UNION UNIVERSITY
TEACHER EDUCATION PROGRAM
HANDBOOK 2013-2014

Volume I: Admission, Policies, & Programs

A TEACHER-STUDENT Dynamic of Sensitivity, Reflection, and Faith

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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 or the second year on the Transitional license.

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).
CANDIDATE OUTCOMES

- **Content Knowledge**: Candidates demonstrate academic competence in a broad base of general education and in a major appropriate for the licensure being sought.

- **Knowledge of Learners**: Candidates understand the growth and development of children and adolescents with sensitivity to their diverse learning needs.

- **Pedagogy & Instruction**: Candidates demonstrate 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.

- **Assessment, Reflection, Response**: Candidates use appropriate assessment strategies to evaluate learning in the classroom and reflect on instruction, assessment, and evaluation to improve teaching and learning.

- **Management of the Learning Environment**: Candidates create a learning environment of self-motivation and engagement while modeling Christian character dispositions among students, colleagues, parents, and community.

- **Personal Professional Growth & Development**: Candidates demonstrate awareness that teachers need further study and continuing professional growth to remain effective.

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. In 2014 NCATE will become the Council for Accreditation of Educator Preparation (CAEP).

CONCEPTUAL FRAMEWORK

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

The conceptual framework for Union University’s Teacher Education Program is “A Teacher-Student Dynamic of Sensitivity, Reflection, and Faith.” This framework is congruent with the identity, core values, and mission of the university. Union is an academic community, affiliated with the Tennessee Baptist Convention, equipping persons to think Christianly and serve faithfully in ways consistent with its core values of being excellence-driven, Christ-centered, people-focused, and future-directed. These values shape its identity as an institution which prioritizes liberal arts based undergraduate education enhanced by professional and graduate programs. The university’s mission is to provide Christ-centered education that promotes excellence and character development in service to Church and society.
In the **Conceptual Framework**, there is first recognition that the relationship between a teacher and a student is to be prized as **Dynamic**. The dynamic of the relationship is one where the teacher serves a holism of roles and meets a breadth and depth of goals as a **Transformational Teacher** who places the learner at the center of the pedagogic classroom model. The roles include scholar, practitioner, and relater (Rosebrough & Leverett, 2011). **Scholars** are “educators who have reason to be superbly confident in their subject” (p. 35). **Practitioners** “specialize in methodology that engages learners” (p. 35). And, **Relaters** are “teachers who nurture the pedagogic relationship, who care about and attend to their learners’ essential natures as persons, their human potential” (p. 36).

It takes a whole teacher to teach the whole child, and “transformational teachers are whole teachers because they use academic, social, and spiritual means to teach the whole child” (p. 35). The **Transformational Pedagogy Model** (p. 16) has become a source for informing and changing the **Conceptual Framework** since the last NCATE review. It is illustrated in Figure 1.1 below and demonstrates the relationship between the learner and the three educational goals of academic, social, and spiritual. The three goals work in synergy in the model, with all three interacting for a combined effect greater than the sum of the individual goals. Academic goals “spring from the traditional liberal arts as well as professional education . . . Social goals . . . are designed to improve human welfare. They are relational, temporal, and self-directed . . . Spiritual goals in the model deal with dynamics of human relations and the human spirit, and include the transcendent values of hope and self-sacrifice” (pp. 27-28).

Social as well as spiritual goals are found in the **Conceptual Framework** where the first distinct facet is **Sensitivity**. A sensitive teacher is certainly a “Relater” who can discern the difference between a challenge and frustration for a child because she/he knows the learner. In this age of standardized curriculum and assessment, it is more vital than ever for teachers at all levels to be sensitive to the learner’s experiences (needs, interests, home environment, etc.) in order to connect teaching to how students learn. Sensitive teachers meet diverse needs and demonstrate “informed empathy” (Ladson-Billings, 2006), where teachers “feel with students rather to feel for
them. Feeling with students . . . does not excuse students from working hard in pursuit of excellence” (p. 31). Price (2006) says that “when students trust that a teacher authentically sees them as important, valuable, and intelligent people, they begin to respect and learn from that teacher, regardless of his or her color” (p. 126). Learners need sensitive teachers.

