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LMU | Carter & Moyers School of Education
LINCOLN MEMORIAL UNIVERSITY

INITIAL TEACHER LICENSURE
UNDERGRADUATE HANDBOOK
2022-2023

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The *Initial Teacher Licensure Undergraduate Handbook* is to provide the candidate pursuing the program of study in initial teacher licensure, while obtaining a baccalaureate degree, familiarity with program policies and procedures and to ensure compliance with all standards and directives relevant to initial teacher licensure. Regular mandatory conferences with assigned faculty advisors will guide candidates toward successful completion of the Teacher Education Program in a timely manner.

It is the candidate's responsibility to ensure that all program requirements are fulfilled before applying for the baccalaureate degree and teacher licensure. Therefore, it is imperative the candidate become familiar with all Teacher Education Program requirements set forth in this handbook and in the *University Catalog.* Should the candidate have any questions regarding requirements, an education advisor is available to answer questions and to provide direction for the completion of the program.

The Initial Teacher Licensure Undergraduate Handbook is a dated publication. As teacher licensure programs must conform to current Tennessee and University guidelines and requirements for graduation, the candidate should be aware that teacher education requirements are subject to change as necessary to maintain compliance with state and University requirements. **The Initial Teacher Licensure Undergraduate Program reserves the right to make programmatic changes and to implement such changes as deemed necessary by the Tennessee Department of Education and/or Lincoln Memorial University**. Candidates are responsible for maintaining current information regarding their program of study and should consult with their assigned education faculty advisor each semester for program information and academic advising.

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Welcome to Initial Teacher Licensure Undergraduate

The Initial Teacher Licensure Undergraduate (ITLU) Program at Lincoln Memorial University has been a significant program at Lincoln Memorial University for more than one hundred years. Throughout its history, the University has provided schools with quality teachers and professional programs that have continually helped improve the teaching profession. The design of the Initial Teacher Licensure Undergraduate Program at Lincoln Memorial University reflects the mission of the University, complies fully with the standards of accreditation as set forth by the Southern Association of Colleges and Schools (SACS), the regulations that govern Teacher Education Programs of the State of Tennessee, as well as the standards of CAEP and INTASC. The licensure program is approved by the Tennessee State Board of Education and adheres to the Council for the Accreditation of Educator Preparation standards.

Graduates of Lincoln Memorial University's Initial Teacher Education Undergraduate Program are recognized for their mastery of content, their ability to think critically, communicate effectively, match teaching strategies to learning styles, appreciate diverse learners, and for their recognition of the unique needs of teaching in a multicultural setting. Our teacher education graduates understand the need to establish a caring, secure learning environment for their students and they understand the importance of keeping abreast of the needs of an ever-changing society.

The Initial Teacher Licensure Undergraduate Program offers studies that lead to teacher licensure in:
- K-5 Elementary Education
- K-5 Elementary Education with English Language Learners Certification
- K-5 Elementary Education with English Language Learners Emphasis
- 6-12 Secondary Education with majors in business, biology, chemistry, chemical physics, English, history, or mathematics
- K-12 Education in visual arts
- Special Education Comprehensive K-12
- Special Education Interventionist K-8
- Special Education Interventionist 6-12

Teacher preparation begins with establishing a knowledge base from the general education courses, continuing through the development of the selected major and the professional education core, and culminating with clinical practice. The first class in the Teacher Education Program introduces the teaching profession. This initial component challenges the candidate to confirm the desire to teach. To develop the candidate's knowledge, skills, and dispositions, the professional program combines cognitive, behavioral and affective experiences in the University classroom and in the real world of practice in clinical experiences in K-12 classrooms.

Program Goals and Performance Expectations

A primary goal of the ITLU program is to prepare candidates of excellence who demonstrate professional dispositions, appropriate content knowledge and skills, and pedagogical knowledge and application that produces effective classroom teachers *to make a positive impact on this generation and the next.* The Initial Licensure Undergraduate program provides "the candidate with the knowledge and skills to effectively teach all students, including students at risk, students with disabilities, English language learners, economically disadvantaged students, highly mobile students, intellectually gifted students, and students from different racial, cultural and ethnic backgrounds" (Tennessee Educator Preparation Policy, 5.504, 2017).

The InTASC (Interstate Teacher Assessment and Support Consortium) standards are the professional education standards to which the Carter and Moyers School of Education and the ITLU program are

aligned. In 2020, the School achieved national accreditation through a review conducted by the Council for the Accreditation of Educator Preparation (CAEP) and state accreditation through a review conducted by the Tennessee Department of Education. The ITLU program also aligns program curricula and field experiences to CAEP standards, to the relevant specialty content standards, and Tennessee Board of Education literacy standards.

Candidates are expected to demonstrate mastery of the ITLU goals and performance expectations required to meet the standards of excellence set forth by the TN State Board of Education (SBE) Educator Preparation Policy 5.504 for practicing teachers. Candidates attain the knowledge and skills constituting general education standards, much of the knowledge and skills constituting the major in a qualified teaching area, and an introduction to the knowledge and skills constituting the professional education standards. Candidates are trained to deliver instruction informed by Response to Instruction and Intervention Framework (RTI^2) and to understand the state-approved educator (TEAM) evaluation framework and value added assessment mechanism TVAAS (TNEPP, 5.504, 2017).

ITLU goals and performance expectations are introduced, mastered, and reinforced as candidates progress through the program. Transition 1 is the introductory phase of the program. Candidates master goal knowledge and skills during Transitions 2 and 3. Successful candidates will reinforce goal knowledge and performances in Transition 4. Evidence that each candidate has achieved/accomplished each goal and performance expectation is assessed systematically beginning in Transitions 1 and culminating with the Clinical Practice and an Exit Interview in Transition 4.

The ITLU program is committed to preparing excellent teachers through evidence-based assessment, analysis of collected data, and continuous improvement based on assessments, data, and analyses. The systematic assessment of candidates' competencies and program outcomes is fully described in the next section of this handbook

The Carter and Moyers Assessment System (CMAS) for the ITLU program outlines Transition Points to determine candidate growth and progress using multiple assessment instruments. Program assessment is evaluated both internally and externally.

In Transition 1, the candidate begins compiling appropriate assessment documentation. All academic major (specialty studies) coursework must be completed with a grade of C- or better (except the PHED program where a C or better is required). The candidate must demonstrate achievements and accomplishments of specific program goals and performance expectations as aligned with the ten InTASC Standards. Documentation may be reviewed at any time throughout candidates' progression through the program.

The Initial Teacher Licensure Undergraduate faculty members are responsible for internal assessment of the candidate's achievement of all performance expectations. Internal assessment is completed through the Carter & Moyers Assessment System (CMAS) by a variety of course assignments such as interdisciplinary units of study, multicultural experiences, multimedia presentations, teaching videos, observations, reflections, interviews, log sheets, philosophy essay, field experiences, action research, professional development experiences, the Educator Disposition Assessment, and clinical practice.

Candidates enrolled in EDUC 497 create a portfolio for the Pearson edTPA® Assessment that demonstrates application of goals and performance expectations during the clinical practice. Developed by educators for educators, edTPA® is the first nationally available, performance-based assessment for beginning teachers. (http://edtpa.aacte.org)

ITLU Assessment Cycle

Candidates' planned progression to master program goals and performance expectations after completion of most of the University's general education requirements.

Transition 1

- Enrollment in EDUC 290
- DAP Interview
- Admissions Documentation & passing scores on the Formal Interview
- Completion of pre-requisites EDUC 210, EDUC 290, SPED 270
- Required pre-clinical field experiences
- Required Professional Development workshops
- Full Admission to Program (2.75 GPA; ACT 21, Praxis CORE, or SAT 1020)

Transition 2

- Enrollment in Professional Education and Academic Core Courses
- Required Pre-Clinical field experiences
- Required Professional Development workshops
- Begin Praxis II testing requirements

Transition 3

- Completion of all Professional Education and Academic Core Courses
- Completion of Pre-Clinical field experiences
- All Praxis tests completed and passed
- Required Professional Development workshops
- Admission to EDUC 497 Enhanced Clinical Practice--Student Teaching
- File Intent to Graduate documentation

Transition 4

- Enrollment in and Completion of Enhanced Clinical Practice--Student Teaching (EDUC 497)
- Completion of edTPA® Assessment Portfolio
- Completion of electronic showcase in Via aligned to InTASC standards
- Exit Interview
- Application for Teacher Licensure
- Graduation from University

Candidate Progression Through Transitions (2-year cycle)

Transition 1: Introduction to Goals and Performance Expectations

Preparing for Full Admission to Initial Teacher Licensure Program

1. Enroll in EDUC 290, The Teaching Profession
2. Fill out Candidate Information Form
3. Enroll in other professional education pre-requisite courses or academic content courses based on 4-year plan for program of study
4. Cold Writing Sample: Submitted first class session in EDUC 290
5. Complete Professionals Dispositions Interview (DAP[tm])
6. Complete the following and submit any required documents:
   a. One Recommendation for Admission to Program by LMU faculty or staff member (cannot be from School of Education)
   b. TBI/Cogent Criminal Background Check
   c. Liability Insurance Purchase (prior to beginning field experiences)
   d. ACT, SAT or CASE Praxis Exam
   e. Attendance of at least 2 Professional Development Workshops each semester
7. Successfully complete ITLU Handbook Quiz and submit signed acknowledgement statement
8. Complete Admissions Interview

Transition 2: Mastery of Goals and Performance Expectation

Admission to Program—Full or Denied

Based on Review of Admission Requirements from Transition 1, candidate will be notified in writing of Full Admission or Denial of Admission by the Chair of the Admissions/Retention Committee.

A. Full Admission:
   a. Must have completed and met all requirements required for Transition 1.
   b. Minimum ACT score of 21, or minimum SAT of 1020, or minimum CASE (Core Academic Skills Tests—PRAXIS Exam) for writing: 162; for math: 150; for reading: 156 (TNEPP, 5.504, 2017).
   c. Cumulative GPA of 2.75 in university coursework.
   d. Minimum C- in all academic content and professional education courses (exception for physical education—consult content advisor for specifications)
   e. Systematic evaluation of candidate dispositions with professional dispositions rubric indicating professional and ethical understanding and behaviors.
   f. Candidate is recommended for Admission to the ITLU program by the Admissions/Retention Committee and may continue to enroll in professional education courses. Admission to the program does not guarantee admission to Transition 3, EDUC 480 Pre-clinical Practice or admission to Transition 4: EDUC 497, Enhanced Clinical Practice

B. Denial of Admission:
   a. Candidate failed DAP[tm] Interview or
   b. Candidate does not have a GPA of 2.75 or
   c. Candidate does not have C- in all professional education courses or academic content courses (exception physical education: C in all physical education and professional education courses required for licensure) or

d. Candidate does not meet or exceed qualifying score on ACT, SAT or CASE or
e. Candidate dispositions evaluations indicate pattern of unprofessional behavior or
f. Candidate fails to submit Admissions Interview documentation
g. Candidate fails Admissions Interview

The candidate will be notified in writing by the Committee chair what conditions must be fulfilled and the deadline for completion.

