



UNION UNIVERSITY

School of Education

EDUCATOR PREPARATION PROGRAM HANDBOOK

Admission, Policies, & Programs
2025–2026



EXCELLENCE IN
EDUCATOR PREPARATION
ACCREDITATION

Revised July 2025

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UNION UNIVERSITY
EDUCATOR PREPARATION PROGRAM
A Teacher-Student Dynamic of Sensitivity, Reflection and Faith

PURPOSE OF THE HANDBOOK

The purpose of the Educator Preparation Program Handbook is to guide the candidate through the Educator Preparation Program (EPP). While the ultimate responsibility for completion of the program lies with the candidate, official records are maintained in the Registrar's office and in the office of the Director of Educator Preparation. The academic advisor also provides guidance and assistance in maintaining accurate records.

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

The offices of the Dean of the College of Education and the Director of Educator Preparation are located in the School of Education in the Penick Academic Complex (PAC). The telephone number is (731) 661-5391. The Curriculum Laboratory is located in PAC C-13; 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 until all licensure requirements are met.

IDENTITY OF UNION UNIVERSITY

Union University 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 academic community is composed of quality faculty, staff, and students working together in a caring, grace-filled environment conducive to the development of character, servant leadership, and cultural engagement.

MISSION STATEMENT OF UNION UNIVERSITY

Union University provides Christ-centered education that promotes excellence and character development in service to Church and society.

MISSION STATEMENT OF THE EDUCATOR PREPARATION PROGRAM

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

Description of the Statement:

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

CANDIDATE OUTCOMES

1. **Knowledge of Learners.** Candidates as teacher-practitioners design and implement instruction in consideration of the typical cognitive, linguistic, social, emotional, and physical development of children and adolescents and responsive to individual needs.
2. **Diverse Learners.** Candidates as teacher-relaters respect diverse cultures and the wide range of individual abilities by establishing inclusive learning environments that maintain high expectations for all.
3. **Learning Environments.** Candidates as teacher-relaters create respectful, collaborative, and engaging learning environments that communicate the Christ-modeled worth and potential of each individual.
4. **Content Knowledge.** Candidates as teacher-scholars demonstrate academic competence in the central concepts, tools of inquiry, and structures of their discipline(s) and design instruction that makes content accessible and meaningful to facilitate content mastery.
5. **Content to Critical Thinking.** Candidates as teacher-practitioners engage learners in critical thinking, creativity, and problem-solving by integrating concepts of the discipline(s) from different viewpoints relevant to local and global issues.
6. **Assessment, Reflection, Response.** Candidates as teacher-practitioners use multiple assessment strategies to evaluate learning in the classroom and to empower the learner to reflect and improve.
7. **Planning.** Candidates as teacher-scholars and practitioners use content, pedagogical, and cultural knowledge to plan instruction that is rigorous, personal, and differentiated to the learner by providing for students a clear linkage between critical content, meaningful assessment, and purposeful, engaging instructional approaches.
8. **Instructional Strategies.** Candidates as teacher-practitioners demonstrate knowledge and use of a variety of effective teaching methods that promote deep understanding of content, its connections to other disciplines, and its meaningful application to their modern world.
9. **Professional Learning and Ethical Practice.** Candidates as teacher-practitioners are immersed in professional learning, demonstrate their ability to reflect on practice and choices, and are responsive to input from mentors, faculty, and cooperating teachers to adapt instruction for improved learner outcomes.
10. **Leadership and Collaboration.** Candidates as teacher-relaters demonstrate leadership by assuming responsibilities for instruction and learning in the classroom, collaborating with all stakeholders to ensure learner growth, and showing evidence of the potential for and interest in future leadership roles beyond the classroom.