**Reflection** is the second distinct facet in the **Conceptual Framework**. Academic goals drive reflection for teachers as well as for students. Teacher-scholars know their academic domain(s) so well that they become reflective-practitioners who select pedagogy that inspires critical thinking in students (Dewey, 1916). McTighe et al. (2004) remind us that teachers can best raise test scores “by teaching in rich and engaging ways” (p. 27). Reflective teachers inspire a search for meaning in students. Brooks (2004) says that “living means perpetually searching for meaning. Schools need to be places that keep this search alive” (p. 12).

The third distinct facet of **Faith** undergirds all that Union University seeks to accomplish in classrooms. Integrating a concern for spiritual outcomes along with academic and social goals in teaching is a vital part of the mission of Union. Most educators in “secular realms do not consider taking even the first step in such a journey” (Rosebrough & Leverett, 2012, p. 475). But faith can lead teachers to reflect and act upon the priority of “who” we teach over “what” we teach. Both are important, but transforming students can subsume the more limited concept of informing students. The sacred realm can be seen as overlapping with the secular, where the intersection of the two realms illuminates a teacher’s calling, “because it is where we find purpose, our passion to serve” (Rosebrough & Leverett, 2011, p. 31). To have spiritual goals in teaching means that we can connect to the spiritual in our students. Willard (1998) tells us spiritual is who we already are, not something we become.

The **Conceptual Framework of “A Teacher-Student Dynamic of Sensitivity, Reflection, and Faith”** for Union’s Teacher Education Program represents a more holistic vision for an educational preparation where teachers and leaders care about what they know, what they can do, and what kind of people they are becoming. Expected knowledge, skills, and professional dispositions are enhanced by thinking of pedagogy on a continuum with exposition on the right side, inquiry-teaching on the left, and discussion in the middle (p. 122). If students are allowed to create their own learning, they are more likely to remember what they have been studying. Engaged learning can occur at any point on the continuum, but, if the goal is student-directed learning, it is more likely to occur with discussion and inquiry-teaching.

John Dewey (1938) termed the goal of student-directed learning over a lifetime “continuity of experience.” By allowing students to develop the knowledge, skills, and dispositions through more engaging processes in a supportive environment, students develop good learning qualities; they develop deeper understanding of content; and they build a disposition toward lifelong learning. A conceptual framework that promotes such development is the goal and desire at Union University.

**References**


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

Board of Trustees 
  President 
  Provost 

Executive Vice President for Academic Administration 

Executive Dean, College of Education and Human Studies 

Teacher Education Committee 

Asst Dean for Tchr. Educ & Accred. 

Asst Deans/ Directors of Graduate Programs in Education 

M.Ed. ILL & T&L 

M.A.Ed. 

Ed.D. (ILL & C&L) 

Associate Dean 

College of Educ. and Human Studies 

College of Arts and Sciences 

Master of Urban Educ 

McAfee School of Business 

Early Childhood Educ. PreK-3 
Elementary K-6 
Middle Grades 4-8 
Physical Education K-12 + Health K-12 
Special Education 
  Modified K-12 
  Comprehensive K-12 
Library Info Specialist PreK-12 (M.A.Ed.) 
Instructional Ldrship License PreK-12 
  (Advanced: MEd & EdS) 
Reading Specialist PreK-12 (add-on only) 
School Social Worker PreK-12 

Biology, 7-12 
Chemistry 7-12 
English 7-12 
English as a Second Lang. PreK-12 
French PreK-12 
Government 7-12 
History 7-12 
Mathematics 7-12 
Music 
  Instrumental K-12 
  Vocal/General K-12 
Physics 7-12 
Spanish PreK-12 
Speech Communication 7-12 
Theatre K-12 
Visual Arts K-12 

Business 7-12 
Economics 7-12 
Marketing 7-12
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:

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

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

- Biology, 7-12
- Business, 7-12
- Chemistry, 7-12
- Early Childhood Educ., PreK-3
- Economics, 7-12
- Elementary, K-6
- English, 7-12
- Eng. as a Sec. Lang., PreK-12
- French, PreK-12
- Government, 7-12
- Health, K-12 (as add-on to PE)
- History, 7-12
- Library Info Specialist, PreK-12 (Master's required)
- Marketing, 7-12
- Mathematics, 7-12
- Middle Grades, 4-8
- Music Education:
  - Vocal/General, K-12
  - Instrumental, K-12
- Physical Education, K-12
- Physics, 7-12
- Reading Specialist, PreK-12 (3 yrs teaching experience required)
- Spanish, PreK-12
- Special Education:
  - Modified, K-12
  - Comprehensive, K-12
- Speech Comm., 7-12
- Theatre, K-12
- Visual Art, K-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 determined to be critical for effective teaching and emphasized in Union’s Teacher Education Program include the following:

Effective teachers are
- Collaborative
- Passionate about Teaching
- Ethical
- Critical and Reflective Thinkers
- Professional

Though this list does not include all dispositions that effective teachers possess, it does include those that are perceived to be the most important by the unit. The candidate’s dispositions are assessed formally at Gatepoint 1 (Admission to the TEP), Gatepoint 2 (Admission to Internship I), and Gatepoint 3 (late in semester of Internship II prior to recommendation for licensure).

REQUIREMENTS FOR ADMISSION TO & CONTINUATION IN THE TEACHER EDUCATION PROGRAM AND ADMISSION TO INTERNSHIP I

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. Submission of 2 dispositional evaluations; 1 self-evaluation & 1 faculty evaluation
5. Field experience in education at the appropriate grade level (requires background check); field experience acquired through transfer credit must be verified with a course description or syllabus indicating the total hours completed and the placement
6. Satisfactory scores on the PPST (Reading=174, Math=173, Writing=173) or ACT (Composite 22e) or SAT (Combined score 1020)
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 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 ready to apply for the internship in the fall of the junior year. 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

**Admission to the internship.** Candidates must file an application by October 1 in order to be admitted to the year-long internship the following academic year. The internship only includes fall semester followed by spring semester. Applications are available at [http://www.uu.edu/programs/tep/applications.cfm](http://www.uu.edu/programs/tep/applications.cfm). Other requirements for admission to the internship are as follows:

1. Minimum scores on the **content knowledge** component 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 except for the courses required during Internship I;
6. Lack no more than one course in the major;
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 the internship as a part of graduation requirements, the student must have a degree audit no later than the fall semester, one year prior to the beginning of Internship I.
9. Approval of the Dean of Students;
10. Approval of the Teacher Education Committee.

While no courses may be taken during the spring semester of Internship II, the Problems-based Seminar will be held on Thursday afternoons from 1:00-3:00 throughout the semester, and attendance is mandatory.

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

**Teaching in other states.** Tennessee has reciprocity with most other states and US territories. If the teacher candidate plans to seek a teaching position in another state, he/she must contact that state’s Department of Education to secure 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 the electronic teacher education portfolio.
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 the University of Memphis at Lambuth or other location of your choice. Acquire minimum scores on the PPST (Reading, 174; Writing, 173; Math, 173). Registration information is available at www.ets.org/praxis.
6. Submit one dispositional self-evaluation. The professor of EDU 150 will also submit one.
7. 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.
8. Successfully complete the interview. Dress professionally and arrive a few minutes early.
9. Complete 20-hour observation field experience that is required for EDU 150.
10. Submit the portfolio while enrolled in EDU 150.
11. Upon completion of these requirements, receive notification of admission to the TEP.

SOPHOMORE YEAR:

12. Continue course work, focusing on the schedule provided by your major department and maintaining a GPA of 2.5 in all course work.
13. Maintain a GPA of 2.5 in courses that count in the major, as stated in the Catalogue.
14. Maintain a GPA of 2.5 in courses in the professional core, as stated in the Catalogue.

JUNIOR YEAR--FIRST SEMESTER:

15. Make an appointment with the Asst. Dean for Teacher Education & Accreditation for a junior degree audit.
16. Submit the Internship Application, found at www.uu.edu/programs/tep, by October 1.
17. Submit various components of the portfolio when taking courses in preparation for completing key assessments while enrolled in Internships I & II.

JUNIOR YEAR--SECOND SEMESTER:

18. Maintain an overall GPA of 2.5; 2.75 in the major; 2.75 in the professional core.
19. **Early in the spring semester**, pass the Praxis II content knowledge for the intended endorsement. See your junior audit for specific information. When you register, have scores sent to Union University (Code: R1826) and to the TN Dept of Education. Register online at http://www.ets.org/praxis. Minimum score on the content knowledge portion of the Praxis II must be attained **prior to June 15** to proceed toward the internship.
20. Attend the introductory meeting for interns, mentors, and coaches in late spring. Stay in contact with mentor during summer and **begin internship with in-service and the first week of school**. You may also assist the mentor in setting up his/her classroom prior to the beginning of in-service.
SENIOR YEAR--FIRST SEMESTER:
- 21. Make an appointment with the Asst. Dean for Teacher Education & Accreditation for a senior transcript audit.
- 22. 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/praxis. Minimum scores on all applicable portions of the Praxis II must be attained prior to starting Internship II.
- 23. Maintain the GPA's as stated in #18.
- 23. Complete coursework.

SENIOR YEAR--SECOND SEMESTER:
- 24. Begin Internship II immediately after Christmas break. No classes can be taken during January term. You will be in the classroom every day, all day long, from January-May just before graduation.
- 25. Attend Problems-based Seminars on Thursdays from 1:00-3:00. Seminars are mandatory.
- 27. Begin process of seeking a teaching job.
- 29. Complete application for Tennessee Teacher Licensure during the last seminar. This will be sent to the State Dept. of Education for you when all requirements for the degree and licensure have been completed.
- 30. Attend graduation. CONGRATULATIONS!
- 31. 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.
POST-BACCALAUREATE REQUIREMENTS
(For post-baccalaureate initial licensure)

Praxis II, Application, and Official transcripts. A candidate who seeks post-baccalaureate teacher licensure must first pass the Praxis II content knowledge test for the intended endorsement. Upon passing the test, he/she must 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 must 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. At this meeting the candidate will be apprised of course work that remains, TEP status, additional Praxis II requirements, and any proposed changes in licensure requirements. The candidate will also complete the writing sample. When the writing sample is approved, he/she must meet with the Director of the M.A.Ed. program on the designated campus to compile the program of study. Additional coursework is required to complete the M.A.Ed. degree.

Application to the TEP. The application to the TEP is submitted with the application 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.

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

1. Minimum score on the Praxis II content knowledge test for intended endorsement
2. Cumulative GPA of 3.0 OR conditional admission (admission to graduate course work based on assessment of longer writing sample and completion of 9 graduate hours at Union with a GPA of 3.0)
3. Two positive reference forms
4. Three dispositional evaluations; one self-evaluation and two evaluations completed by professors of the first two classes taken
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 or verification from hiring school system that you have a clear background check per the school system’s policy. http://www.uu.edu/programs/tep/applications.cfm
7. Approval by the faculty of the School of Education
8. Approval by the Teacher Education Committee
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 (3.0 if seeking the M.A.Ed. 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 the internship 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. Application is available at www.uu.edu/programs/tep/applications.cfm. 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 School of Education;
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 designated Fridays through the semester and attendance is mandatory.

Information about the internship for graduate students will be available in fall 2013 or spring 2014.