Denial of admission prevents the candidate from completing EDUC 480, Pre-Clinical Practice or EDUC 497, Enhanced Clinical Practice. A candidate may enroll in the courses but without Full Admission status, he or she will be removed from the course until Full Admission status is granted. The candidate can enroll in professional education courses and academic content courses.

A candidate's denial of admission will be determined by the Admissions/Retention Committee. The candidate may appeal Denial of Admission. Details of the Appeals Procedure for Denial of Admission is found on page 11.

If candidate chooses not to appeal or the appeal is denied, the Admissions/Retention committee will determine under what circumstances the candidate may be allowed to re-apply for admission to the ITLU program. The committee has the authority to develop an individually-designed action plan of improvement for the candidate that must be met prior to the candidate's re-application. Re-application does not automatically guarantee Full Admission to the program.

The Admissions/Retention Committee chair will review candidates' academic work, field experiences, dispositions, and evaluations each semester prior to the candidate enrolling in and remaining in EDUC 480 Pre-clinical Practice to determine if candidate is or can be **Fully Admitted**.

C. Preparing for Admission to Pre-Clinical Experience
   a. Candidate is Fully Admitted to the ITLU program.
   b. Candidate renews liability insurance prior to beginning any field experiences.
   c. Candidate completes recommended hours of field experience as prescribed by professional education courses in which he/she is enrolled.
   d. Candidate current minimum GPA meets or exceeds 2.75, or the cohort group enrolled in EDUC 480 meets or exceeds 3.0, and has a C- or better in all professional education and academic major courses (exception physical education: C in all physical education courses required for licensure).
   e. Candidate attends 2 professional development workshops each semester enrolled in professional education courses.
   f. Candidate provides PRAXIS scores for Content Knowledge exam.
   g. Candidate completes the following professional education and collateral courses: EDUC 210, EDUC 290, EDUC 390, SPED 270, SPED 320, and PSYC 221.
   h. Candidate completes training on how to "deliver instruction informed by the Response to Instruction and Intervention Framework (RTI[2])" and "intervention at the Tier I and Tier II levels" (TNEPP, 5.504, 2017.).
   i. Systematic evaluation of candidate dispositions with professional dispositions rubric indicates professional and ethical understanding and behaviors.

Transition 3: Mastery of Performance Expectations

1. Candidate is recommended for Admission to Transition 3, EDUC 480 Pre-Clinical Practice by the Admissions/Retention Committee and may continue to enroll in professional education and academic content courses along with EDUC 480 Pre-Clinical Practice. Admission to Transition 3, EDUC 480 Pre-Clinical Practice or program does not guarantee admission to Transition 4: EDUC 497, Enhanced Clinical Practice.
2. Candidate completes EDUC 480 Pre-Clinical Practice **and**
    a. Candidate completes all professional education and academic major courses with a minimum GPA of 2.75, or the cohort group enrolled in EDUC 480 meets or exceeds 3.0, (CAEP Standard 3.2) and a minimum grade of C- (exception physical education: C in all physical education courses required for licensure).
    b. Candidate attends 2 professional development workshops each semester that he/she is enrolled in professional education courses other than EDUC 497.
    c. Candidate completes Intent to Graduate.
    d. Candidate completes and passes all required PRAXIS tests mandated by Tennessee Educator Preparation Policy for his/her program with the proof on file with the Director of Teacher Certification/Testing.
    e. Candidate completes all professional education courses and academic content courses.
    f. Candidate enrolls in EDUC 497: Enhanced Clinical Practice.
        1. A candidate may be denied admission to and removed from EDUC 497 if the candidate does not complete all requirements.
        2. A candidate may request admission through the Admissions/Retention Committee to enroll in or remain in Enhanced Clinical Practice when he/she completes all requirements.
        3. When a candidate's requests to enroll in or remain in Enhanced Clinical Practice, that candidate may have to complete additional requirements based on Tennessee Educator Preparation Policy, CAEP accreditation, University policies, and/or ITLU programs of study.

Transition 4: Reinforcement of Goals and Performance Expectations

EDUC 497 Enhanced Clinical Practice
1. Candidate enrolls in and completes EDUC 497 Enhanced Clinical Practice.
2. Candidate renews liability insurance prior to beginning any field experiences.
3. Candidate is assigned to and successfully completes "direct teaching experiences with students with diverse learning needs and varied backgrounds in at least two settings" for the "planned semester . . .that includes full day teaching and observation activities" (TNEPP, 5.504, 2017).
4. Candidate attends "regular seminars (TNEPP, 5.504, 2017)" and completes all responsibilities as directed by the seminar instructor and the Clinical Practice Handbook.
5. Candidate completes training of "state-approved educator evaluation framework" (TNEPP, 5.504, 2017).
6. Candidate exhibits professional and ethical behaviors/dispositions in clinical settings and during seminar instruction evaluated by the professional dispositions rubric.
7. Candidate completes an electronic portfolio in Via aligned to InTASC standards and demonstrating work produced throughout coursework and clinical experiences in their programs of study.
8. Candidate completes EDUC 497 and EDUC 497 seminar with a "P".

9. Candidate is recommended by University Registrar for graduation.
10.   Candidate completes required documents for Director of Teacher Certification/Testing for recommendation for teacher licensure.
11. Candidate submits an edTPA® portfolio and the candidate's score on the edTPA® assessment meets or exceeds the state minimum required score. (If the candidate fails to meet the state minimum required score, he or she may use the Praxis PLT score if the Praxis PLT test was taken before December 31, 2018 and the Praxis PLT score meets or exceeds the state minimum required score).
12. Director of Teacher Certification/Testing recommends candidate for teacher licensure.

* If a candidate does not have a PLT score that meets the criteria in #11 above and does not meet or exceed the edTPA portfolio assessment state minimum score, that candidate will be given an "IP" for EDUC 497F and a "P" for EDUC 497A. The candidate will not graduate at the end of the student teaching semester nor will that candidate be eligible to apply for teacher licensure.

- The candidate will re-submit the edTPA portfolio assessment at his or her own expense the next semester (excepting summer). If the candidate then meets or exceeds the state required minimum, he or she may file an intent to graduate and an application for teacher licensure. The EDUC 497F grade will be changed to a "P".

- If the candidate does not meet or exceed the state minimum score on the second submission of the edTPA portfolio assessment, he or she will then be eligible for the following:

   o If the candidate was enrolled in the LSHD program (licensure for grades K-5), the LSHD program with EDSL experience, the LSHD program with licensure in EDSL, the Special Education Comprehensive program, and the Special Education Interventionist programs, that candidate can apply for graduation with a degree in those programs but will not be able to apply for or receive a Tennessee teacher licensure. The "IP" will be changed on the candidate's EDUC 497F class to a "P". The candidate will have to have meet the required number of hours for graduation by a course substitution for EDUC 497F.

   o If the candidate was enrolled in the Art, Biology, Business, Chemistry, English, History, Math, Music, or Physical Education programs including teacher licensure, that candidate will need to meet with the content advisor to determine qualifications for graduation with a content degree without licensure. The "IP" will be changed to a "P" on the candidate's EDUC 497F class. The candidate will have to meet the required number of hours for graduation for the content degree program.

   o If the candidate does not re-submit the edTPA portfolio the semester following student teaching (excepting summer semester), the candidate's grade for EDUC 497F will be changed to an "F". The candidate will not be able to graduate nor will that candidate be able to get a Tennessee teacher license. If the candidate wants to re-enter the ITLU program at a later date, the candidate will be have to be re-admitted and complete the current requirements for the appropriate program of study as well as at a minimum meet all LMU graduation and course hour requirements, re-enroll in EDUC 497A and EDUC 497F, and complete an edTPA portfolio assessment based on the new clinical practice placement.

Appeals Procedure for Denial of Full Admission

Full Admission will be denied if a candidate does not meet all requirements as described under Transition 2: Full Admission.

A candidate can only appeal the denial of Full Admission if all requirements for Full Admission are met except cumulative GPA is less than 2.75 or score on a nationally-normed ability/achievement (ACT, SAT, or Praxis I: CASE) assessment falls below the qualifying score.

How does the candidate file an appeal?

1. For GPA appeal, candidate must have a cumulative undergraduate GPA from all transcripts of 2.5 or higher in order to submit an appeal.
2. For assessment appeal, candidates need to have taken an assessment (ACT, SAT, or CASE) at least twice. If this has occurred, but scores do not meet TN Department of Education requirements but meet the following criteria then an appeal may be submitted:
   - **ACT**= 18 or higher cumulative score
   - **SAT** = 873 or higher cumulative score
     CASE (Praxis Core Academic Skills for Educators Tests)
   - 5713 = 134 or higher
   - 5723 = 139 or higher
   - 5733 = 129 or higher
3. The candidate must notify the Admission/Retention Committee by contacting the ITLU Department Chair in writing within 5 days of receiving the denial of Full Admission explaining why candidate believes Full Admission should be granted.
4. The Admission/Retention Committee will convene and review the candidate's appeal request and respond within five days in writing.
   - Criteria considered for Full Admission or Denial are based on cumulative data points for admission to ITLU program including: DAP™ interview, Educator Disposition Assessment, performance in General Education courses and Transition 1 professional education coursework and clinical experiences, recommendation form, cold writing sample, philosophy of education, Formal Admissions Interview, TBI Cogent Background check.
   - The Admission/Retention Committee will individually review each appeal and supporting documentation and come to consensus for each determination of Full Admission or Denial of Admission to the ITLU program.

What if the candidate's appeal is denied by the Admissions/Retention Committee?

The candidate may appeal the decision by the ITLU Admissions/Retention Committee to the School of Education Appeals & Grievance Committee. The appeal must be made in writing within five business days of notice of the denial to the Chair of the Appeals & Grievance Committee. The committee will review the request and make a decision.