Educator Preparation Program Accreditation

The National Council for Accreditation of Teacher Education (NCATE) first approved Union's Professional Education Unit at both the initial and advanced levels in 2000. This national accreditation supported the unit's state approval that had stood since the mid-1950's. The Educator Preparation Program remained accredited by NCATE through October 2020, when it achieved reaccreditation at the initial and advanced levels through the **Council for the Accreditation of Educator Preparation (CAEP)**. This accrediting body was created via the merger of NCATE and the Teacher Education Accreditation Council (TEAC) in 2013. Union University's CAEP accreditation term runs from October 2020 through 2027.

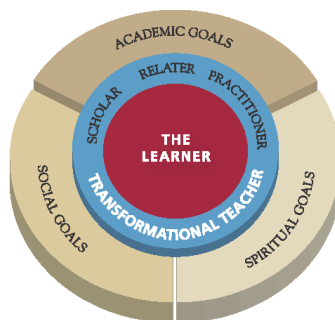
CONCEPTUAL FRAMEWORK

“A Teacher-Student Dynamic of Sensitivity, Reflection, and Faith”

The conceptual framework for Union University’s Educator Preparation 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 a prior 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).



TRANSFORMATIONAL PEDAGOGY MODEL

Figure 1.1

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 than 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 Educator Preparation 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.

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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, 6-12 | Instr Ldrshp Lic PreK-12 | Physical Education, K-12 |
| Business Educ., 6-12 | (M.Ed. or Ed.S. required) | Physics, 6-12 |
| Chemistry, 6-12 | Japanese, PreK-12 | School Social Worker, PreK-12 |
| Economics, 6-12 | Marketing, 6-12 | Spanish, PreK-12 |
| Elementary, K-5 | Mathematics, 6-12 | Special Education: |
| English, 6-12 | Middle Grades ELA 6-8* | Comprehensive, K-12 |
| English as a Second Lang. PreK-12* | Middle Grades Math 6-8* | Interventionist K-8 & 6-12 |
| French, PreK-12 | Middle Grades Social Studies 6-8* | Speech Comm., 6-12* |
| Government, 6-12 | Middle Grades Science 6-8* | Theatre, K-12* |
| Health, K-12 (as add-on to PE) | Music Education: | Visual Art, K-12 |
| History, 6-12 | Vocal/General, K-12 | |
| | Instrumental, K-12 | |

**available at the post-baccalaureate level only*

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

| | | |
|-----------------------------|--------------------------------|----------------------------|
| Biology, 6-12 | Gifted PreK-12 | Spanish, PreK-12 |
| Business, 6-12 | Government, 6-12 | Special Education: |
| Chemistry, 6-12 | Health, K-12 (as add-on to PE) | Interventionist K-8 & 6-12 |
| Economics, 6-12 | History, 6-12 | Comprehensive, K-12 |
| Elementary, K-5 | Marketing, 6-12 | Speech Comm., 6-12 |
| English, 6-12 | Mathematics, 6-12 | Theatre, K-12 |
| Eng. as Sec. Lang., PreK-12 | Physical Education, K-12 | Visual Art, K-12 |
| French, Pre-12 | Physics, 6-12 | |

ACCOMMODATION STATEMENT

Any student with a disability requesting academic accommodations is encouraged to speak with the course instructor immediately at the beginning of the semester. In addition, the student must provide the instructor a letter of accommodations from the Office of Disability Services (ODS). For more information about registering with ODS please visit www.uu.edu/ods or contact Esperanza Gonzalez, Director for Disability Services, at egonzalez@uu.edu or (731) 661-6520. ODS is located in PAC F-39. All information disclosed during this process will be handled in compliance with FERPA policies regarding privacy of information.

