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

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



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

D S : 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).

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- 1. Content Knowledge: Candidates demonstrate academic competence in a broad base of general education and in a major appropriate for the licensure
- 2. Knowledge of Learners: Candidates understand the growth and development of children and adolescents with sensitivity to their diverse learning needs.
- 3. Pedagogy and 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.
- 4. 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.

- 5. 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.
- 6. Personal Professional Growth and Development: Candidates demonstrate awareness that teachers need further study and continuing professional growth to remain effective.

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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.

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Research reports that more extensive clinical experience better prepares teachers for the P–12 classrooms of today. Therefore, students will complete a year-long internship from fall through spring semesters of the senior year in one classroom appropriate to the grade range of the license. Internship I will begin prior to the beginning of Union's fall semester so the student will be able to experience the first days of the school year. During Internship I in the fall semester, the student will be in the classroom three days a week while taking professional education coursework on campus the other days. This schedule will allow the student to move seamlessly from theory into practice. During Internship II, which begins when the placement school starts in January and

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M E , I , K 12

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

M E , /G M K 12

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

P. E. K. 12

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

P. 6, 12

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

S S , P K 12 Complete the major in Social Work to include SW 340 and complete SW 490 in a school setting, as outlined in the Social Work section of the *Catalogue*.

Sr P. K. 12

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

S, E I K 8 6 12 C , , , , K 12

Complete the major in Special Education and the Professional Education tailored for licensure in Special Education as outlined in the School of Education section of the *Catalogue*. To add Elementary K-6, take UNI 300 and either GEO 215 or 216.

Sz C C K 12

Complete the Theatre and Speech major with Teacher Licensure emphasis as outlined in the Dept. of Communication Arts section of the *Catalogue* plus the Secondary Professional Education.

A K 12

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

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Courses required for additional endorsements total roughly the equivalent of a minor but include specified courses to focus on knowledge and skills as determined by the Tennessee State Department of Education. The State's Licensure Policy (2015) includes guidelines for adding endorsements based on the endorsement(s) held. See the TN Department of Education's website or the Assistant Dean for current policies. Based on input from P-12 Directors of Personnel, students seeking initial licensure in the following areas are strongly encouraged to add endorsement(s) as indicated: History add-on Government and/or Economics and/or Geography; Biology, Chemistry, or Physics add-on another science area; Physical Education add-on Health and/or another area.

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