If the appeal is denied, the candidate may reapply when all program requirements have been satisfied. The candidate will receive written notification from the committee chair reporting the committee's decision within 30 days of the candidate's request.

No candidate can enroll in EDUC 480, Pre-Clinical Practice without Full Admission to program. No candidate can enroll in EDUC 497, Enhanced Clinical Practice without Full Admission and satisfactory completion of EDUC 480, Pre-Clinical Practice.

Pre-requisite and Co-requisite Course Requirements

Each program has its own unique suggested 4-year plans; however some courses must be completed as pre-requisites or co-requisites:

All Programs

Pre-requisite to all other professional education core courses*:
EDUC 290
*EDUC 210 can be taken prior to being enrolled in EDUC 290 *but this is not recommended.*

Pre-requisite to all professional education core courses **except EDUC 290**
EDUC 210

Pre-requisite to EDUC 480
SPED 320
PSYC 221

*K-12 Certification and 6-12 Certification majors are not required to take EDUC 420, EDUC 440 or EDUC 414/Z but are required to take EDUC 360, EDUC 370, EDUC 380 and a designated teaching methods course within your discipline.

Field Experiences, Pre-Clinical Experiences, and Clinical Practice

Candidates shall successfully complete a program that includes clinical experiences (field experiences and clinical practice) in accordance with standards and procedures established by the Tennessee State Board of Education. All candidates should have several clinical experiences that reflect the breadth of the grade span and the depth of the content area of endorsement for which the candidate is preparing.

Clinical experiences are defined as guided, hands-on, practical applications and the demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field based assignments, tasks, activities, and assessments across a variety of settings (TNEPP, 5.504, 2017)

Field experiences begin early in the ITLU program and are ongoing from the first professional education course, EDUC 290, The Teaching Profession, through the final student teaching semester in EDUC 497, Enhanced Clinical Practice. Clinical experiences allow candidates opportunities to apply content and pedagogical knowledge in K-12 settings "to progressively develop and demonstrate knowledge, skills, and dispositions" (TNEPP, 5.504, 2017).

The field experiences in Transition 1 are a time when the candidate is becoming familiar with the overall teaching experience. The candidate will be observing the K-12 licensed teacher as he/she teaches and performs professional duties. The candidate will also be studying the routines that establish the classroom environment, the techniques the K-12 licensed teacher is using to manage the classroom, the strategies the teacher uses in lesson presentation, and the informal and formal assessment techniques of the teacher.

Field experiences in Transitions 2 and 3 are designed to allow candidates to progress through guided and hands-on tasks, activities, and assessments. During Transition 4, EDUC 497, Enhanced Clinical Practice, candidates apply and reinforce goals and performance expectations through "intensive and extensive culminating field-based sets of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators" (TNEPP, 5.504, 2017).

Candidates seeking K-5 licensure will have clinical practices in both early grades and intermediate grades. Candidates seeking 6-12 licensure will have clinical practices in both middle and high school grades. Candidates seeking K-12 licensure will have clinical practices in both early/intermediate and middle/high school grades. All candidates are placed in one diverse placement in qualifying schools for the enhanced clinical practice for Transition 4 (EDUC 497). Enhanced clinical practice (student teaching) will take place in the state of Tennessee where you will receive your teaching licensure upon graduation.

Transportation is the responsibility of each candidate and may require travel up to 65 miles from the main campus to meet these guidelines.

IMPORTANT: Prior to completing any Field Experiences, all candidates must submit for a TBI criminal background check ($33.15 after October 1st, 2022) and purchase professional liability insurance annually (Appendix B: TBI Background Check and Professional Liability Insurance Information and Forms). Professional liability insurance can easily be purchased through STEA membership for $50. Any other carrier must be approved by the Director of Undergraduate Candidate Placements/Professional Development.

All field experience placements are assigned by the Director, Office of Candidate Placements/Professional Development. He/she will notify candidate of field placement when he/she has received:
1. Candidate's clearance through TBI background check,
2. Candidate's proof of professional liability insurance, and
3. Notification that the placement school and classroom teacher has accepted candidate.

Required Field Experience Hours*

Completed Log Sheets Required for all field experience hours. The blank sheets are available in BE 209. *Hours subject to change due to the COVID-19 pandemic.

Classes	Number of Hours/Weeks	Proposed Candidate Activities
Transition 1		
All Licensure Programs		
EDUC 290, The Teaching Profession	10 hrs.	Observing
Transitions 2 and 3		
All Licensure Programs		
SPED 320, Differentiated Instruction	10 hrs.	Observing, Assisting
K-5, Interventionist K-8 & 6-12, Special Education K-12, EDSL K-5		
EDUC 376, Fundamentals of Literacy	10 hrs.	Observing, Assisting, reading session
EDUC 420, Reading Diagnosis	25 hrs. (15 after school)	Observing, Assisting, Small Group Instruction w/ Reading Specialist or Interventionist
EDUC 440, Methods of Teaching Literacy[1]	25 hrs.	Observing, Assisting, Small Group Instruction, Team Teaching, Mini-Unit 3-5 lessons
EDUC 340, Instructional & Assessment Strategies	25 hrs.	Observing, Assisting, Small Group Instruction, Team Teaching, Whole Group Instruction, Student Assessment. Mini Unit- 3-5 lessons
Secondary K-12 and 6-12 Licensure Tracks only		
EDUC 360, Sec. Instructional Methods & Strategies	30 hrs.	Observing, Assisting, Small Group Instruction, Team Teaching, Whole Group Instruction. Mini-unit.
EDUC 370, Measurement, Evaluation	20 hrs.	Observing, Assisting, Small Group Instruction, Team Teaching, Whole Group Instruction, Student Assessment
EDUC 380, Literacy in Secondary Education	30 hrs.	Assisting, Small group, Whole Group in content area classroom focused on Disciplinary Literacy.
EDSL only		
EDSL 330, Methods of Instruction & Support for ESL	30 hrs.	Practicum in EDSL – Small Groups
Special Education only		
SPED 330, Methods of Instruction & Support for Students with Severe Disabilities	30 hrs.	Assisting, mini unit of study – 3-5 lessons
SPED 340, Hi Incidence Characteristics	30 hrs.	Assisting, mini unit of study – 3-5 lessons
All Licensure Programs		
EDUC 480 Pre-Clinical Experience	50 hrs.	Observing, Assisting, Small Group Instruction, Team Teaching, Whole Group Instruction, Student Assessment. Unit - pre-clinical – edTPA
Transition 4		
All Licensure Programs		
EDUC 497, Enhanced Clinical Practice (**Requirements set by Tennessee Department of Education and cannot be changed)	Semester 1st placement = min. 12 weeks 2nd placement = min. 4 weeks	Student Teaching (co-teaching model)

[1] All early and elementary preparation programs must include clinical experiences that are mentored by qualified literacy teacher educators and that provide candidates with literacy teaching experiences with whole class, small group, and one-to-one instruction and community and family-based programs. Upon completion of the literacy course work and clinical experiences, educator candidates are able to apply literacy practices flexibly to advance the literacy learning of all students toward attainment of grade level standards and post-secondary and workforce readiness. ((TNEPP, 5.504, 2017).

Service Learning Requirement

Student Community Engagement: A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: https://www.lmunet.edu/student-life/student-service-programs.

Additionally, all candidates in the Initial Teacher Licensure Undergraduate Program will be required to participate and complete service learning outside the regular schedule of classes as part of program completion. Service learning hours must involve children or schools, have an impact on schools/communities, and encompass a time commitment of 5 hours per semester (excluding the final semester of student teaching, EDUC 497). Beginning with the 2019-2020 academic year, undergraduate education students in the Carter & Moyers School of Education at LMU must complete 5 hours of service learning per semester.

Service learning hours must be completed prior to student teaching. Service learning hours will be evaluated for completion and quality of participation by the faculty. The Director of Undergraduate Candidate Placements/Professional Development must approve all service learning placements **prior to beginning the project**. An approved list of potential projects may be provided to candidates. Candidates will submit a log sheet of activity to document and validate service learning experiences.

Candidate Professional Dispositions

The Council for the Accreditation of Educator Preparation (CAEP) requires that education professionals exhibit professional dispositions, defined as *professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development*.

Candidates recommended for licensure by the State of Tennessee must exhibit professional dispositions in their interactions with all stakeholders, including classmates, P-12 administrators, clinical faculty, students, University faculty, staff and supervisors while in the University environment and in clinical placements.

<u>Reports of behavior, actions, or attitudes that are not considered professional or one determined not meeting the professional disposition requirements could result in termination from the Initial Teacher Licensure Undergraduate Program.</u>

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Candidates enrolled in EDUC 290, The Teaching Profession, will participate in a scheduled group interview evaluation known as DAP^{tm}. Interviewers will facilitate candidates' participation in four tasks which are designed to reveal insights into the candidates' dispositions. The candidate will be given individualized feedback on his/her performance in the interview.

Additionally, the following Educator Disposition Assessment (found at: https://form.jotform.com/81213157367152) is utilized and evaluated at various points throughout the program by candidate self-evaluation, faculty, staff, and/or cooperating teachers:

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number. Lastly, please add comments to support ratings as needed.

0 - Needs Improvement: minimal evidence of understanding and commitment to the disposition
1 - Developing: some evidence of understanding and commitment to the disposition
2 - Meets Expectations: considerable evidence of understanding and commitment to the disposition

1. Demonstrates Effective Oral Communication Skills *

□ Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice □ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation □ Choice of vocabulary is either too difficult or too simplistic 0 points	□ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors □ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation Occasionally uses vocabulary that is either too difficult or too simplistic -1 Point	□ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment □ Varies oral communication as evidenced by encouraging participatory behaviors Communicates at an age appropriate level as evidenced by explaining content specific vocabulary □ -2 Points

2. Demonstrates Effective Written Communication Skills *

□ Communicates in tones that are harsh or negative as evidenced by fostering negative responses □ Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes -0 Points	□ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses □ Demonstrates common errors in spelling and grammar -1 Point	□ Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses □ Demonstrates precise spelling and grammar -2 Points

3. Demonstrates professionalism *

□ Does not respond to communications and does not submit all assignments □ Fails to exhibit punctuality and/or attendance □ Crosses major boundaries of ethical standards of practice □ Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others □ Functions as a group member with no participation -0 Points	□ Delayed response to communications and late submission of assignments □ Not consistently punctual and/or has absences □ Crosses minor boundaries of ethical standards of practice □ Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum □ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation -1 Point	□ Responds promptly to communications and submits all assignments □ Consistently exhibits punctuality and attendance □ Maintains professional boundaries of ethical standards of practice □ Keeps inappropriate personal life issues out of classroom/workplace □ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes -2 Points

4. Demonstrates a positive and enthusiastic attitude *

□ Often complains when encountering problems and rarely offers solutions □ Resists change and appears offended when suggestions are made to try new ideas/activities □ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions -0 Points	□ Seeks solutions to problems with prompting □ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed □ Overlooks opportunities to demonstrate positive affect -1 Point	□ Actively seeks solutions to problems without prompting or complaining □ Tries new ideas/activities that are suggested □ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues -2 Points

5. Demonstrates preparedness in teaching and learning *

□ Rejects constructive feedback as evidenced by no implementation of feedback □ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve □ Comes to class unplanned and without needed materials □ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed -0 Points	□ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions □ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement □ Comes to class with some plans and most needed materials □ Aware that lesson is not working but does not know how to alter plans to adjust -1 Point	□ Accepts constructive feedback as evidenced by implementation of feedback as needed □ Learns and adjusts from experience and reflection as evidenced by improvements in performance □ Comes to class planned and with all needed materials □ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits -2 Points

6. Exhibits an appreciation of and value for cultural and academic diversity *

□ Demonstrates inequitable embracement of all diversities □ Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students -0 Points	□ Goes through the expected and superficial motions to embrace all diversities □ Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task -1 Point	□ Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence □ Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors -2 Points

7. Collaborates effectively with stakeholders *

□ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus □ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others □ Rarely collaborates or shares strategies and ideas even when prompted. -0 Points	□ Demonstrates some flexibility □ Maintains a respectful tone in most circumstances but is not consistent □ Shares teaching strategies as evidenced by some effort towards collaboration -1 Point	□ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus □ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others □ Proactively shares teaching strategies as evidenced by productive collaboration -2 Points

8. Demonstrates self-regulated learner behaviors/takes initiative *

□ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support □ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work -0 Points	□ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth □ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles -1 Point	□ Recognizes own weaknesses as evidenced by seeking solutions before asking for support □ Researches and implements most effective teaching styles as evidenced by citing works submitted -2 Points

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability *

□ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues □ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily □ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness -0 Points	□ Demonstrates level of maturity to self– regulate after initial response is one of overreaction to sensitive issues □ Demonstrates perseverance and resilience (grit) most of the time □ Demonstrates sensitivity to feelings of others most of the time -1 Point	□ Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues □ Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations □ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness -2 Points

Carter & Moyers School of Education Plagiarism Statement

Plagiarism Policy

Plagiarism is regarded by the faculty and administration as a very serious offense. Plagiarism is the presentation of someone else's words or ideas as one's own either intentionally or resulting from failure to give proper acknowledgement/citation to the original author of a statement, or statements. One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences, or ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher's own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author's form and structure without giving credit to the originator of the work.

Plagiarism is also to present work as original and new that was previously completed and submitted by the same author(s). Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, web sources or other reference works, or from the essays, research papers, or other writings of a fellow student has committed plagiarism.

Instructors may prohibit access to, and use of, electronic devices in a course, especially during quizzes and examinations. Electronic devices include but are not limited to calculators, telephones, smartwatches, computers, and tablets. Where computers are used for testing, the faculty member is expected to design and regulate the environment to minimize opportunities for students to violate academic integrity. This may include using lock-down web browser technology. Many instructors will expect written works to be submitted via TurnItIn or SafeAssign accessed in the course Blackboard site.

Additional and more specific guidance, standards, and consequences with respect to academic integrity may be defined in each course syllabus. The syllabus may also state other specific expectations that will be followed in courses to encourage academic integrity. Students are encouraged to clarify with the instructor the exact meaning of academic integrity in each course and learning situation. Faculty may define more specific standards of academic

integrity in each specific course along with consequences, up to failure in the course, and dismissal from the University, for violation of those standards.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit (see APA Publication Manual for additional guidance on plagiarism). Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code and could result in any of the following: failure of an assignment or course, academic probation, and/or expulsion/administrative withdrawal from the program. Students enrolled in any program in the Carter & Moyers School of Education at Lincoln Memorial University will abide by these requirements throughout their coursework and program of study. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual.
- Cite sources when replicating learning materials obtained from open access resources.

Students may be required to submit a signed copy of the Certification of Authorship statement below with written work including uploads to VIA by Watermark and Blackboard:

CERTIFICATION OF AUTHORSHIP

I certify that I am the author of this paper titled_____and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a University student.

Candidate's Signature_____   Date _____

Discrimination, Scholastic Dishonesty, Cheating, and Plagiarism Policies can be
found in the LMU student handbook: https://www.lmunet.edu/student-life/handbooks.php

Teacher Certification/Testing

Professional Certification and Licensure Disclaimer

Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure /benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

Teacher candidates seeking teacher licensure must meet all testing requirements specified by the Tennessee State Board of Education.

All Specialty and PRAXIS II testing must be taken and passed BEFORE enrolling in EDUC 497: Clinical Practice. **NO EXCEPTIONS.**

Director of Teacher Certification/Testing

The Director of Teacher Certification/Testing, located in the Business/Education Building, Room 214, assists Initial Teacher Licensure Undergraduate candidates with testing requirements for program admission and completion.

Candidates should consult with the Director of Certification/Testing for specific requirements for testing. The Educational Testing Service (ETS) controls the PRAXIS Series tests required for Teacher Education. Registration booklets, tests at a glance, and information are available to candidates at www.ets.org.

Recommended Testing Timeline

The following is a ***recommended*** timeline for completion of all required testing before clinical practice:

Transition 1: Core Academic Skills for Educators (CASE), ACT, or SAT

Transition 2-3: PRAXIS II
- K-5   5001 Multiple Subjects Elementary Content Knowledge
               5205 -Teaching Reading: Elementary

- K-12   Content Knowledge: See Chart on page 21.

- 6-12   Content Knowledge: See Chart on page 21.

- SPED K-12   5205 - Teaching Reading: Elementary
                  5545 - Core Knowledge: Special Education Severe to Profound Applications

Candidates are advised to take testing requirements seriously, to prepare early, and to complete testing in the recommended timeline to allow sufficient time for scores to be received and processed. ***Failure to comply with testing requirements at appropriate Transition Levels in the Initial Teacher Licensure Undergraduate Program is likely to delay the candidate's program completion date as originally planned.***

edTPA® Assessment Minimum Required Scores

Any candidate seeking initial teacher licensure though the Carter and Moyers School of Education **must** complete the edTPA® Assessment portfolio and **must meet the minimum** Tennessee Educator Preparation Policy, 5.504, **required score. The current required minimum scores are:**

edTPA Handbook	Qualifying Score
Business Education	40
Elementary Literacy	40
Secondary English-Language Arts	40
Secondary History/Social Studies	40
Secondary Mathematics	40
Secondary Science	40
Special Education	40
Visual Arts	40

Praxis Exams by Content Area & Testing Availability

Content Area and Grade Level	Required Assessments	TN DOE Score	Testing Location Options	Testing Availability	Format	Cost	Test Time
Art - K-12	5135: Art Content & Instruction	161	Test at Home Testing Center	Limited testing	Selected Response and Constructed Response	$156	2 hrs.
Biology 6-12	5235: Biology Content Knowledge	148	Test at Home Testing Center	Monthly testing window	Selected Response	$130	2.5 hrs.
Business 6-12	5101: Business Education Content Knowledge	154	Test at Home Testing Center	Continuous Testing	Selected Response	$130	2 hrs.
Chemistry 6-12	5245: Chemistry Content Knowledge	152	Test at Home Testing Center	Monthly testing window	Selected Response	$130	2.5 hrs.
Elementary Education K-5	5001: Elementary Education Multiple Subjects Combined 5002: Reading and Language Arts Subtest 5003: Math Subtest 5004: Social Studies Subtest 5005: Science Subtest 5205: Teaching Reading Elementary Education	157 157 155 159 AND 159	Test at Home Testing Center	Continuous Testing	Selected Response	$180 then $70 per subtest retake AND $156	4 hrs. 15 min then 1-1.5 per subtest retake
English 6-10	5038: English Language Arts Content Knowledge	167	Test at Home Testing Center	Continuous Testing	Selected Response	$130	2.5 hrs.
History 6-12	5941: World & US History	157	Test at Home Testing Center	Continuous Testing	Selected Response	$130	
Math 6-12	5165: Math Content Knowledge or NES exam 304	159 or 220	Test at Home Testing Center NES is Testing Center ONLY	Continuous Testing or NES is by appointment	Selected Response	$130 or $95	2.5 hrs. or 5 hrs. 15 min

Content Area and Grade Level	Required Assessments	TN DOE Score	Testing Location Options	Testing Availability	Format	Cost	Test Time
Math 6-10	NES exam 105 Middle Grades and Early Secondary	220	Testing Center	By appointment	Selected Response	$95	4 hrs. and 30 min
SPED Comprehensive K-12	5545: Special Education Core Knowledge and Severe to Profound Applications AND 5205: Teaching Reading Elementary Education	158 AND 159	Test at Home Testing Center	Limited testing	Selected Response and Constructed Response	$156 AND $156	2 hrs.
SPED Interventionist K-8 SPED Interventionist 6-10	5543: Special Education Mild to Moderate Applications AND 5205: Teaching Reading Elementary Education	158 AND 159	Test at Home Testing Center	Monthly testing window	Selected Response and Constructed Response	$156 AND $156	2 hrs.
English as a Second Language K-12	5362: English to Speakers of Other Languages	155	Test at Home Testing Center	Continuous Testing	Selected Response	$130	2 hrs.
Pre-Admission Option in lieu of required ACT (21) or SAT (1020) Core Academic Skills for Educators	5752: Combined 5713: Reading Subtest 5723 Writing Subtest 5733: Math Subtest	156 162 150	Test at Home Testing Center	Continuous Testing	Selected Response and Constructed Response	$150 then $90 per subtest retake	4.5 hours then 1.25-1.6 hours per subject retake

In addition to Praxis/NES exams students will also be required

to complete edTPA during final clinical placement

Register for Praxis exams at **www.ets.org**

Register for NES exams at **www.nestest.com**

Fee waivers are available from Praxis for qualified students.

 Visit https://www.ets.org/praxis/register/fees/waivers

Initial Teacher Licensure Undergraduate Program Policies and Procedures

The Initial Teacher Licensure Undergraduate Program faculty is committed to recruiting and preparing quality graduates for the teaching profession. To be eligible to apply for a Tennessee teaching license, candidates must demonstrate knowledge of content and pedagogy and exhibit dispositions that meet the high level of professionalism expected of ITLU graduates. Meeting these standards is a requirement for retention in the Initial Teacher Licensure Undergraduate Program. The following policies and procedures have been designed to give guidance to candidates, faculty, and administration regarding guidelines about academic curriculum and program regulations.