PROFESSIONAL BEHAVIORS AND DISPOSITIONS OF TEACHER CANDIDATES

The professional behaviors and dispositions determined to be critical for effective teaching and emphasized in Union's Educator Preparation Program include the following:

Effective teachers:

- collaborate with others;
- demonstrate a positive attitude;
- maintains positive relationships with adults;
- communicates effectively;
- adheres to policies regarding attendance and punctuality;
- interacts appropriately and positively with others;
- demonstrates evidence of initiative;
- follows guidelines and policies for professional appearance;
- adheres to legal and ethical standards for behavior;
- demonstrates respect for and appreciation for a wide variety of individual differences;
- demonstrates a commitment to creating a positive, low-risk learning environment;
- uses time effectively;
- demonstrates a commitment to students' learning; and
- demonstrates a commitment to continuous improvement as an educator.

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 professional behaviors and dispositions are assessed formally at prescribed gatepoints within the undergraduate and post-baccalaureate programs.

REQUIREMENTS FOR ADMISSION TO, CONTINUATION IN, AND COMPLETION OF THE EDUCATOR PREPARATION PROGRAM

UNDERGRADUATE REQUIREMENTS

Admission to the EPP. Undergraduate candidates must meet the following requirements for admission to the Educator Preparation Program.

1. Minimum of 24 semester hours in general education. Transfer hours can count toward this requirement
2. Minimum GPA of 2.75 in all course work at Union University
3. Interview with the Educator Preparation Screening Committee
4. Submission of 2 professional behavior and 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 Core Academic Skills for Educators (Reading=156, Math=150, Writing=162), **or** ACT (Composite 22e), **or** SAT (Total 1100)
7. Approval of the School of Education
8. Approval of the EPP Council

Application to the EPP. 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 EPP is submitted during this course, and a 20-hour field experience in an approved setting is also completed. By completing the admission process early in the college career, a candidate is able to take courses that require admission to the EPP 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 EPP **immediately** upon entrance to Union.

Continuation in the EPP. In order to remain in the EPP following admission, the candidate must maintain a GPA of 2.75 in all course work, in the major, and in the professional education core.

Admission to internship. Candidates must file an application by October 1 prior to the start of the yearlong internship in order to be considered for admission to the internship. The application is available at <http://www.uu.edu/programs/epp/resources/applications.cfm>. Other requirements for admission to the internship are as follows:

1. Minimum score on the Praxis II content test for the intended endorsement must be submitted by April 1 prior to the start of the internship;
2. Completion of a degree audit prior to the application due date of October 1.
3. Minimum GPA of 2.75 in all course work; 2.75 in the major; 2.75 in the professional education core;
4. Lack no more than two courses in the major at the start of Internship I;
5. Recommendation from the major department;
6. Approval of the Dean of Students;
7. Approval of the EPP Council.

Application for initial licensure. Applications for Tennessee teacher licensure are completed during the final seminar of the spring semester and are submitted by the licensing officer to the Tennessee State Department of Education when all courses are 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 search that state's Department of Education website for information about out-of-state licensure processes. Website can be found through a Google search.

Background checks and fingerprinting. All students desiring to enter Union University's Educator Preparation 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 EDUCATOR PREPARATION 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 Educator Preparation Program and to be admitted to student teaching.

FRESHMAN YEAR:

- _____ 1. Complete 24 semester hours in general education.
- _____ 2. Maintain GPA of 2.75 in all course work.
- _____ 3. Take EDU 150, Foundations of Education. Complete application to the EPP as part of this course.
- _____ 4. Complete background check and fingerprinting. Procedures available at <http://www.uu.edu/programs/epp/resources/applications.cfm>.
- _____ 5. Register for the Core Academic Skills for Educators (CORE) tests if you do not already have a score of 22 on the ACT or 1100 on the SAT. Take the computer-based CORE on the appointed date at the University of Memphis at Lambuth or another location. Acquire minimum scores on the CORE (Reading, 156; Writing, 162; Math, 150). 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. Register 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. Upon completion of these requirements, receive notification of admission to the EPP

SOPHOMORE YEAR:

- _____ 11. Continue course work, maintaining a GPA of 2.75 in all course work.
- _____ 12. Maintain a GPA of 2.75 in courses that count in the major, as stated in the Catalogue.
- _____ 13. Maintain a GPA of 2.75 in courses in the professional core, as stated in the Catalogue.