Transitional licensure. Candidates hired on the Transitional license must enroll in EDU 622 Mentoring Seminar I in the first year of the Transitional license and EDU 6231 Mentoring Seminar II in the second year. If the candidate is hired after the last day to add a class in the fall, he/she must at least register for EDU 622 in the spring semester to renew the license for the second year. Transitional teachers will be notified of documents that are to be submitted to advance to the full Apprentice license while enrolled in EDU 6231 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 required documents as indicated in EDU 6231 Mentoring Seminar II.

Teaching in other states. Tennessee has reciprocity with most other states and US territories. If the teacher candidate plans to seek a teaching position in another state, he/she must contact that state’s Department of Education to secure 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.

Background check procedures can be found at [www.uu.edu/programs/tep](http://www.uu.edu/programs/tep) then click on Applications. The teacher candidate who is teaching on the Transitional license or otherwise employed by a school system must submit the form, Background Check/Fingerprinting Clearance Received from Employing School System, at the above website.
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
  - Copy of your Praxis II score report

_____ Order official transcripts from every institution attended, even if the coursework appears on another transcript. Request that they be sent to the address on the Transcript Request Form.

_____ Schedule an appointment to complete the writing sample. Writing sample must be completed in the Office of Graduate Studies in Education during regular office hours.

_____ Give reference forms to two people, not a family member, 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 Christy Wyatt in Jackson, Angela Franklin in Germantown, or Robin Lawson in Hendersonville to verify receipt. When all transcripts have arrived in the Graduate Education Office, 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, submit the Verification of Teaching Content Area and Program Enrollment form that you received during the transcript audit to the Human Resources Director of your system or to your principal to secure his/her signature. This form must be submitted to the M.A.Ed. Coordinator to register for Mentoring Seminar I, as required by the State.

_____ When hired on the Transitional license, the teacher and the hiring school system must apply for the Transitional license.

_____ 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 to schedule an appointment to meet with the Program Director to plan your M.A.Ed. Program of Study and begin coursework.

_____ Attend M.A.Ed. orientation where you will obtain student ID and parking permit and information about 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 or your principal. 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. View the video LiveText screencast to set up your LiveText account and portfolio.

_____ 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 receive 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.

_____ 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 by checking http://www.ets.org/praxis/tn/requirements/.

_____ 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 immediately following the spring semester to advance to the Apprentice license. The Licensing Officer will email 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 is issued, access your account through the TN Educator Licensure Information site and print your license. Check to be sure it is correct. Take the printed 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.

__________________________ Date
Post-baccalaureate Student’s Signature

__________________________ Date
Asst. Dean or Program Director’s Signature
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 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 and a TBI background check are 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 Internship I or EDU 6231 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 Internship II 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 in November while enrolled in
Internship I. If passing scores are not acquired, the candidate must make an appointment with the Asst. Dean for Teacher Education to discuss options for graduating. It is the candidate’s responsibility to check Praxis II tests currently required by the TN Department of Education.

Interns and post-baccalaureate student teachers are observed by university supervisors and cooperating teachers and assessed using the TAP Planning and Instruction rubrics which are part of the TEAM evaluation used for TN teachers. Interns and student teachers are also assessed using the "Final Evaluation of Interns and Student Teachers."

**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 heartfelt 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. Additional endorsements for Elementary K-6, Early Childhood PreK-3, Middle Grades 4-8, or Special Education require additional coursework in most cases and additional Praxis II tests. Any candidate who already holds an Apprentice or Professional license with an endorsement that includes grades 7 or 8 can add a secondary endorsement (7-12, K-12, or PreK-12, excluding Library Information Specialist, Reading Specialist, or Instructional Leadership) by submitting the online license application found at [http://www.uu.edu/programs/tep/](http://www.uu.edu/programs/tep/) and passing scores on all Praxis II Specialty Area tests for the intended additional endorsement directly to the TN Department of Education. 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. Current internship and materials fees are outlined in the *Catalogue*, as well. Liability insurance coverage is required and varies in price.

**Graduate tuition.** Post-baccalaureate candidates pay tuition as listed in the *Union University Graduate Catalogue*. Student teaching is fourteen hours of tuition at the undergraduate traditional student rate, plus the student teaching fee, materials fee, and liability insurance.
**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. Options offered are Student TN Education Association, Christian Educators Association International, Professional Educators of TN, or Union’s student liability coverage. This expense is the responsibility of the candidate.

**Materials fee per semester.** Courses with materials fees are outlined in the *Catalogue*. 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.**

**Internship fee.** An additional fee will be charged all candidates engaging in Internship I & II. This fee is used to meet part of the expenses of the mentor’s stipend and travel expenses incurred by the university supervisor. See the *Catalogue* for the current amount.

**STUDENT SERVICES/GENERAL INFORMATION**

**Academic advisor.** Undergraduate candidates are assigned an academic advisor from the major department upon entrance to Union. 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. Post-baccalaureate candidates are advised by the Assistant Dean for Teacher Education and Accreditation and the program director.

**Internship supervision.** Candidates enrolled in the internship are assigned a university coach who observes the candidate regularly in the teaching environment and provides feedback regarding strengths and areas that need improvement. Weekly meetings are held with the intern and the mentor/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 internship. Other responsibilities of the Director of Clinical Experiences include informing professors and
candidates of field experience placements, assigning university supervisors for practicum students and interns, acquiring documentation from cooperating schools regarding guidelines for cooperating teachers of interns, 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 2013-14 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(s), 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.

ABSENCE POLICY FOR INTERNSHIP

All interns are expected to be in the assigned classroom every day as directed. If an intern misses more than three days in a semester, he/she will be required to make-up additional missed days after the end of the semester. When the days are made up will depend on the calendar of the school system where placed. If an intern misses more than six days in the academic year, he/she will be required to make up additional missed days during summer school. Extenuating circumstances can be presented for consideration to the Assistant Dean for Teacher Education.
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:
- All international placements will be in the spring semester of Internship II.
- Preliminary Application is due to the Asst. Dean for Teacher Education by November 15, one year prior to Internship I.
- If Preliminary Application is approved, full Union and CCTECC application packet is due to the Asst. Dean for Teacher Education by January 23, one year prior to Internship II.

Time spent in international placement:
Interns continue in their internship placement in Jackson or surrounding area from the first of January through the last week of February. In the first week of March, he/she will travel to the international placement and move into new living quarters. Student teaching will resume within a few days of arrival and continue through the last week of April. The next week may be used for additional travel in and around foreign country and return to US. Student teacher will return to the original internship placement the week of final exams and participate in exit interviews and graduation. This week will afford the intern the opportunity to share international experiences with students in original placement and to see the final days of the school year.

Financial responsibilities:
The student teacher will be responsible for:
- tuition for 12 semester hours of Internship II & 2 hours for Problems-based Seminar,
- the internship fee as stated in the Catalogue,
- passport/visa fees (passport: $100; visa: usually $150+),
- travel,
- pro-rated room and board at Union (if living on campus—see note below) for the time in Jackson,
- room and board in designated international setting (varies according to location),
- immunizations,
- CCTECC fee for placement and weekend retreat ($375-400),
- additional stipend for cooperating teacher and supervisor ($140 total),
- insurance (medical, evacuation, etc.), and sightseeing.

International student teachers who will NOT be staying in their dorm room during the entire spring 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 entirely for a defined period.

If you submit the application, you are making a commitment to complete the international student teaching placement. The only reason for withdrawing your application once it is submitted to CCTECC is personal illness or serious illness of an immediate family member.

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 "Teaching in a Distant Classroom: Crossing Borders for Global Transformation" available through the Office of Teacher Education

Sophomore year
- Attend informational meeting with Dr. Myatt; dates for each semester to be announced through E-announcements.
- Meet with External Study Adviser for pre-travel advising/scholarship information (in the Academic Center/Center for International and Intercultural Studies)
- Examine CCTECC’s website (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. Placement in some schools is sometimes limited by individual school or country issues. Be prepared to move to fourth or fifth choices for placements, if needed, since it is in your best interest.
- Maintain high-performance in all coursework, particularly in pedagogy

Junior year, first semester
- Submit Internship Application (www.uu.edu/programs/tep) to Director of Clinical Experiences by October 1.
- Submit International Student Teaching Preliminary Application to Dr. Myatt by November 15, 1 year prior to Internship I.
- If Preliminary Application is approved, submit Union’s Application for Consideration for International Student Teaching and CCTECC’s Overseas Student Teaching Application (www.uu.edu/programs/tep) by January 23 to Dr. Myatt for approval by Teacher Education Program; in Section 5 of the longer application, do not refer to your Christian faith or God or
Jesus, as this might be sent to a secular school.

- If approved by TEP, submit $375 (check made payable to INTERACTION) to Dr. Myatt. She will send it to Al Gurley, Interaction International, Inc., Box 158, 7414 Forest Avenue, Houghton, NY 14744.
- Respond promptly to e-mails from Al Gurley with CCTECC regarding application status and placements
- Secure passport; if you already have a passport, check to be sure it will not expire before you leave.

**Fall semester of Internship I**

- Attend pre-experience orientation conducted by Interaction (CCTECC) at Lake Placid Conference Center, Hartford City, Indiana. **This is mandatory for international student teaching.**
- Attend Union’s external study orientation offered by the Institute for International and Intercultural Studies (IIIS). The date is determined the previous semester, so watch for announcements on E-announcements, the video board, posters, website and Facebook page "external study at union university".
- If required, secure visa from country where student teaching
- Secure additional medical, evacuation, flight insurance as needed. The IIIS can offer suggestions for these types of additional insurance.
- Correspond with contact person/cooperating teacher in international setting according to the Confirmation of Placement from CCTECC to make housing arrangements. Be patient and flexible with international contacts regarding housing and other details.
- Book flight; confirm arrival date/time with contact person to arrange for transportation from airport
- **Register for international internship through the Institute for International and Intercultural Studies, NOT through your academic advisor.**
- Submit the Prorated Residence Life Housing Contract that is part of this packet if you will be living on campus and plan to move out prior to leaving for international student teaching placement
- Complete immunizations, meds, health history

**Semester of Internship II:**

- Submit to Dr. Myatt a check for $140 made payable to Union to cover additional stipends for university supervisor and cooperating teacher in international placement.
- Begin Internship II in January immediately following Christmas break. Continue in internship placement through the last week of February.
- Move all of your belongings out of your dorm room unless you pay full housing fee or live off campus.
- Take all immunization, meds, health history records with you to international placement
- In first week of March travel to international placement, get settled in to new surroundings, and begin student teaching placement there. Continue in international placement through last week of April.
- Return to the U S and to your original internship placement for the week of final exams. Share your experiences with the students in original placement.
- Complete exit interview with your coach and graduation.
ADMINISTRATION AND STAFF OF THE TEACHER EDUCATION UNIT


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 Assistant Professor of Education. B.S., The University of Alabama; M.Ed., University of Memphis. Additional study, Cumberland University.

Linda Cash (2012). Assistant Dean of Graduate Studies in Education, Hendersonville, and Associate Professor. Ed.D., Trevecca University; M.S., Tennessee State University; B.S., Lander University.

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

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

Ben Phillips (2010). Director of the Ed.S. and Ed.D. (P-12), Jackson, Associate Professor of Educational Leadership. B.S., Freed-Hardeman University; M.S., University of Memphis; Ed.D., University of Memphis.

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

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


Robin Lawson (2010). Program Coordinator and Administrative Secretary, Hendersonville.


Patti Todd (1996). Program Coordinator, Teacher Education Program, and Secretary, School of Education and Human Studies, Jackson. B.S.O.L., Union University.

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, SE, LJS, Rdn, Spec, & Instructional Leadership.

UNION UNIVERSITY’s 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 413 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
Total hours: 27

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
Total hours: 20

For Biology endorsement, the Biology Dept. recommends that the candidate take BIO 211, Microbiology, BIO 221 and 222, Anatomy and Physiology I & II, and EDU 418, Teach 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 Ed 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 Mgmt: 3
- Select two of the following:
  - MGT 321, Organizational Behavior
  - MGT 321, Legal Environment of Business
  - MKT 328, Principles of Marketing
- CSC 105, Survey of Microcomputer Applications: 3
- Business Technology 7-12:
  - Complete the courses for Bus Bas/Acctng above and
  - MGT 310, Mgmt Info Systems: 3
Total hours for both endorsements: 24

Chemistry Grades 7-12 (Code 416):
- CHE 314 & 324, Organic Chem I &
- CHE 315 & 325, Organic Chem II & Lab: 5
- CHE 319, Biochemistry: 4
- CHE 335, Intermediate Inorganic Chem: 3
- CHE 405, Environmental Chem: 4
Total hours: 21

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 complete CHE 211 and 221 to better prepare for the Praxis II Specialty Area exams.

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
Total hours: 15

Elementary K-6 (Code 499):
See Asst. Dean for Teacher Education

Middle Grades 4-8 (Code 440)
See Asst. Dean for Teacher Education

If adding Middle Grades 5-8 to Elem K-6 or secondary license:
See Asst. Dean for Teacher Education

English 7-12 (Code 407):
- ENG 201 & 202, World Lit I & II: 6
- ENG 330 or 331 or 332 or 333 (Adv British): 3
- ENG 334 OR 335 (Advanced American): 3
- ENG 430 or 431 or 432 or 433 or 434 or 435 (Major Writer): 3
- 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
Total hours: 21

English as a Second Language PreK-12 (Code 490):
- 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
Total hours: 21

French PreK-12 (Code 491):
- Two of the following:
  - FRE 211, Inter. Conv. 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
One of the following must be upper-level:
- 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
Total hours: 15-18

Government 7-12 (Code 423):
- PSC 211, Pol & Gov of US: 3
- PSC 313, Political Parties in the US: 3
- PSC 322, Comparative Political Systems: 3
- PSC 411, American Foreign Policy: 3
Total hours: 12

History 7-12 (Code 421):
- HIS 101 & 102, World Civ I & II: 6
- HIS 211 & 212, US History I & II: 6
- HIS 245, History and Historians: 3
- HIS 322, 20th C or 422, US Since WWII or 424, Jackson: 3
- HIS 420, Russia since 1547 (if not 322 above): 3
Total hours: 21
**Marketing 7-12 (Code 472) and Economics 7-12 (Code 424):**
- ECF 211 & 212, Macroecon. & Microecon. 6
- MGT 318, Principles Management 3
- MKT 328, Principles of Marketing 3
- MGT 330, Consumer Behavior 3
- MKT 433, Global Marketing Management 3
One of the following:
- MKT 419, Advertising
- MKT 424, Marketing Research 3
**Total hours** 21

**Mathematics 7-12 (Code 413):**
- MAT 207, Transition 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
**Total hours** 19

**Physical Education K-12 (Code 420):**
- 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)
**Total hours** 23

**Health K-12 (code 419) must be added to Phys Ed:**
- PEWS 113, Elementary Nutrition 3
- PEWS 222, First Aid 3
- PEWS 301, Drug Education 3
- PEWS 322, School Health Education 3
- PEWS 324, Personal Hygiene 3
- PEWS 327, Environmental Health 3
**Total hours** 18

**Physics 7-12 (Code 417):**
- 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
**Total hours** 21
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.

**Spanish PreK-12 (Code 495):**
- 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 & Dict 3
- SPA 330, Advanced Grammar 3
One of the following must be upper-level:
- If not 213 above, SPA 419, Surr Cult and Politics 3
- If not 214 above, SPA 311 or 411 or 420, Survey or Genre 3
**Total hours** 15-18

**Special Education:**
See Asst. Dean for Teacher Education & Accreditation

**Speech 7-12 (Code 408):**
- 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
**Total hours** 15

**Theatre K-12 (Code 405):**
- 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
**Total hours** 18