Grading Scale:

A = 95-100 4.0 quality points	C+ = 77-79 2.33 quality points	D+ = 67-69 1.33 quality points
A- = 90-94 3.67 quality points	C = 73-76 2.0 quality points	D = 63-66 1.0 quality point
B+ = 87-89 3.33 quality points	C- = 70-72 1.67 quality points	D- = 60-62 0.67 quality points
B = 83-86 3.0 quality points		
B- = 80-82 2.67 quality points	F = Below 60 no quality points	

Coursework completed in the academic major and in the professional education core must have a grade of **C-** or better except in PHEDE where a C or better is required.

Attendance Policy: The Undergraduate Initial Teacher Licensure Program believes that class attendance and active participation are critical components to the development of candidates reinforcing and mastering the knowledge and skills necessary to become a successful and effective educator in the 21st century. Class attendance will be recorded each class meeting and will be enforced with the following attendance policy:

- 2 tardies or early exits = 1 class absence
- Beginning date of class registration, any candidate absent **more than 2** times from a class that meets **once** per week during a semester will automatically fail the class.
- Beginning date of class registration, any candidate absent **more than 4** times from a class that meets **two or more** times per week during a semester will automatically fail the class.
- Beginning date of class registration, any candidate enrolled in a hybrid or online class will adhere to instructor's attendance policy as outlined in the syllabus.
- Athletes whose game times coincide with class times (including hybrid classes) will make special arrangements to meet with course instructor to make up those absences.
- Absences exceeding the stated policy **may** be approved by the instructor for emergency or unique circumstances.

Faculty Advisement: Every candidate is assigned an education faculty advisor when he/she declares a major that includes teacher licensure. All candidates in every program are required to meet with an education advisor prior to registering for classes each semester. Candidates are responsible for reviewing their program evaluation in WebAdvisor to ensure that they are meeting class requirements for their declared major. All candidates must meet University general education requirements, major requirements, and licensure requirements to be eligible for graduation. The advisor can give valuable direction and encouragement, **but *each candidate is ultimately responsible for meeting all requirements and completing all required courses.***

A candidate who has not yet been assigned an advisor should pick up a Declaration of Major form from the Registrar or in the Business Education building, Room 227, and discuss the appointment of an advisor with the Academic Support Assistant.

Candidates seeking licensure in K-12 and 6-12 programs (except Special Education Interventionist 6-12) are assigned two advisors: one faculty advisor in their academic content area and one education faculty advisor. The K-12 and 6-12 licensure candidates should first meet with their academic advisor to schedule academic content classes and then meet with an education advisor to schedule professional education classes.

Candidates may schedule times to meet with a faculty advisor at any time during a semester. All faculty will have posted office hours, but may schedule to meet with candidates at additional times.

LMU Web-based Communication Resources:

- **LMU Student Email:** The University provides every student with an LMU email account. It is very important that candidates check LMU email accounts regularly. Candidates are responsible for any information received through this email account.
- **MyLMU:** This portal serves as a resource for all LMU students available anywhere the student has access to the Internet (www.lmunet.edu--MyLMU), and it is important that candidates use this resource. Using your LMU email address and password, the candidate can register for classes, review class schedules, see University transcripts, review program evaluations, check email, access financial aid information, read announcements, etc.
- **WebAdvisor:** WebAdvisor is located under the MyLMU portal WebAdvisor is a web-based information management tool that allows students to access Lincoln Memorial University's administrative database. Information/functions available through WebAdvisor include Search for Classes, Student Profile, Class Schedule, Grades, Student Account, and Financial Aid. *The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status in order for the student to gain access to WebAdvisor.* To access WebAdvisor on the Internet from LMU's website go to https://webadvisor.lmunet.edu. Each candidate is assigned a unique username and temporary password (which must be changed upon first login to WebAdvisor). *It is the responsibility of each student to ensure that his/her password remains confidential. Lincoln Memorial University does not accept responsibility for any password-related breach of security.* **Licensure requirement updates and information is not available here.** This information must be obtained from advisor or staff in the Initial Licensure Undergraduate Department.
- **Carter and Moyers School of Education Website:** https://www.lmunet.edu/education
  Information specific to the Carter and Moyers School of Education is located here. News, announcements, forms, catalogs, handbooks, surveys and other information are located on this website.
- **Carter and Moyers School of Education Facebook & Instagram:** Search for the page "carter and moyers school of education at lmu" to follow the school on Facebook & "lmuschoolofed" to follow on Instagram.

Candidate Workspaces and Resources:

- Candidates have access to a snack and drink machines, a refrigerator and microwave in the Business Education Building on the first floor.
- On the second floor of the Business Education Building, candidates have two workrooms: Bus.Ed. Room 209 and Bus.Ed. Room 213. Room 209 has tables, a printer/copier, hole punch, binder, and laminator available for candidates' use. Room 213 has laptops that candidates may check out to use, but laptops cannot be removed from the building. Laptops must be signed in and out in the notebook provided. Laptops must be returned to the laptop cart and plugged into a power supply when the candidate is finished. Abuse of these laptops or the laptop policy will result in candidates losing the privilege to use them. Report any issues with technology or resources to the Director of Undergraduate Candidate Placements/Professional Development.
- Bus. Ed. Room 224 is a dedicated classroom for the Carter and Moyers School of Education. There are supplies and resources for candidate to use stored in this classroom. Candidates may work in this room when no class is in session. Check with Director of Undergraduate Candidate Placements/Professional Development for access to the classroom and the supplies.
- A limited number of Swivls and Ipads for videotaping teaching experiences are available from the Director of Undergraduate Candidate Placements/Professional Development.
- The ITLU department has a hardship application available for students who require financial support throughout the program based on need, eligibility, and availability. Contact the department chair or any full-time instructor or staff for more information and an application.

Required Carter and Moyers School of Education Software

The internet-based software, Watermark/Via/LiveText, must be purchased through the LMU bookstore ($204.53). All candidates in the ITLU program or any LMU students taking courses in the ITLU program must purchase the software for course assessments and a required online portfolio generated throughout the program. The licensure for the software will be effective for five years and may be renewed at the end of that period. The software is used in every program of the Carter and Moyers School of Education.

Required Program Fees and Associated Costs
* Costs that are current at the time of publication are subject to change without notice*

Required Fee	Cost*	When	How to Pay
Professional Liability Insurance	$50	Purchased annually before beginning any field experience. STEA membership covers liability insurance for $50 per year (August-July).	Must be paid directly to insurance provider with proof of purchase submitted to Cathy Dunn, Academic Support Assistant, BE 227.
TBI Background Check	$35.15 currently; $33.15 after October 1, 2022	Purchased for one-time fee when candidate first enrolls in professional education classes. Any additional checks may be required if candidate does not remain continuously enrolled in the program or circumstances indicate a need for another check.	Must be purchased through indentogo.com using a credit card. Proof of completed background check will be sent to the Director of Undergraduate Candidate Placements/Professional Development.
Watermark/ViaLiveText	$204.53	Purchased for one-time fee when candidate first enrolls in professional education classes.	Must be purchased through LMU bookstore. See Appendix D. Financial aid money can be used.
PRAXIS Tests	See charts on pages 21-22.	Purchased at time of registration for test.	Candidate must pay directly to ETS with a credit card each time he/she registers for a test.
edTPA® Assessment	$300	Added to tuition costs when candidate enrolls in EDUC 480, Pre-Clinical practice.	A voucher will be purchased by LMU that will be given to candidate when he/she registers for edTPA® Assessment.
Cooperating Teacher Stipend	$300	Added to tuition costs when candidate enrolls in EDUC 497, Enhanced Clinical Practice.	Cooperating Teachers who submit required documentation will receive $150 each from LMU for hosting student teachers.
Graduation Fee	$75	Added to tuition costs when candidate enrolls in EDUC 497, Enhanced Clinical Practice	
Textbook Fees	Varies by Class	Purchased by candidate	Candidate may purchase through LMU Bookstore so that he/she may use financial aid.
Transportation Costs	Varies by Placement	Paid by candidate	Paid by candidate

Retention in Program

Candidates are required to sign a Statement of Ethics agreement to abide by appropriate academic and professional standards and ethical behaviors as outlined in the dispositions. Failure to adhere to these standards of conduct, as well as failure to meet stated requirements in each program benchmark, may be grounds for termination from the Initial Teacher Licensure Undergraduate Program. Candidates who are terminated from the program may reapply to the School Appeals and Grievance Committee upon meeting specified conditions as presented by the committee at the time of the termination.

Candidates not in compliance with the academic requirements or standards of ethical behavior will be placed on probation for one semester. During this semester of probation, the candidate may be allowed to continue enrolling in courses outside the professional education component. When the candidate has complied with the probation requirements or conditions, he/she must apply to the School Appeals and Grievance Committee to remove the status of probation. The candidate's education advisor will monitor the candidate's academic progress during the semester of probation.

Termination

In some cases, a candidate may be terminated from the program without privilege to reapply. Although a student's academic performance may be satisfactory, it may become necessary to advise a student to consider changing to another major. The basis for such a decision may arise from, but is not limited to, the following:

1. The candidate does not demonstrate a commitment to achieving the mission and goals of the Initial Teacher Licensure Undergraduate Program.
2. The candidate demonstrates signs of substance abuse.
3. The candidate is convicted of a felony.
4. The candidate does not comply with the required process of a criminal records background check.
5. The candidate does not comply with the University's Code of Ethics.
6. The candidate fails to comply with the teaching profession's Code of Ethics.

7. The candidate demonstrates continued use of poor oral and written communications skills and poor interpersonal skills.
8. The candidate demonstrates unprofessional behavior that is not acceptable in field or classroom settings, such as lack of good judgment, a lack of dependability, a lack of confidentiality, and/or habitual incidents of being unreliable or irresponsible.
9. The candidate demonstrates discriminatory behaviors.
10. The candidate does not resolve personal problems that significantly and consistently prevent effective performance in the University classroom and in field-based partnership classroom.
11. The candidate makes failing grades in the same education classes two or more semesters.

The course instructor is responsible for initiating a conference with a candidate as soon as there is evidence of persistent failure to meet the standards for retention. All efforts will be made to allow the candidate ample time to correct the deficiency. If the candidate does not correct the deficiency, and if the course instructor believes the candidate should be advised to withdraw from the Initial Teacher licensure Undergraduate Program, the following procedures will be initiated:

1. The course instructor(s) will provide a written recommendation to the Chair of the Undergraduate Teacher Education Program that the candidate be withdrawn from the program.
2. The Chair of the Department will meet with the Admissions and Retention Committee and a time will be scheduled to meet with the candidate to discuss the recommendation. If all parties agree on the withdrawal of candidate from the program, no further action is necessary.
3. If the decision is unacceptable to the candidate, he/she may file a written appeal to the School of Education Appeals and Grievance Committee within five business days requesting a hearing before the committee.
4. The candidate may appear in person or respond in writing to the committee regarding his/her concern. The candidate may also request a person to speak on his/her behalf at the committee meeting.

The committee may recommend:
   a. **Continuance in the Initial Teacher Licensure Undergraduate Program.**
      Continuance granted if issues of concern are determined to be unfounded or resolved.
   b. **Provisional continuance in the Initial Teacher Licensure Undergraduate Program**.
      Continuance allowed if specified conditions are satisfactorily met. The candidate will receive a written copy outlining the conditions to be met with a timeframe for compliance. A follow-up meeting will be held to determine if the conditions were met satisfactorily.
   c. **Termination from the Initial Teacher Licensure Undergraduate Program**.
      Notification of program termination sent to the candidate by mail or delivered in person by the School of Education Chair.

If the decision is unacceptable to the candidate, the University academic grievance process as outlined in the *LMU Undergraduate Catalog* may be pursued.

Retention Appeals Procedure

A student/candidate who is placed on probation, suspended, or dismissed from the program and feels that the probation, suspension, or dismissal is unfair, has a right to appeal. The candidate who wishes to appeal a probation, suspension, or dismissal has 30 days from the postmark on the letter of notice to present the appeal in writing to the Dean of the School of Education. The Dean will forward this letter of appeal to the Chair of the Appeals and Grievance Committee for the School of Education, who will set up an appeal hearing within two weeks of the receipt of the student/candidate's letter of appeal.

The Chair of the Appeals and Grievance Committee and the student/candidate must inform each other of all attendees who will be at the appeal hearing. Should the decision of the Appeals and Grievance Committee be unsatisfactory to the candidate, a meeting with the Dean may be requested. The Dean and the candidate must inform each other of any additional attendees to the meeting. The candidate may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

Complaint and Grievance Procedure

Candidates who have questions/concerns about departmental/program policies and procedures should present those written concerns to the appropriate course faculty or to their education advisor. The course faculty or advisor will present the written question/concern to the department chair for review and decision-making. Decision making by the appropriate committee occurs through discussion, consensus, and if necessary, by majority vote. In case of a tie vote, the School of Education Dean will cast the deciding vote. Candidates have the right to due process upon disagreement with the decision and assume responsibility for acting in their own behalf. Candidates may appeal according to the program appeals criteria.

In addition to the formal Academic Appeals Policy, a process exists for addressing other complaints and grievances. Should a candidate feel that he or she has a complaint or grievance about her or his educational experience at LMU that has not been satisfactorily addressed by course instructor or staff, the candidate is encouraged to submit the complaint **in writing** to the respective department chair/program director. The department chair/program director will then meet with the candidate with the goal of generating an equitable, fair, and just resolution of the complaint. If the student/candidate is not satisfied with the results of addressing the complaint with the department chair/program director, the candidate is encouraged to make a written complaint to the Dean of the School of Education, who will then review the matter. The candidate may continue this complaint to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

Situational Conditions for Clinical Practice (EDUC 497)

A candidate who *has not been enrolled for one semester* at Lincoln Memorial University following completion of Transitions 2 and 3 who decides to return to continue with Transition 4, and who has completed all testing requirements must:

1. Meet with the department chair;
2. Have a full evaluation of program requirements on curriculum advising form;
3. Complete any additional hours at the pre-clinical sites. Sites that were previously assigned in EDUC 480, Classroom Management, may not be available; therefore, alternate clinical sites may be assigned.

A candidate who *has not been enrolled for two or more semesters* at Lincoln Memorial University following completion of Transitions 2 and 3 and decides to return to continue with Transition 4 and who has completed all testing requirements must:

1. Meet with the Department Chair;
2. Have a full evaluation of program requirements on curriculum advising form;
3. Complete any additional courses/program requirements of current candidates to meet the Initial Teacher Licensure Undergraduate program goals as determined by the academic advisor;
4. Complete additional observation hours, as determined by the academic advisor in Placement I and Placement II at the placement sites. Placement I and II sites that were assigned in EDUC 480, Classroom Management, when enrolled may not be available; therefore, alternate placement sites may be assigned.

Support Services and Student Organizations

- **Student Tennessee Education Association (STEA)**
  The Student Tennessee Education Association (STEA) was founded in 1937 as a department of the National Education Association. Its purpose "shall be to develop in prospective educators an understanding of the Education profession, to provide for a united candidate voice in matters affecting their profession, to influence the conditions under which prospective educators are prepared, to advance the interests and welfare of candidates preparing for a career in Education, to promote and protect human and civil rights, and to stimulate the highest ideals and professional ethics, standards, and attitudes."

  All candidates enrolled in any field or clinical experiences in the Teacher Education Program are required to be protected by professional liability insurance prior to going into his/her K-12 Pre-Clinical Experience/Clinical Practice. Membership in the STEA provides professional liability insurance, or the candidate can provide evidence of professional insurance by another provider. For STEA membership information, please contact the STEA faculty sponsor located in the Business/Education Building, or call 869-6253.

- **Tagge Center for Academic Excellence**
  The Tagge Center for Academic Excellence is a service of Lincoln Memorial University providing a variety of free assistance to meet student and faculty needs. These services include peer tutoring, lecture note-taking assistance, computer and printer availability, writing assistance, vocabulary development, and training in test preparation and test-taking. To receive assistance or to schedule an appointment, the candidate should phone campus extension 6310 or visit the Tagge Center for Academic Excellence. A staff member or peer tutor will work to meet the candidate's individual needs. The Tagge Center for Academic Excellence is located on the second floor of the student center.

- **Student Support Services Program**
  The Student Support Services Program is a federally funded program to assist the candidate seeking academic help due to weak educational background or current academic difficulty. The program offers services in the areas of academic and financial advisement, career planning, personal growth, tutoring, and mentoring. Following federal guidelines, candidates interested in participating in the Student Support Services Program must apply for acceptance; the accepted student may utilize all services free of charge. Applications are available in the Student Support Services Office, located on the second floor of the student center.

- **Library**
  The purpose of the Carnegie-Vincent Library, located in the Harold M. Finley Learning Resources Center is to support the curriculum of the University's academic programs. Each student enrolled at the University is entitled to full use of all resources and services provided by the library. The library is also equipped with a copier for student use. Materials may be checked out to students who have completed a patron reservation form and have a valid LMU I.D. Please stop by the library for more information or call 869-6219.

- **Counseling**
  Lincoln Memorial University recognizes that academic problems may be interrelated with psychological, emotional, and social experiences of the student. Many people and services work together to meet the needs of the student. Any office will serve as a referral point for services outside the expertise of that particular office. The academic advisor, the Tagge Center for Academic Excellence, or the Office of Student Affairs serve as an initial contact for the student

Candidate Program Requirements/Responsibilities Summary

Each Initial Teacher Licensure Undergraduate candidate must:

- Support the mission of the Initial Teacher Licensure Undergraduate Program and University while enrolled in the Initial Teacher Licensure Undergraduate Program;
- Maintain appropriate professional dispositions as outlined in department dispositions evaluation forms;
- Adhere to the University's Code of Student Conduct and all University academic policies and procedures as stated in the *University Catalog;*
- Establish an academic educational plan with the education advisor, update the plan each semester, and obtain the education advisor's signature on all required forms;
- Maintain a minimum overall GPA of 2.75 for Full Admission and when enrolling in EDUC 497;
- Present evidence of professional liability insurance each semester enrolled in professional education courses;
- Complete and submit a TBI/Cogent Criminal Background Check within the first two weeks of the semester in Transition 1;
- Inquire with Director of Certification/Testing regarding current program testing requirements;
- Complete the Full Admission process to be admitted to the Initial Teacher Licensure Program;
- Complete Transitions 1, 2, and 3 coursework and required licensure testing prior to enrolling in EDUC 497 Enhanced Clinical Practice;
- Satisfactorily complete teacher candidate educator dispositions and candidate evaluations;
- Complete all required K-12 observations/field experience hours;
- Complete and submit an electronic portfolio showcase of digitalized work demonstrated throughout the program aligned to InTASC standards (due upon graduation);
- Wear the LMU photo ID <u>at all times</u> in pre-clinical or clinical practice and acquire/wear a Claiborne County School District ID for field experiences in this district;
- Participate in required Professional Development workshops;
- Participate in approved diverse educational experiences;
- Demonstrate professionalism in the use of all social media; and
- Complete 5 hours of service learning each semester prior to student teaching.

Each candidate is ultimately responsible for meeting or exceeding:
- **The required scores on ACT, SAT or CASE/CORE Praxis exams**
- **Required interviews**
- **Educator Disposition Assessments**
- **Course grades**
- **Required clinical experiences placements and documentation**
- **All Praxis II required exams**
- **edTPA assessment**

Whereas the faculty and staff are here to help and advise the candidate, the faculty and staff are not responsible for the candidate's ability to meet or exceed the passing scores.

Additional Program Information

Four-year plans are suggested sequences of coursework for freshmen entering LMU each academic year. These plan should be used in conjunction with the University catalog and in consultation with the faculty advisor.

Transfer students should contact their advisor if they have questions regarding transfer credit. Courses listed on four-year plans may be taken during other semesters, based on availability and course placement.

These plans meet LMU's general education (Liberal Arts Common Core) requirements, major requirements and 300/400 level course requirements.

Lincoln Memorial University reserves the right to adjust at any time its Initial Teacher Licensure Undergraduate Program requirements to comply with changes mandated by the State Board of Education.

Note: In order to graduate in four years (eight regular semesters) the student must average passing 16/17 hours per semester. Courses with * must have a grade of C- or better.

Please note:

> **All Students** in teacher licensure programs are required to apply for admission to the teacher licensure program while enrolled in EDUC 290, The Teaching Profession.
>
> Students will begin taking Praxis II exams near the end of the junior year.
>
> Formal Admission is required prior to enrolling in EDUC 480, Pre-Clinical Experience.
>
> All Praxis II requirements and program criteria must be met prior to registration for EDUC 497, Enhanced Clinical Practice and Seminar.
>
> All candidates must complete the edTPA portfolio assessment during the student teaching semester. All scores from the edTPA assessment are automatically sent to the Tennessee State Educators Database called Tennessee Compass. Successful passing scores on the edTPA portfolio is required for certification in the state of Tennessee.

> **Please note: All Students in teacher licensure programs are required to apply for admission to the teacher licensure program while enrolled in EDUC 290, The Teaching Profession. Students will begin taking Praxis II exams near the end of the Junior year. Formal Admission is required prior to enrolling in EDUC 480, Pre-Clinical Experience. All Praxis II requirements and program criteria must be met prior to registration for EDUC 497, Enhanced Clinical Practice and Seminar.**

Appendix A
Forms and Information

1. Completing TBI Fingerprint, Background Check, & Waiver Agreement
2. Purchasing Liability Insurance
3. Full Admission Checklist
4. Application for Admission to EDUC 497, Enhanced Clinical Practice
5. Formal LMU Initial Teacher Licensure Program Lesson Plan Template and Rubric
6. LMU Initial Teacher Licensure Program Statement of Ethics
7. Initial Teacher Licensure Programs Acknowledgment of Possible Travel Requirements

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TBI Fingerprint/Background Check

Required of all candidates prior to entering schools for field experience.

1. Complete VECHS WAIVER AGREEMENT AND STATEMENT - available in ITLU handbook or BE 209.

2. Return completed VECHS Waiver Agreement and Statement to Sue England in BE 214 prior to scheduling your appointment or your actual fingerprinting date.

3. Review and complete the instructions on the following page for scheduling your appointment by visiting: https://tn.ibtfingerprint.com

4. You will enter the Service Code and the ORI numbers listed on the following page.

5. Agree to the terms on the website.

6. Enter your zip code to pull up the closest fingerprinting location. We recommend the closest location to campus— Johnco Inc. in Middlesboro, KY: 204 N 19th Street, Middlesboro KY 40965 (adjacent to Jeff Pharmacy).

7. Schedule your appointment through the online portal.

8. You will need to enter your demographic and contact information on the portal to finalize your appointment.

9. Cost is $35.15 until September 30th, 2022, then decreases to $33.15 on October 1st, 2022. You will pay once you arrive at your selected location for fingerprinting.

10. Fingerprints will be forwarded electronically to the Tennessee Bureau of Investigation and all results of the fingerprint background check will also be provided to LMU. No student may enter field placements or complete clinical experiences unless LMU has a copy of your TBI background check and fingerprinting.

If you have any questions at any time throughout the process, please contact Sue England in BE 214 or by email tywana.england@lmunet.edu

IdentoGO
By IDEMIA

Tennessee Applicant Processing Services Form

Child-Related Worker - Private
To schedule your ten-minute fingerprint appointment, simply visit
https://tn.ibtfingerprint.com and enter the following Service Code

28TY6K

When prompted, please enter the following ORI: TNCC13002

Service Code and ORI are unique to your hiring/licensing agency
Do not use these codes for another purpose

As a primary form of picture identification, one of the following valid and unexpired documents is required to be presented to the enrollment agent when being fingerprinted:

• **Driver's License issued by a State or outlying possession of the U.S.**
• **State ID Card (or outlying possession of the U.S.) with a seal or logo from State or State Agency**
• **Commercial Driver's License issued by a State or outlying possession of the U.S.**
• **U.S. Passport**

However, in the absence of one of these documents, applicants may provide one or more Secondary Documents including:

• State Government Issued Certificate of Birth
• US Active Duty/Retiree/Reservist Military ID Card (000-10-2)
• Passport
• Social Security Card
• Certificate of Citizenship (N560)
• Certificate of Naturalization (N550)
• INS I-551 Resident Alien Card Issued since 1997
• INS 1-688 Temporary Resident Identification Card
• INS I-688B, I-766 Employment Authorization Card

Secondary Documentation must be supported by at least two of the following:

• Current Utility Bill (Address)
• Voter Registration Card
• Current Vehicle Registration Card/Title
• Current Paycheck Stub with Name/Address
• Cancelled Check or Current Bank Statement
• Social Security Card

Don't have access to the Internet? You can still schedule an appointment by calling 855.226.2937

VECHS WAIVER AGREEMENT AND STATEMENT
Volunteer & Employee Criminal History System

for Criminal History Record Checks

under the National Child Protection Act of 1993, as amended

Pursuant to the National Child Protection Act of 1993, as amended, this form must be completed and signed by every current or prospective employee, volunteer and contractor/vendor, for whom criminal history records are requested by a qualified entity under these laws.

I hereby authorize (**enter Name of Qualified Entity**)   Lincoln Memorial University

to submit a set of fingerprints through the TBI vendor and this form to the Tennessee Bureau of Investigation (TBI), for the purpose of accessing and reviewing Tennessee and national criminal history that may pertain to me directly from the FBI, pursuant to 28 CFR, Sections 16.30-16.34. By signing this Waiver Agreement, it is my intent to authorize the dissemination of any national criminal history record that may pertain to me to the Qualified Entity with which I am or am seeking to be employed or to serve as a volunteer, pursuant to the National Child Protection Act of 1993, as amended.

I understand that, until the criminal history background check is completed, you may choose to deny me unsupervised access to children, the elderly, or individuals with disabilities. I further understand that, upon request, you will provide me with a copy of the criminal history background report, if any, you receive on me and that I am entitled to challenge the accuracy and completeness of any information contained in any such report. I may obtain a prompt determination as to the validity of my challenge before you make a final decision about my status as an employee, volunteer, contractor, or subcontractor.

A national criminal history background check <u>on me</u> is being requested by the following:

Name of Qualified Entity: Lincoln Memorial University

Address: 6965 Cumberland Gap Parkway BE 221

City: Harrogate　　　　　　　　　**State: TN**　　　　**Zip: 37752**

I ☐ have OR ☐ have not been convicted of a crime.

If convicted, describe the crime(s) and the particulars of the conviction(s) in the space below:

I am a current or prospective (check <u>one</u>):

Employee ☐   Volunteer ☐   Contractor/Vendor ☐

Signature:_____   Date:_____

Printed Name:_____

Address: _____

City: _____   State:_____   Zip:_____

Date of Birth: _____

TO BE COMPLETED BY QUALIFIED ENTITY:

Entity Name: Lincoln Memorial University

Address: 6965 Cumberland Gap Parkway BE 221

City: Harrogate   State: TN   Zip: 37752

Telephone: (423) 869-6253   Fax Number: (423) 869-6455

ORIGINAL MUST BE RETAINED BY QUALIFIED ENTITY
COPY MUST BE SUBMITTED TO TBI

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Purchasing Liability Insurance

Liability Insurance

Proof of liability insurance is required prior to going into schools for field experiences.
You may choose to purchase from TEA/NEA or from another source.

You may register by paper or online for TEA liability insurance.
(Paper membership forms are available in BE 227)

Below are the instructions to register online.

Tennessee Education Association **-** TEA Teachers **- Tennessee ...**
teateachers.org

Click on Join TEA Today

Click on Online Enrollment

Students

Student TEA (STEA) members get extra professional development and interaction with colleagues that help them succeed. Membership includes the benefits of both the NEA and STEA. Dues amounts depend on your college or university. (When you identify your school during the online enrollment process, your dues will be calculated - $25.00 plus local dues, if any.) **Online enrollment** will take you briefly to the NEA website.

Complete Student Enrollment/Renewal Form

*Membership is for one year –   September 1 – August 31

Print membership form and bring copy to BE 214 and keep copy for your records.   OR forward membership confirmation to:
cathy.dunn@lmunet.edu

Thank you,
Cathy Dunn
BE 227
cathy.dunn@lmunet.edu

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Initial Teacher Licensure - Undergraduate
Full Admissions Checklist

Declaration of Major on File	
Information Form to Teacher Education Program in EDUC 290	
Acknowledgement of Handbook Receipt	
One Recommendation Letter Outside School of Education	

Required testing:
   ACT (21) _____ or
   SAT (1020) _____   or
   CASE: Reading (156) _____
          Writing (162) _____
          Math (150) _____	

Current Transcript with 2.75 GPA	
TBI Background Check	
Liability Insurance	
EDUC 290 Writing Sample	
Dispositions Interview (DAP©)	
Professional Development Seminars (minimum of 2 per semester)	
Self-Assessment Educator Dispositions	
Completed Admissions Interview	

Application for EDUC 497- Clinical Practice

Semester you expect to Student Teach: Fall _____ **Spring** _____ **Year** _____

Name: _____ **Student ID#** _____

Cell Phone# _____ **Additional Phone#** _____

Major _____ **Current GPA** _____

Live on campus: Yes _____ **No** _____

Home Address _____

_____

Praxis Exams Passed: 1. _____ 2._____

3. _____ 4. _____

Please describe any reasons you should <u>not </u>teach in a specific school, i.e., aunt teaches there, brother is principal, mother is janitor, etc.

_____

_____

I understand that I must have a vehicle available to drive to field placements (Check One)

Yes _____   No _____

I prefer for my Diversity Placement to be in (Check one)

Morristown _____   Knoxville _____

**PLEASE READ THE FOLLOWING STATEMENTS, AND INDICATE YOUR UNDERSTANDING
BY CHECKING THE APPROPRIATE RESPONSE.**

1. I know that I must apply for graduation by the appropriate deadline in order to graduate **Yes _____ No___**

2. I know that all **required** major and professional courses must be completed prior to student teaching with the required

    grade. **Yes _____ No _____**

3. I know that all required parts of the Praxis exams must be successfully passed **prior** to student teaching. **Yes _____ No

    _____**

4. I know that my GPA must meet the requirements of the program of study that I have completed.   **Yes _____**

    No_____

**I certify that I have read and understood the contents of this application for clinical
practice/student teaching.** I further certify that I have answered the above statements correctly and
completely to the best of my ability and knowledge.

_____   _____
Signature of Applicant   Date

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2022-2023 ITLU Formal Lesson Plan Template

Name:		Unit/Lesson Title:	
Date:		Grade Level:	

| Curriculum Standards:
Use current State Curriculum Standards
Include the number and text of the standard. If only a portion is being addressed, then only list the relevant parts.
Unpack the standards to determine your language demand for the unit/lesson. | Central Focus:
What is the Central Focus of this Unit/Lesson?
The central focus is an understanding that you want your students to develop.
It is a description of the important identifiable **theme**, **essential question**, or **topic** within the curriculum (standards) that is the purpose of the instruction. |
|---|---|
| | **Central Focus:** |
| | **Secondary:** Essential Question/s |
| | **Elementary:** "I Can" statement/s |

Lesson Objective (contains your **Language Function**)
*You must include and identify a **Bloom's verb** for your **language function** and the **language demand** the "what" from your state standard. Follow SMART requirements:*

| **Academic Language**
Plan instruction to center and support your **Language Function** and **language demand**
What opportunities will you provide for students to practice content language/vocabulary and develop fluency? |
|---|
| **Academic Vocabulary:**
*Include the **Language Function** contained in the lesson objective:* |
| **Discipline-Specific Tier III Vocabulary:** |
| **Literacy Component:**
How will you select and use complex text to support students' vocabulary and knowledge acquisition?
What reading levels have you planned for? |

Language Supports

Discourse:
Discourse is not only how the students communicate in the classroom, but also the language the teacher and students use to communicate the Language Function and vocabulary of the lesson.

Syntax: *What conventions, symbols, tables, and graphs will your students be using to represent information?*

What is your rationale for these instructional decisions? Cite theoretical reasoning and research.

Planned Supports for Meeting Individual Student Needs	
All Students	

Identify students who may struggle to meet the learning objective/language function of this lesson:

Initials	Evidence for Differentiation Needs: *Reading levels, Tiers, IEP, 504 and/or Gifted*	How will you differentiate? *Engagement, Representation, Action & Expression*

Classroom Management:
What classroom management rules and procedures are essential to this lesson?
Are there any management and/or safety issues that need to be considered when teaching this lesson?

What technology supports or integration are included in this lesson plan (as appropriate and available)?

What is your rationale for these instructional decisions? Cite theoretical reasoning and research.

Assessment and Evaluation		

Pre-Assessment:

What do the students know?	*What can the student do?*	*What students are still learning?*

Formative/Informal Assessment:
How will students demonstrate an understanding of lesson objective/s and **language function***?*
How will you monitor and/or give feedback?
You must assess your **objective**/**language function** *and the* **language demands** *from your standard.*

Summative/Formal Assessment:
What **data/evidence** *will you collect and how will you document student learning and mastery of the Unit Central Focus and/or* **Lesson Objective**/**Language Function** *the* **language demand** *from your standards?*

What is your rationale for these instructional decisions? Cite theoretical reasoning and research.

Instruction

Questioning:
Pre-plan Higher-Order questions and or activities centered around the **language function** *for discourse here. Use Webb's Depth of Knowledge to increase rigor and higher-order thinking.*

Technology for Instruction:
What technology will be used for this lesson?

Set/Motivator:
How will you **engage student interest** *in the content of the lesson? Use your knowledge of students' academic, social, and cultural characteristics.*

Instruction:
Clearly label explicit parts of your lesson model: Model/Procedures/Learning Tasks:
Provide specific details of lesson content and delivery.
Your bulleted, scripted, or numbered procedures **MUST** *include the following:*
Instructional Model, Student Engagement strategies or group work, and Independent Work.

Closure:
Revisit your Essential Question or "I Can" statement.
How will **your students** *verbalize or demonstrate their learning or skills around the* **language function** *one more time?*
May state future learning or next lesson's goals in unit.

Co-Teaching Strategy (*if used*)

Virtual Instruction (If Required): What changes will be needed for this lesson to be taught virtually?

Materials and Resources			
What does the Teacher Need for this Lesson?	**What Technology Supports Does the Teacher need for this lesson?**	**What do the students need for this lesson?**	**What Technology Supports Do the Students need for this lesson?**
What is your rationale for these instructional decisions? Cite theoretical reasoning and research			

Reflection:
Effective teachers reflect on their lessons. Answer these questions below:

To what extent did the class learn what you intended them to learn? What will be your next steps instructionally?

What did you learn about your students as learners?

How effective was your use of technology? Your students' use of technology?

What have you learned about yourself as a teacher? If you taught this again...what would you do for your whole class?

What will you do for your struggling readers? **IEPs or 504s? Gifted?** *Think of each group to guide your next instruction.*

Additional thoughts and reflections:

What is your rationale for these instructional decisions?
Cite theoretical reasoning and research

References:
List sources for materials used, research and theory cited.

_____   _____
Teacher Candidate Signature/Date   Supervisor/Date

2022-2023 ITLU Formal Lesson Plan Rubric

InTASC Standards	Domain	Mastery Above Sufficient (3) +	Achieving Sufficient (2) ✔	Emerging Below Sufficient (1) -
InTASC Standard #1 **Learner Development** InTASC Standard #4 **Content Knowledge** InTASC Standard #5 **Application of Content** ISTE #3 **The Citizen** ISTE Standard #4 **The Collaborator** ISTE Standard #5 **The Designer**	**Central Focus**	Candidate*:* • **Identifies standards** for alignment with **the central focus** and learning objective and explicitly form the basis for the **language demands** of the lesson. • Identifies **one language function**/Boom's Verb that tied to the **language demand** that is clearly identified within the lesson objective • Develops lesson/unit objectives that **meet all SMART** *(Specific, Measurable, Attainable, Relevant, and Time-based)* **criteria**. • Provides an accurate, explicit description of the **Central Focus** and the **purpose of the unit or lesson plan** and • Restates the objective for students in the essential question or "I Can" statement.	Candidate: • **Identifies standards** for alignment with the central focus and learning objective and form the basis for the **language demands** of the lesson. • Identifies **a language function** and **language demand/s** within the lesson objective • Develops a lesson objective that meets **most SMART criteria**. • provides a description of the **Central Focus** and the **purpose of the unit or lesson plan** and • Restates an objective for students in the essential question or "I Can" statement.	Candidate or lesson plan *lacks*: • **Standards** aligned to the central focus and learning objective and may not connect to **language demands** of the lesson. • **A language function** and **language demand/s** that are **not identified within the lesson objective** and • A lesson objective that **meets few SMART criteria**. • A description of the **Central Focus** and the **purpose of the unit or lesson plan** and • **Omits or inaccurately** restates the objective for students in the essential question or "I Can" statement
InTASC Standard #4 **Content Knowledge** InTASC Standard #5 **Application of Content** ISTE Standard #4 **The Collaborator** ISTE Standard #5 **The Designer**	**Academic Language**	Candidate: • Chooses **one language function** that describes the learning in the lesson. • Only identifies **key discipline-specific** and **academic vocabulary** words and phrases • Accurately Identifies **discourse and syntax students need** to understand and be successful • Describes how **complex texts** will support vocabulary and knowledge acquisition. • **Explains and cites research and theory** for grounding decisions in developing Academic Language	Candidate: • Chooses **a language function** that describes the learning in the lesson. • Identifies most **key discipline-specific** and **academic vocabulary** words and phrases • Identifies some **discourse or syntax students need** to understand and be successful • Describes how **complex texts** will support vocabulary and knowledge acquisition. • **Cites research or theory** for grounding decisions in developing Academic Language	Candidate or lesson plan *lacks*: • **A language function** that describes the learning in the lesson. • Most **key discipline-specific** and **academic vocabulary** words and phrases • **Discourse and/or syntax students need** to understand and be successful • **Complex texts** that will support vocabulary and knowledge acquisition. • Little to **no research or theory basis** for decisions in developing Academic Language

		Candidate:	Candidate:	Candidate or lesson plan *lacks*:
InTASC Standard #1 **Learner Development** InTASC Standard #2 **Learning Differences** InTASC Standard #3 **Learning Environments** ISTE #3 **The Citizen** ISTE Standard #4 **The Collaborator** ISTE Standard 5 **The Designer**	**Planned Supports for Individual Needs**	• Describes planned supports for **all students** • Identifies student needs (IEP, 504, Reading Levels, Tiers, or Gifted) and **evidence for differentiation** • Describes **multiple means** of **engagement, representation, and action & expression** strategies which enable identified students to obtain the lesson objective • Provides **classroom management strategies and groupings** based upon knowledge of student assets and abilities • **Incorporates technology** in planning and **uses interactive technologies** as appropriate and available to expand learner options for **mastering content and skills** and/or to direct their own learning. • **Explain and cites research and theory** for grounding decisions in developing planned instructional supports	• Describes planned supports for **most students** • Identifies **some** student needs (IEP, 504, Reading Levels, Tiers or Gifted) and **evidence for differentiation** • Describes **some means** of **engagement, representation, and action & expression** strategies which enable identified students to obtain the lesson objective • Provides **classroom management strategies or groupings** based upon knowledge of student assets and abilities • **Uses technology as appropriate and available to engage learners** in the lesson. • **Cites research or theory** for grounding decisions in developing planned instructional supports	• Planned supports for **most students** • Student needs (IEP, 504, Reading Levels, Tiers, or Gifted) and **evidence for differentiation** • Means of **engagement, representation, and action & expression** strategies which enable identified students to obtain the lesson objective • **Classroom management strategies or groupings** based upon knowledge of student assets and abilities • Although appropriate and available, **the teacher does not utilize technology** in planning or instruction. • **Research and/or theory** for grounding decisions in developing planned instructional supports
InTASC Standard #2 **Learning Differences** InTASC Standard #6 **Assessment** ISTE #3 **The Citizen** ISTE Standard 5 **The Designer** ISTE Standard 6 **The Facilitator** ISTE Standard 7 **The Analyst**	**Assessment and Evaluation**	• Describes pre-assessment information in what students know, can do, and understand. • Describes **formative (informal) and summative** (formal) assessment tools that will provide evidence to monitor student progress toward meeting the objective • **Modifies assessments for students with IEPS/504s** to demonstrate learning and provide evidence to monitor student progress toward meeting the objective • **Explains and cites research and theory** for grounding decisions in developing planned instructional supports	• Describes pre-assessment information in what students know, can do, and understand. • Describes **formative (informal) and/or summative (formal)** assessment tools that can provide evidence to monitor student progress toward meeting the objective • **Modifies assessments for students with IEPS/504s** to demonstrate learning **and may** provide evidence to monitor student progress toward meeting the objective • **Cites research or theory** for grounding decisions in developing planned instructional supports	• Pre-assessment information in what students know, can do, and understand. • **Formative (informal) and/or summative** (formal) assessment tools that can provide evidence to monitor student progress toward meeting the objective • **Modified assessments for students with IEPS/504s** to demonstrate learning • