected courses in Art, Communication Arts, French, Spanish, Management, and Physical Education, Wellness, and Sport have various materials fees. There are various laboratory fees for selected Biology, Chemistry, and Physics classes. Consult the undergraduate catalogue for a full listing. **Courses that are parallel graduate courses to any listed above will also carry the same materials/lab fee.**

**Student teaching fee.** A fee of \$160.00 will be charged all candidates engaging in enhanced student teaching. The student teaching fee is used to meet part of the expenses of the cooperating teacher stipend and travel expenses incurred by the university supervisor.

### STUDENT SERVICES/GENERAL INFORMATION

**Academic advisor.** Undergraduate candidates are assigned an academic advisor from the major department upon entrance to Union; post-baccalaureate candidates are advised by the Assistant Dean for Teacher Education and the program director. The advisor meets with the candidate at least once each semester during priority registration to plan the schedule for the program of study. Other meetings to discuss academic and career plans are encouraged as the candidate or advisor deem necessary or desired.

**Practicum/Internship/Student teaching supervision.** Candidates enrolled in practicum/internship experiences and student teaching are assigned a university supervisor who observes the candidate regularly in the teaching environment and provides feedback regarding strengths and areas that need strengthening. Weekly meetings are held with the student teacher and the university supervisor.

**Assistant Dean for Teacher Education and Accreditation.** The Assistant Dean for Teacher Education serves as the Licensing Officer and is available during regular office hours to answer questions regarding programs of study, testing requirements, teacher licensure, employment opportunities, and other topics related to the Teacher Education Program. The undergraduate candidate is responsible for scheduling an appointment with the Assistant Dean for Teacher Education for a graduation audit during both the junior and senior years to assure completion of requirements for graduation and licensure. The post-baccalaureate candidate is responsible for having the transcript audit completed prior to beginning course work and for asking about changes in licensure programs as directed by the Tennessee State Department of Education to assure that all requirements are met.

**Director of Clinical Experiences.** The Director of Clinical Experiences is responsible for placement of all field experiences including observations, practica, and student teaching. Other responsibilities of the Director of Clinical Experiences include informing professors and candidates of field experience placements, assigning university supervisors for practicum students and student teachers, acquiring documentation from cooperating schools regarding guidelines for cooperating teachers of student teachers, securing agreements with school systems

where field experiences take place, and assisting the Assistant Dean for Teacher Education in additional duties when necessary.

**Director of Counseling Services.** The services of a full-time licensed psychologist are available through the Office of Student Services to students with personal or emotional concerns, including disabilities. All counseling is held in strict confidence.

### **COURSES OF STUDY**

Programs of study in all twenty-nine endorsement areas (as listed previously under **Profile of the Teacher Education Program**) are included in the *2009-10 Undergraduate Catalogue* (<http://www.uu.edu/catalogue/>) or the candidate's catalogue of record; they are also available in the office of the Assistant Dean for Teacher Education or through the faculty advisor. Each program of study for initial licensure consists of the general core requirements (general and specific cores), the major, and the professional education minor specific to the level of licensure. Graduate programs are designed to meet the requirements for both the degree and licensure.

### **COURSES OFFERED**

The courses offered depend on the area of licensure being sought as outlined on each program of study. See the undergraduate and graduate catalogues for course descriptions.

## **DRESS CODE FOR CANDIDATES ENGAGED IN FIELD EXPERIENCES**

The purpose of this dress code is to provide the framework within which student success can be attained. Professional and appropriate dress provides the candidate an avenue through which a good impression can be made with other professionals who will respond to evaluations during field experiences, and may recommend one for future employment or provide references.

In general, the candidate should dress at a standard which is above the norm, but that is not out of place for the school where the candidate is placed. At times more casual dress will be warranted by the activity of the teacher and class on a given day.

Since this policy does not, and cannot, possibly cover all situations the candidate might encounter regarding appropriate style or dress, questions should be directed to the **supervisor of the field experience in which the candidate is placed.**

### 1. Clothes

Pants or skirts of **appropriate** length; avoid jeans unless appropriate for the activity of the day.

No shorts or gym wear or leggings (**PE teachers may wear gym shorts when appropriate**)

No tank tops, low-cut blouses or sweaters, or tops that expose the midriff

Shirts and blouses should be tucked in at all times **unless made to be worn out** or an activity warrants otherwise.

Caps should not be worn unless for outside activities.

Clothing should be modestly loose.

Clothing is expected to be clean and neat.

### 2. Jewelry

Should not be a distraction. Obvious body piercing will not be permitted.

Ladies should limit the earrings to no more than two per ear.

Men will not be permitted to wear earrings.

Necklaces should also be limited to items that are appropriate and that do not draw undue attention.

### 3. Shoes

Appropriate for the activity

In general, boots and tennis shoes are not acceptable.

### 4. Hygiene

Good hygiene is expected, including care of hands and hair.

## UNION'S APPROACH TO CLASSROOM MANAGEMENT

At Union University, understanding the process of learning and how this process looks in a variety of environments summarizes our focus on classroom management. Classroom management is examined from three different stages of learning: 1) Preventative (or planning for learning), 2) Supportive (or teaching for learning), and 3) Corrective (or restructuring learning). Below are specific classroom management topics that are discussed within each of the three stages of classroom management.

### **I. Preventative (planning for learning)**

- Planning the lesson
  - Student-centered Classrooms
    - Active learning
    - Multiple Intelligences
- Planning the classroom management system
- Establishing routines and procedures
- Getting parents on your side

### **II. Supportive (teaching for learning)**

- Pacing
- Proximity Control
- Withitness
- Cueing
- Assessment/Feedback
- Redirecting Students
- Specific Praise
- Working the Classroom Management Plan
- Keeping parents on your side

### **III. Corrective (restructuring the learning)**

- Applied Behavior Analysis
  - Observing behavior
  - Describing behavior
  - Planning for correction
  - Executing the plan
  - Rethinking the learning

## Student Teacher Disciplinary Procedures

According to the *Union University Campus Life Handbook*, five values “affirm a peaceful, purposeful and biblical community founded on the moral and ethical integrity of students and faculty.” Those values are worth of the individual (Luke 12:7), self-discipline (Galatians 5:22-26), academic and personal integrity (Proverbs 12:22), respect for property and the environment (Psalm 24:1, Genesis 2:15, I Cor. 4:2, Exodus 20:15), and respect for community authority (Romans 13:1, 2). This disciplinary process is based on those values and supported by the conceptual framework of the Teacher Education Program, *A Teacher-Student Dynamic of Sensitivity, Reflection, and Faith*.

This process addresses general infractions with noted sanctions and may be altered depending upon the severity of the violation. The following classifications divide infractions into four levels according to severity, and each offense is progressive. Therefore, a second offense in any of the levels during the student teaching semester will result in the consequences of the next level. Misconduct, which is subject to disciplinary sanction, shall include, but not be limited to, the following:

### *Level 1*

Level 1 is generally a stated period of time during which the student teacher is on **verbal notice that any further violations of university rules and regulations will result in a more severe sanction; such reprimand is recorded in the student teacher’s file**. Level 1 is the usual action taken for first time violations; other actions may be added as the Assistant Dean for Teacher Education & Accreditation, in collaboration with the university supervisor, deems appropriate. Violations include:

- A. Inappropriate language
- B. Tardiness and early departure from school/student teacher weekly seminars
- C. Lack of organization and planning required for instruction
- D. Failure to return borrowed materials to the university supervisor or cooperating teacher
- E. Lack of maintaining dress code.

### *Level 2*

Level 2 is a fluid term and may include whatever content the Assistant Dean for Teacher Education & Accreditation deems appropriate. **Level 2 may also designate a period of time when certain requirements, outlined in written form, are placed upon the one being disciplined** (attending professional development, community service, intervention plans, etc.); **such notice is recorded in the student teacher’s file. Failure to comply with the condition of Level 2 could result in withdrawal from student teaching.** Violations include:

- A. Excessive absences
- B. Failure to observe confidentiality
- C. Refusal or failure to respond to a request to report to or cooperate with a university official (including cooperating teachers and P-12 school officials)
- D. Second occurrence of any Level 1 offense.

**Level 3**

**A Level 3 violation may result in mandatory withdrawal from student teaching or receiving a grade of F in student teaching. A Level 3 violation may result in whatever sanction the Assistant Dean for Teacher Education & Accreditation deems appropriate.** Violations include, but are not limited to, the following:

- A. Any repeated Level 2 offense
- B. Non-approved absence. The student teacher must **request** approval in advance for absences (not inform that he/she will be absent) from both the cooperating teacher and university supervisor, and absences must be indicated on the weekly log.
- C. Deceiving a university official, cooperating teacher, or P-12 school official.

***IMMEDIATE MANDATORY WITHDRAWAL OR RECEIVING A GRADE OF F FOR STUDENT TEACHING***

**The following violations will result in immediate withdrawal from student teaching or receiving a grade of F for student teaching:**

- A. Possession with intent to sell any type of illegal substance
- B. Vandalism or theft
- C. Use of alcohol or drugs
- D. Any violation of local, state, or federal criminal law
- E. Personal abuse including harassment, coercion, threat, intimidation of another person, or any unwanted sexual attention toward another person.

The appeals process is outlined in the *Teacher Education Program Handbook, Volume 1: Admission, Policies, and Programs*.

I \_\_\_\_\_ have fully read and do understand  
(Print Student Teacher's Name)

the Student Teacher Disciplinary Procedures. I agree to abide by the terms and conditions set by Union University and the Teacher Education Program. As a future educator, I understand and accept my responsibilities as a student teacher and do promise to immediately bring any concerns and questions to the attention of my university supervisor.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Student Teacher's Signature

Signed \_\_\_\_\_ Date \_\_\_\_\_  
University Supervisor's Signature

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Assistant Dean for Teacher Education & Accreditation's Signature

## International Student Teaching

### Purpose:

- To expand the candidate's Christian worldview through multicultural perspective
- To develop cross-cultural skills
- To enrich a liberal arts education through firsthand experience in a foreign country and culture
- To provide preparation for future teaching in multicultural or overseas settings
- To build self-confidence and self-sufficiency through an independent activity

### Qualities of prospective international student teachers:

- Has demonstrated a strong Christian faith
- Is competent, mature, adaptable, flexible, resourceful, cooperative, emotionally stable, and uses good judgment
- Is sensitive to cultural differences
- Is committed to service and to teaching students who are growing up overseas
- Is excited by challenges and opportunities provided by cross-cultural experiences and ability to adapt to those experiences
- Is creative, resourceful, and possesses the ability to live and work independently

### IMPORTANT DATES TO REMEMBER:

- **For Fall student teaching in international setting, application packet is due to the Asst. Dean for Teacher Education on September 23 the preceding year**
- **For Spring student teaching in international setting, application packet is due to the Asst. Dean for Teacher Education on January 23 the preceding year**

### Time spent in international placement:

Beginning two weeks before the regular start of student teachers in the Fall and Spring semesters, **student teacher completes one placement in Jackson or surrounding area for 7 weeks.** In the 8<sup>th</sup> week, he/she will travel to the international placement and move into new living quarters. Student teaching will resume in the 9<sup>th</sup> week and continue for 8 weeks (total of 15 weeks of student teaching). The final week prior to graduation will be used for additional travel in and around foreign country and return to US. Student teacher will return to Union two days before graduation for **exit interviews and graduation.**

### Financial responsibilities:

The student teacher will be responsible for tuition for 14 semester hours of student teaching, the student teaching fee as stated in the *Catalogue*, passport/visa fees, travel, pro-rated room and board at Union (if living on campus) for the time in Jackson, room and board in designated international setting, immunizations, CCTECC fee for placement and weekend retreat (\$350-400), stipend for cooperating teacher and supervisor (approximately \$200 total), insurance, and sightseeing. **Student teachers who will NOT be staying in their dorm room during the entire semester must submit the Prorated Residence Life Housing Contract to the Director of Residence Life for a shortened housing contract and fees. Students will be charged a full rate if they choose to leave their belongings in their room for the full semester. Again, a discounted rate can only apply if the room is vacant in its entirety for a defined period.**

**Timeline for admission to international student teaching program:****Prior to student teaching**

- Complete an intercultural service experience approved by Teacher Education Program (for example, a mission trip with your church, an international GO Trip, etc.)

**Freshman year**

- Read "Third Culture Kids: The Experience of Growing up Among Worlds"

**Sophomore year**

- Meet with Assistant Dean for Teacher Education regarding interest in student teaching in international setting
- Meet with Director of Center for Intercultural and International Studies for introductory/scholarship information
- Examine CCTECC's website ([www.InteractionIntl.com](http://www.InteractionIntl.com)) then click on CCTECC to become familiar with the organization's policies and processes. Examine Profiles of Overseas Schools where CCTECC places student teachers. Research countries and schools to decide top three choices for placement; avoid countries with travel warnings.
- Maintain high-performance in all coursework, particularly in pedagogy

**Junior year, first semester**

- By the deadlines listed previously, submit Union's and CCTECC's applications for international student teaching (in this packet) to Assistant Dean for Teacher Education for approval by Teacher Education Program
- If approved by TEP, submit CCTECC fee (check made payable to INTERACTION) to Asst. Dean for Teacher Education to be sent to Al Gurley, Interaction International, Inc., Box 158, 7414 Forest Avenue, Houghton, NY 14744.
- Respond promptly to e-mails from Al Gurley regarding application status and placements
- Secure passport and visa, if necessary

**Semester prior to student teaching**

- Attend pre-field orientation conducted by Interaction (CCTECC) in Huntingdon, Indiana. **This is mandatory for international student teaching.**
- Contact school where student teaching will take place to make living arrangements
- Arrange for transportation and housing at student's expense
- Plan schedules with on-campus expectations; submit Request for Room and Board Prorated Refund to Mr. Robert Simpson, Associate Vice President for Business Services.
- Complete immunizations, meds, health history
- Submit Union's application for student teaching to Director of Clinical Experiences noting first placement in Jackson and second in designated international setting

**Semester of student teaching:**

- Begin student teaching two weeks earlier than other student teachers. Complete 7 weeks in first placement in Jackson under the supervision of a Union faculty member.
- Move all belongings out of dorm room unless you pay full rooming fee.
- Use the next week for travel to country where second placement will occur and get settled into new home.
- The following week, begin last eight-week placement under supervision of CCTECC
- Following 8 weeks of international student teaching, return to the U S for exit interview and graduation.



## ADMINISTRATION AND STAFF OF THE TEACHER EDUCATION UNIT

**Tom R. Rosebrough** (1996). Dean of the College of Education and Human Studies and Professor of Education, B.A., M.A., and Ph.D., Ohio State University.

**Dottie Myatt** (1994). Assistant Dean for Teacher Education and Accreditation and Professor of Education. B.S., Lambuth University; M.Ed., Union University; Ed.D., University of Memphis.

**Melessia Mathis** (1998). Director of Clinical Experiences and Instructor of Education. B.S., The University of Alabama; M.Ed., University of Memphis. Additional study, Cumberland University.

**Jennifer Grove** (1999). Director of M.A.Ed. program in Germantown and Assistant Professor of Education. B.S. and M.Ed., Mississippi State University; Ed.D., University of Memphis.

**Kenneth Newman** (2001). Director of M.A.Ed. program in Jackson and Associate Professor of Educational Leadership. B.A., Union University; M.Ed., M.A., and Ed. D., University of Memphis.

**Helen Butler** (1992). Assistant to the Dean. B.S. and M.Ed., Union University.

**Lyn Wildmon** (2007). Coordinator of M.A.Ed. Program, Germantown.

**Patti Todd** (1996). Secretary/Receptionist.

## UNIT FACULTY (Full-time at the University and either full-time or part-time in the Unit)

**Michele Atkins (1998-2005; 2006)**. Associate Professor of Education. B.S., Union University; M.Ed. and Ph.D., University of Memphis.

**Betty Bedsole** (1998). Professor of Music. B.M., Stetson University; M.D.M., Southwestern Baptist Theological Seminary; Ed.D., University of Illinois.

**Nancy Cherry** (2005). Associate Professor of Education. Director of the Master of Arts in Education program, Jackson. B.S., Union University; M.Ed., University of Memphis; Ed.S. and Ed.D., Union University.

**Melinda Clarke** (2000). Associate Professor of Communication Arts and Director of the Ed.D. in Higher Education. B. A., Lambuth University; M.Ed. and Ed.D., Vanderbilt University.

**Anna Clifford** (1991). Associate Professor of Early Childhood Education. B.S. and M.S., University of Tennessee at Martin; Ed.D., University of Memphis. Additional study, Montessori, St. Nicholas Montessori Centre, London.

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

University; Ed.D., University of Memphis.

**Julie Glosson** (1995). Associate Professor of Spanish. B.A., Union University; M.A., University of Memphis. Ed.D., University of Memphis.

**Jennifer Grove** (1999). Associate Professor of Education. Director of the M.A.Ed. Ed.S., Ed.D. programs, Germantown. B.S. and M.Ed., Mississippi State University; Ed.D., University of Memphis.

**Chris Hail** (1995). Professor of Mathematics. B.S., Campbellsville College; M.A., Morehead State University; Ed.D., University of Kentucky.

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

**Judy Leforge** (1999). Associate Professor of History. B.A. and M.A., Western Kentucky University; Ph.D., University of Memphis.

**Ralph Leverett** (1997). Professor of Special Education. Director of the Master of Education program, Jackson. B.S., Middle Tennessee State University; M.A., M.S., Ph.D., Vanderbilt University.

**Pam Sutton Lewis** (1998). Professor of English. B.A., Southern Arkansas University; M.A. and Ed.S., Arkansas State University; Ed.D., Texas A & M University.

**Melessia E. 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.

**Rosetta Mayfield** (2004). Assistant Professor of Education. B.S. and M.S.Ed., University of Tennessee at Martin; Ed.D., University of Mississippi.

**Dianne Morgan** (2009). Associate Professor of Education. Ph.D., University of Illinois Urbana-Champaign.

**Dottie Myatt** (1994). Assistant Dean for Teacher Education & Accreditation and Professor of Education and Licensing Officer. B.S., Lambuth University; M.Ed., Union University; Ed.D., University of Memphis.

**Stephen Marvin** (2007). Assistant Professor of Education and M.Ed. Director, Germantown. B.A., Fresno Pacific University; M.Ed., Harding University; Ed.D., University of Arkansas.

**Kenneth Newman** (2001). Professor of Educational Leadership. Director of the Ed.S. and Ed.D. programs, Jackson campus. B.A., Union University; M.Ed., M.A., and Ed. D., University of Memphis.

**Tamara Popplewell** (2008). Instructor of Biology. B.S. and M.A.Ed, Union University.

**Julie Powell** (1995). Assistant Professor of Sport Management. B.S. and M.Ed., Union University; Additional study, University of Memphis.

**Tom R. Rosebrough** (1996). Dean of the College of Education and Human Studies and Professor of Education, B.A., M.A., and Ph.D., Ohio State University.

**Camille Searcy** (1993). Associate Professor of Education. B.S., Lane College; M.Ed., University of Memphis; Ph.D., Southern Illinois University.

**Ann Singleton** (1985). Associate Dean and Professor of Special Education. B.S., Union University; M.Ed. and Ed.D., University of Memphis.

**Terry L. Weaver** (1992). Associate Professor of Special Education. A.A., Miami Dade Junior College; B.S. and M.Ed., Florida Atlantic University; Ph.D., George Peabody College for Teachers of Vanderbilt University.

**Carolyn L. Whaley** (1997). Associate Professor of Education. B.S., Union University; M.C.M. and M.R.E., Southwestern Baptist Theological Seminary; Ed.D., Texas Woman's University.

#### **PART-TIME FACULTY**

**Marilynn Eblen** (1999). Adjunct Instructor of Art. B.F.A. and B.S., University of Tennessee, Knoxville; M.S., University of Memphis.

**Sandra Hathcox** (1986-88, 1994). Instructor of Education. A.A., Tyler Junior College; B.S., University of North Texas; M.Ed., Texas Woman's University.

**Benny F. Tucker** (1989). Professor Emeritus of Education. A.A., Hannibal-LaGrange College; B.S., Northeast Missouri State University; M.A., State College of Iowa; Ph.D., University of Illinois.

**Connie Vincent** (2008). Instructor of Education. Ed.S., Union University.



**APPENDIX**  
**ADDITIONAL ENDORSEMENTS**



According to the Tennessee State Department of Education standards for adding endorsements, candidates shall be considered to have completed the general education requirements for teacher licensure in the attainment of a baccalaureate degree from an accredited institution and the professional education requirements in the attainment of initial licensure. Candidates shall be required to achieve the minimum passing score(s) on Praxis II specialty test(s) required for the additional endorsement area. **For additional endorsements only, candidates may submit minimum score(s) on the Praxis II specialty test(s) in lieu of coursework for all areas of endorsement except K-6, PreK-3, 4-8, and Special Education.**

UNION UNIVERSITY's approved programs for additional endorsements follow.

**Art K-12 (Code 427)**

ART 113, Two-D Design	3
ART 114, Three-D Design	3
ART 116, Drawing I	3
ART 117, Drawing II	3
ART 313 or 314, Art History I and II	6
ART 325, Art in the Elem. School	3
Two from: ART 216, Ceramics I	
ART 311, Painting I	
ART 323, Sculpture I	6
<b>Total hours</b>	<b>27</b>

**Biology Grades 7-12 (Code 415):**

BIO 213 & 214, Invertebrate & Vertebrate Bio	8
BIO 215, Botany	4
BIO 315, Genetics	4
BIO 318, Ecology	4
<b>Total hours</b>	<b>20</b>

The Biology Dept. recommends that the candidate take BIO 211, Microbiology, BIO 221 and 222, Anatomy and Physiology I & II, and EDU 418, Tchng Science in the Secondary School to perform better on the Praxis II Specialty Area Tests for Biology endorsement. However, these courses are not required as part of the add-on program.

**Business Educ 7-12 (Code 474) and Business Technology 7-12 (Code 475)**

ACC 211 & 212, Principles of Accounting I & II	6
ECF 211, Macroeconomics	3
ECF 415, Personal Financial Management	3
Select two of the following:	
MGT 321, Organizational Behavior	
MGT 321, Legal Environment of Business	
MKT 328, Principles of Marketing	6
CSC 105, Survey of Microcomputer Applications	3
<b>Business Technology 7-12:</b>	
Complete the courses for Bas Bus/Acctng above and	
MGT 310, Mgmt Info Systems	3
<b>Total hours for both endorsements</b>	<b>24</b>

**Chemistry Grades 7-12 (Code 416):**

CHE 314 & 324, Organic Chem I &	5
CHE 315 & 325, Organic Chem II & Lab	5
CHE 319, Biochemistry	4
CHE 335, Intermediate Inorganic Chem	3
CHE 405, Environmental Chem	4
<b>Total hours</b>	<b>21</b>

It is assumed that the candidate has completed the equivalent of CHE 111, Gen Chem & 112, Chem Equil before attempting CHE 314. The Chem/Physics Dept highly recommends that the candidate also complete CHE 211 and 221 to better prepare for the Praxis II Specialty Area exams.

**Early Childhood PreK-3 (Code 467):**

EDU 351, Instr Design I or 629, Curr Res ECE	4 or 3
EDU 352, Instr Design II or 552, Lang Arts ID OR	
SE 345/grad.equiv. & 616, Children & Lit	4 or 6
EDU 353, Instr Design III or 553, Reading ID	4
EDU 354, Instr Design IV or 554, Math & CI Mgmt ID OR	
SE 340/grad.equiv. & 410, Beh Mgmt	4 or 6
EDU 355, Instr Design V or 555, Sci/SS ID OR	
SE 340/grad.equiv. & 345/grad. equiv.	4 or 6
EDU 350, EC Instr Design OR	
651, Cog Dev of YC & 657, Crea Dev Yng Ch	4 or 8
<b>Total hours</b>	<b>27-31</b>

**If adding ECE PreK-3 to Middle Grades 5-8:**

EDU 351, Instr Design I or 629, Curr Res ECE	4 or 3
EDU 350, EC Instr Design OR	
651, Cog Dev of YC & 657, Creat Dev Yng Chld	8
Hrs lacking in meth for Rdng, Math, LA, Sci, or SS	max. 9
<b>Total hours</b>	<b>21</b>

**If adding ECE PreK-3 to Elem. K-6:**

EDU 350, EC Instr Design OR	
651, Cog Dev of YC & 657, Crea Dev of Yng Chld	4 or 8
<b>Total hours</b>	<b>4 or 8</b>

**Economics 7-12 (Code 424)**

ECF 211, Macroeconomics	3
ECF 212, Microeconomics	3
ECF 326, Prin of Invest. or 355, Fin Inst and Mkts	3
ECF 411, Inter Macro or 412, Inter Micro	3
ECF 415, Personal Financial Management	3
<b>Total hours</b>	<b>15</b>

**Elementary K-6 (Code 499):**

EDU 351, Instr Design I or 629, Current Res in ECE	4/3
EDU 352, Instr Design II or 552, Lang Arts ID OR	
SE 345/grad.equiv. & 616, Children & Lit	4 or 6
EDU 353, Instr Design III or 553, Reading ID	4
EDU 354, Instr Design IV or 554, Math & CI Mgmt ID OR	
SE 340/grad.equiv. & 410, Beh Mgmt	4 or 6
EDU 355, Instr Design V or 555, Sci/SS ID OR	
SE 340/grad.equiv. & 345/grad. equiv.	4 or 6
EDU 356, Instr Design VI or 658, Middle Sch Design	4/3
<b>Total hours</b>	<b>22-29</b>

**Middle Grades 4-8 (Code 440)**

EDU 352, Instr Design II or 552, Lang Arts ID	4
EDU 353, Instr Design II or 553, Rdng ID	4
EDU 354, Instr Design IV or 554, Math & CI Mgmt ID	4
EDU 355, Instr Design V or 555, Sci & SS ID	4
EDU 356, Instr Design VI or 658, MS ID	4 or 3
<b>Total hours</b>	<b>19-20</b>

**If adding Middle Grades 5-8 to Elem K-6 or secondary license:**

EDU 356, Instr Design VI or 658, Middle Sch Design	4/3
Two areas of emphasis	12/14
<b>Total hours</b>	<b>16-18</b>

<b>English 7-12 (Code 407):</b> ENG 201 &	
202, World Lit I & II	6
ENG 330 or 331 or 332 or 333 (Adv British)	
or ENG 334 OR 335 (Advanced American)	3
ENG 430 or 431 or 432 or 433 or 434 or 435 (Major Writer)	
ENG 305 or 310 or 320 or 336 or 337 (Genre)	3
ENG 312, Creative Writing or 318, Advanced Comp	3
ENG 421, History and Structure of Eng Lang	3
<b>Total hours</b>	<b>21</b>

<b>English as a Second Language PreK-12 (Code 490):</b>	
TESL 210, Lang. & Tutoring	3
TESL 220, Prin. Lang. & Acquisition	3
TESL 315, Critical Contexts of Literacy	3
TESL 320, ESL Assessment	3
TESL 410, Curr & Materials Dev in PreK-12	3
EDU 423, Teaching Modern Lang.	3
ICS 320, Cross-Cultural Communication	3
<b>Total hours</b>	<b>21</b>

<b>French 7-12 (Code 411):</b>	
Two of the following:	
FRE 211, Inter. Conver. and Grammar, OR	
FRE 212, Composition and Grammar. OR	
FRE 213, Intro to Francophone Cultures, OR	
FRE 214, Intro to Lit	6
FRE 325, Phonetics & Diction	3
FRE 330, Advanced Grammar	3
<b>One of the following must be upper-level:</b>	
If not 213 above, FRE 419, Surv Cult and Politics	3
If not 214 above, FRE 311 or 420 or 421 Survey or Genre	3
<b>Total hours</b>	<b>15-18</b>

<b>Government 7-12 (Code 423):</b>	
PSC 211, Pol & Gov of US	3
PSC 313, Political Parties in the US	3
PSC 332, Comparative Political Systems	3
PSC 411, American Foreign Policy	3
<b>Total hours</b>	<b>12</b>

<b>History 7-12 (Code 421):</b>	
HIS 101 & 102, World Civ I & II	6
HIS 211 & 212, US History I & II	6
HIS 245, History and Historians	3
HIS 322, 20 <sup>th</sup> C or 422, US Since WWII or 424, Jackson	3
HIS 420, Russia since 1547 (if not 322 above)	3
<b>Total hours</b>	<b>21</b>

<b>Marketing 7-12 (Code 472) and Economics 7-12 (Code 424):</b>	
ECF 211 & 212, Macroecon. & Microecon.	6
MGT 318, Principles Management	3
MKT 328, Principles of Marketing	3
MKT 330, Consumer Behavior	3
MKT 433, Global Marketing Management	3
One of the following:	
MKT 419, Advertising	
MKT 424, Marketing Research	3
<b>Total hours</b>	<b>21</b>

<b>Mathematics 7-12 (Code 413):</b>	
MAT 205, Discr Math or 207, Trans Math	3
MAT 208, Statistics	3
MAT 213, Calculus and Analytic Geometry III	4
MAT 315, Linear Algebra	3
MAT 413, College Geometry	3
EDU 422/522, Teaching Math in Secondary School	3
<b>Total hours</b>	<b>19</b>

It is assumed that the candidate for the add-on endorsement in Math has completed the equivalent of MAT 211 & 212, Calc and Anal Geom I & II to be prepared to take MAT 213.

<b>Physical Education K-12 (Code 420):</b>	
PEWS 120 & 130, Team & Dual/Indiv. Sports	2
PEWS 201, Introduction to Physical Education	3
PEWS 222, First Aid	3
PEWS 316, PE in the Elementary School	3
PEWS 410, Adaptive Physical Education	3
PEWS 414, Kinesiology	3
PEWS 416, Tests & Measurements	3
PEWS 419, Organization & Administration of PE	3
Recommended (not required): BIO 221/222 Hum A & P	(4)
<b>Total hours</b>	<b>23</b>

<b>Health K-12 (code 419) must be added to Phys Ed:</b>	
PEWS 113, Elementary Nutrition	3
PEWS 222, First Aid	3
PEWS 301, Drug Education	3
PEWS 324, School Health Education	3
PEWS 322, Personal Hygiene	3
PEWS 327, Environmental Health	3

<b>Physics 7-12 (Code 417):</b>	
PHY 231 & 232, Gen. Physics w/ Calc I & II	10
PHY 311, Modern Physics	4
PHY 112, Earth & Space Science	4
Select one of the following:	
PHY 313, Intermediate Mechanics	
PHY 314, Intermediate Elec & Magnetism	
PHY 325, States of Matter	
PHY 420, Quantum Mechanics	
PHY 430, Experimental Physics & Lab	3
<b>Total hours</b>	<b>21</b>

It is assumed that the candidate for the add-on endorsement in Physics has completed Calculus to be prepared for all of these courses and MAT 314, Differential Equations to be prepared to take PHY 420.

<b>Spanish 7-12 (Code 409):</b>	
Two of the following:	
SPA 211, Inter. Conver. and Grammar, OR	
SPA 212, Composition and Grammar. OR	
SPA 213, Intro to Francophone Cultures, OR	
SPA 214, Intro to Lit	6
SPA 325, Phonetics & Diction	3
SPA 330, Advanced Grammar	3
<b>One of the following must be upper-level:</b>	
If not 213 above, SPA 419, Surv Cult and Politics	3
If not 214 above, SPA 311 or 411 or 420, Survey or Genre	3
<b>Total hours</b>	<b>15-18</b>

<b>Special Education:</b>	
SE 225/625, Survey of Exceptionalities	3
SE 331, Characteristics/Needs I	3
SE 332, Characteristics/Needs II	3
SE 405/605, Educ Assessment of Except.	3
SE 410/610, Behavior Mgmt Pupils w/Except.	3
Select at least <b>one</b> area of endorsement:	
<b>Modified K-12 (Code 460):</b>	
SE 340, Tchg Math & Science	3
SE 345, Tchg Lang Arts & Soc Stu	3
<b>Comprehensive K-12 (Code 461):</b>	
SE 343, Tchg Perspectives HC	3
SE 348, Tchg Individuals Handicp	3
<b>Total hours</b>	<b>21</b>

<b>Speech 7-12 (Code 408)</b>	
COM 112, Public Communication	3
COM 211, Voice and Diction	3
COM 235, Interpersonal Communication	3
COM 311, Oral Interpretation of Literature	3
COM 405, Adv Studies in Communications	3
<b>Total hours</b>	<b>15</b>

<b>Theatre K-12 (Code 405):</b>	
COM 113, Introduction to Theatre	3
COM 240, Acting Theory & Technique	3
COM 311, Oral Interpretation of Literature	3
COM 341 & 342, Theatre History I & II	6
COM 412, Fundamentals of Directing	3
<b>Total hours</b>	<b>18</b>