JUNIOR YEAR--FIRST SEMESTER:

- _____ 14. Early in the fall semester, make an appointment with the Director of the Educator Preparation Program for a graduation audit.
- _____ 15. If completing the internship, register for the Praxis II content test for the intended endorsement, as recommended in the degree audit. Register at <https://www.ets.org/praxis/tn.html> and have scores sent to the TN Dept of Education (code R8190) and to Union (code R1826).
- _____ 16. Submit the internship application by October 1.

JUNIOR YEAR--SECOND SEMESTER:

- _____ 17. Maintain an overall GPA of 2.75; 2.75 in the major; 2.75 in the professional core.

SENIOR YEAR--FIRST SEMESTER:

- _____ 18. Complete Internship I and other required coursework as directed by advisor.
- _____ 19. Register for all remaining applicable portions of the Praxis II to be taken in late October or November. Have scores sent to Union University (code R1826) and the TN Dept of Educ. Register (code R8190) online at <http://www.ets.org/praxis>. Minimum scores on all remaining portions of the Praxis II must be attained **prior to** starting Internship II.
- _____ 20. Maintain the GPA's as stated in #17.
- _____ 21. Complete coursework.

SENIOR YEAR--SECOND SEMESTER:

- _____ 22. Complete Internship II.
- _____ 23. Attend Problems-based seminars on designated days throughout the spring semester. Seminars are **mandatory**.

- _____ 24. Formulate resume with help of personnel in the Vocatio Center.
- _____ 25. Begin process of seeking a teaching job.
- _____ 26. Submit final edTPA.
- _____ 27. Complete application for Tennessee Teacher Licensure during the last seminar. This will be submitted to the TN Dept. of Education for you when all requirements for the degree and licensure have been completed.
- _____ 28. Attend graduation. CONGRATULATIONS!
- _____ 29. After securing the first teaching job, let the Director of the Educator Preparation Program know where you are teaching or if you are available for a job when requests for recommendations for teachers are received by UU.

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.

Praxis II. All candidates must submit a minimum score on the Praxis II specialty area (content knowledge) test for the intended endorsement prior to beginning coursework or have graduated with a 3.0 GPA within a major in one of the state's accepted areas. Current tests required in TN can be found at <https://www.ets.org/praxis/tn/requirements/>.

Transcript audits. After the candidate has passed the Praxis II or has a 3.0 in a qualifying major, completed the application for admission to Graduate Studies in Education, submitted a \$25.00 application fee, passed the writing sample, and official transcripts have been received, the candidate must schedule an appointment for a license evaluation with the Licensing Officer. At this meeting the candidate will be apprised of course work that remains, EPP status, Praxis II requirements, and any proposed changes in licensure requirements. The candidate must meet with the Director of the M.A.Ed. program on the designated campus to compile the program of study.

Admission to the EPP. Post-baccalaureate candidates must meet the following requirements for admission to the Educator Preparation Program.

- 1) Satisfactory score(s) on the Praxis II Specialty Area Test(s) for endorsement being sought as indicated at <http://www.ets.org/praxis/tn/requirements/> OR graduated with a 3.0 GPA within a major in one of the state's accepted areas.
- 2) Cumulative GPA of 3.0 OR conditional admission (completion of 9 graduate hours at Union with a GPA of 3.0). Some school systems require a GPA of 2.75 or higher to be hired on the job-embedded Practitioner license.
- 3) Two positive reference forms
- 4) Three positive professional behaviors and dispositions evaluations; one self-evaluation and two evaluations completed by professors of the first two classes completed at Union
- 5) Completion of background check and fingerprinting by TBI or submission of the intent to hire form from the school system where the job-embedded candidate will be teaching.
- 6) Approval by the faculty of the School of Education
- 7) Approval by the Educator Preparation Program Council

Application to the EPP. The application to the EPP is submitted with the application for admission to Graduate Studies in Education. **If the Praxis test score is not submitted, the candidate understands that he/she is in the degree-only program, not in the licensure program.**

Continuation in the EPP. In order to remain in the EPP 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.

Job-embedded Practitioner license. Candidates hired on the Practitioner license must submit to Union's Licensing Officer the Practitioner intent to hire form from the hiring school system and the license application. The licensing officer will submit the application in TNCompass. Students must enroll in Mentoring Seminar A in the 1st semester it is offered upon getting their Practitioner license. If hired later in the semester, students must enroll in spring semester and must participate in orientation training in October of first year as directed by program director. Mentoring A, B, and C must be taken consecutively unless the extenuating circumstance is approved by the program director. The candidate must be fully admitted to the EPP to continue in Union's program the second year. Upon completion of all licensure coursework, the licensing officer will tag the candidate's license as "Completed". At that point, it is solely the responsibility of the teacher to know what is required to renew or advance the license and to submit the renewal or advancement transaction in TNCompass before the license expires.

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 study that state's Department of Education website to determine the requirements of out-of-state licensure. Website information can be secured through a Google search. All states do not accept teaching licenses secured through the alternative route (job-embedded Practitioner); 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 Educator Preparation 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

<http://www.uu.edu/programs/epp/resources/applications.cfm>. The teacher candidate who is teaching on the job-embedded Practitioner license will submit the Intent to Hire/Agreement to Apply form in lieu of the background check.

If a student is admitted to the EPP but is not enrolled at Union for three years, the student must go back through the admission process as outlined above. Licensure requirements must be completed within five years of taking professional education coursework to ensure that the current issues in education are covered. If more than five years pass, the student will have to repeat professional education courses.

CHECKLIST OF PROCEDURES

Practitioner 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 Educator Preparation Program:

- _____ Register at www.ets.org/praxis to take the Praxis II content knowledge test for the intended endorsement. Check the current list of TN test requirements before registering. Have scores sent to Union (code 1826) and to the TN Department of Education (code 8190). Study guides are available at <http://www.ets.org/praxis/prepare/materials>. You must pass the test or have graduated with a 3.0 GPA within a major in one of the state's accepted areas in order to begin licensure coursework as a licensure student and to be hired on the job-embedded Practitioner license. If you have not passed the Praxis II content knowledge test for the intended endorsement, you may begin coursework as a degree-only student, not licensure. It is imperative that you pass the test as early as possible!
- _____ Submit the following items **in one packet** to the Office of Graduate Studies in Education, prior to meeting with the Licensing Officer or Director:
 - *Application to Graduate Studies in Education*
 - *Post-baccalaureate Application for Admission to the Educator Preparation Program*
 - a non-refundable application fee of \$25
 - *Certificate of Immunization*
 - Background check found at <http://www.uu.edu/programs/epp/resources/applications.cfm>. If you have completed a background check for a school system, that school system must complete the Verification/Intent to Hire form that is submitted to the Graduate Office.
- _____ 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 the MAEd coordinator. Writing sample can be completed in the Office of Graduate Studies in Education during regular office hours or online.
- _____ 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 the MAEd coordinator to verify receipt. When **all** transcripts and Praxis score are on file in the Graduate Education Office, the MAEd coordinator will contact the Director of Educator Preparation/Licensing Officer to schedule the appointment for the **license evaluation**.
Follow that audit very carefully throughout your program.
- _____ When a school system indicates that it intends to hire you on the job-embedded Practitioner license, secure the signature of the HR Director on the Intent to Hire/Agreement to Apply form received during the meeting for the transcript evaluation. This form must be submitted to the Director of Educator Preparation/Licensing Officer to start the license application process and to register for Mentoring Seminar I. Submit the Practitioner application to the Asst. Dean for Teacher Education **immediately**.
- _____ If seeking the **M.A.Ed. degree, with or without teacher licensure**, 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 minimum score on the Praxis II Specialty Area Test has not been submitted, 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 cannot seek a teaching job and apply for the Practitioner 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. You cannot receive a degree with the provisional status.
- _____ Maintain an overall minimum GPA of 3.0 since completion of the undergraduate degree and a GPA of 2.75 in the professional education core.
- _____ Pass any 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.
- _____ Upon completion of all licensure courses and assessments, the Licensing Officer will tag the EPP Completion Status in your TNCompass account as "Completed."

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 by deadline printed in the *Graduate Catalogue*.
- _____ Attend graduation, order official Union transcript to be sent to the TN DOE and submit transaction in your TNCompass account 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

 Program Director's Signature

 Date

ACADEMIC POLICIES

Minimum GPA requirements. Minimum GPA's are listed above. Following admission to the EPP, if the GPA drops below the minimum, the candidate is removed from the EPP and may not take any courses that require admission to the EPP. 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 EPP.

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 EPP at Union. The purpose of these early field experiences is to introduce the prospective teacher to a variety of school settings, learners, and routine activities. The knowledge and skills introduced in course work will be refined in the early field experiences. **Proof of professional liability insurance is required of all 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 EPP. The Educator Preparation Program Council, which includes representatives of the faculty from across the university, is the EPP coordinating and policy-making body for the unit and is responsible for assuring that the established policies are followed. If the candidate feels that established policy or practice is not being followed, the Educator Preparation Program Council should be contacted. The Educator Preparation Program Council is also the appeals committee for the EPP. All appeals for variance from established policy and practice should be presented in writing to the Dean of the College of Education and Human Studies. The Dean will consider whether the appeal may, within established policy, be granted. If the appeal has been denied by the Dean, the candidate may choose to direct the appeal to the Educator Preparation Program Council. The candidate should contact the chairman of the EPPC and present the appeal in writing. After the EPPC 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 edTPA while enrolled in the internship. The tasks in edTPA address the candidate's performance of professional education standards required by the Tennessee State Department of Education. Those standards are aligned with CAEP, InTASC, Union Outcomes, and the conceptual framework of the Educator Preparation Program.

To be admitted to the internship and the job-embedded Practitioner program 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 must be passed by April 1 prior to the undergraduate internship and prior to starting the job-embedded Practitioner program. It is the **candidate's responsibility** to check Praxis II tests currently required by the TN Department of Education.

Interns are observed by university coaches and mentors and assessed using the *TEAM Planning, Instruction, and Environment* rubrics used for TN teachers. Interns are also assessed using the "Final Evaluation of Interns." Job-embedded Practitioner candidates are observed by their university mentor and assessed using the TEAM rubric.

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.

edTPA for undergraduate candidates: All undergraduate candidates submit the edTPA portfolio in late February or early March of Internship II. The early submission date allows for two resubmissions before the end of the semester. Upon successful completion of all internship requirements, excluding edTPA, an undergraduate intern can graduate with the applicable degree. If the intern does not secure a passing score on edTPA by the end of spring semester, he/she cannot be recommended for a TN license (state requirement). In this case, the only option for this candidate is to enter Union's post-baccalaureate initial licensure program through the job-embedded Practitioner route and complete EDU 623, 627, and 628.

Additional endorsements. Current information about adding endorsements can be found at <http://tn.gov/education/topic/add-an-endorsement>. Union offers add-on endorsements in areas outlined in the section "Endorsement Areas Offered by Union University." Current Praxis tests are required for an additional endorsement. Admission to the post-baccalaureate Educator Preparation 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. Candidates must also secure professional liability insurance, complete the background check/fingerprinting, complete Praxis II tests and edTPA, and pay internship fees as outlined in the *Catalogue*.

Graduate tuition. Post-baccalaureate candidates pay tuition as listed in the *Union University Graduate Catalogue*. Candidates must also secure professional liability insurance, complete the background check/fingerprinting, complete Praxis II tests, and pay any other fees as outlined in the *Catalogue*.

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. Course fees are available in the Undergraduate or Graduate Catalogue for the current year.

Internship fee. Internship fees are \$200 in fall and \$200 in spring. The clinical fee is used to meet part of the expenses of the mentor stipend and travel expenses incurred by the university supervisor.

edTPA fee. The cost of submitting edTPA is \$300. A course fee is added to specified courses. When the candidate is ready to submit edTPA, Union will provide a voucher that will be used in lieu of paying the \$300 out of pocket. Resubmission costs are solely the responsibility of the candidate.

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 Director of Educator Preparation/Licensing Officer and the program director.

Practicum/Internship supervision. Candidates enrolled in practicum/internship experiences are assigned a university supervisor/coach who observes the candidate regularly in the teaching environment and provides feedback regarding strengths and areas that need improvement. Regular meetings are held with the intern and the university coach.

Director of Educator Preparation and EPP Licensing Officer. The Director of Educator Preparation and the EPP Licensing Officer serve as resources for all candidates. The Director of Educator Preparation and the EPP Licensing Officer are available during regular office hours to answer questions regarding programs of study, testing requirements, teacher licensure, employment opportunities, and other topics related to the Educator Preparation Program. The undergraduate candidate is responsible for scheduling an appointment with the Director of Educator Preparation for a graduation audit early in the fall of the junior year (prior to submission of the internship application) to ensure completion of requirements for graduation and licensure. The post-baccalaureate candidate is responsible for having the license evaluation completed before applying for the job-embedded Practitioner license and for asking about changes in licensure programs as directed by the Tennessee 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, practicum experiences, 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 mentors for interns, securing agreements with school systems where field experiences take place, and assisting the Director of Educator Preparation 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 Educator Preparation Program**) are included in the candidate's catalogue of record; they are also available in the office of the Director of Educator Preparation 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. Clothing

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

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

Leggings only worn with a dress, **not** a short top.

No tank tops, low-cut blouses or sweater, 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

No flip-flops. Shoes worn by ladies must have at least a back strap.

Men may not wear sandals and must wear socks with shoes.

4. Hygiene

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

All tattoos must be covered and not visible.

No bright hair color that is not natural.

ABSENCE POLICY FOR INTERNSHIP

All interns are expected to be in the assigned classroom every day. If an intern misses more than three days in the semester, he/she will be required to make-up 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. Extenuating circumstances can be presented for consideration to the Director of Educator Preparation.

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
- With-it-ness
- 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

Internship 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 Educator Preparation 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 internship 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 intern 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 intern’s file.** Level 1 is the usual action taken for first time violations; other actions may be added as the Director of Educator Preparation, in collaboration with the university supervisor, deems appropriate. Violations include:

- A. Inappropriate language
- B. Tardiness and early departure from school/intern 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 Director of Educator Preparation 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 intern’s file. Failure to comply with the condition of Level 2 could result in withdrawal from the internship.**

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 the internship or receiving a grade of F in the internship. A Level 3 violation may result in whatever sanction the Director of Educator Preparation deems appropriate. Violations include, but are not limited to, the following:

- A. Any repeated Level 2 offense
- B. Non-approved absence. The intern 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 THE INTERNSHIP

The following violations will result in immediate withdrawal from the internship or receiving a grade of F for the internship:

- 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 *Educator Preparation Program Handbook, Volume 1: Admission, Policies, and Programs*.

I _____ have fully read and do understand
(Print Intern's Name)

the Intern Disciplinary Procedures. I agree to abide by the terms and conditions set by Union University and the Educator Preparation Program. As a future educator, I understand and accept my responsibilities as an intern and do promise to immediately bring any concerns and questions to the attention of my university supervisor.

Signed _____ Date _____
Intern's Signature

Signed _____ Date _____
Coach's Signature

Signed _____ Date _____
Director of Educator Preparation's Signature

International Student Teaching Experience

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 candidates:

- 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:

- **The international placement will occur during the spring semester of the year-long internship (during Internship II). The internship application is due October 1, one year prior to Internship I. The international application packet is due to the Director of Clinical Experiences at the same time.**

Time spent in international placement:

In most cases, the intern will continue in the same local placement in the fall until the middle of March. One week prior to the start of the international placement, he/she will travel to the international placement and move into new living quarters. The international placement will last for 8 weeks. The final week prior to graduation will be used for additional travel in and around foreign country and return to US. The student teacher will return to Union two or three days before graduation for **exit interviews and graduation**.

Financial responsibilities:

The international student teacher will be responsible for:

- tuition for 16 semester hours of Internship II and Problems-based Seminar,
- the Internship fee as stated in the *Catalogue*,
- external study processing fee for Institution for International and Intercultural Studies (\$120 but part will be reimbursed upon receipt of re-entry evaluation)
- 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 (\$425),
- additional stipend for international cooperating teacher and supervisor (\$240 total),

- insurance (medical, evacuation, etc.), and
- sightseeing.

International 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.

If you submit the final application, you are making a commitment to complete the international 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:

Prior to the Internship I:

- Complete an intercultural service experience approved by Educator Preparation 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 Educator Preparation

Sophomore year:

- Attend informational meeting with Mrs. Mathis; dates for each semester to be posted
- Meet with External Study Coordinator for pre-travel advising/scholarship information (in the Academic Center/Center for Intercultural Engagement)
- 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.
- Submit Preliminary Approval Application to Mrs. Mathis by **April 15, 2 years prior to Internship II**. Approval of the Preliminary Application will allow you to proceed in the process.
- Maintain high-performance in all coursework, particularly in pedagogy

Junior year, first semester:

- Submit Internship Application by **October 1, noting that you will be applying for international student teaching.**
- If Preliminary Application was approved in previous spring, submit Union's Application for Consideration for International Student Teaching and CCTECC's Overseas Student Teaching Application (<http://www.uu.edu/programs/epp/resources/applications.cfm>) to Director of Clinical Experiences for approval by Educator Preparation Program by **October 1**.
- If international application is approved by EPP, submit \$425 to STAGE by December 1.
- Respond promptly to e-mails from CCTECC/ STAGE 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 of Internship I:

- Attend pre-field orientation conducted by Interaction (CCTECC) International. **This is mandatory for international student teaching.**

- Register for International Internship II through the Institute for International and Intercultural Studies, NOT through your academic advisor. Register for EDU-480 Study Abroad/EDU 441 Internship.
- 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 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
- 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:

- Candidates will ensure they have the money to cover additional stipends for university supervisor and cooperating teacher in international placement. The cost is \$100 to supervising teacher/ principal and \$140 to cooperating teacher. Student will pay the individuals directly.
- Participate in Internship II in Jackson under the supervision of your Union coach. Remain in that placement through the 1st full week of March (or other designated date). At the beginning of the 2nd full week, travel to international placement. Begin international placement at the beginning of the 3rd week.
- Take all immunization, meds, health history records with you to international placement
- Move all of your belongings out of your dorm room unless you pay full housing fee.
- Travel to country where international placement will occur and get settled into new home.
- The following week, begin placement with new cooperating teacher and supervisor.
- Following the international placement, return to the U S for exit interview and graduation.
- Make appointment with Union coach and Educator Preparation Program Director for exit interview.
- Submit CCTECC's program evaluation.
- Submit Candidates will meet with External Study Coordinator with Office of International and Intercultural Studies and submit Union's Re-Entry Evaluation. Candidates will also take voucher to Union Station for reimbursement of part of fee of \$175.00.

ADMINISTRATION, FACULTY, AND STAFF OF THE EDUCATOR PREPARATION PROGRAM

Please see current Undergraduate and Graduate Academic Catalogues for list of administration, faculty and staff.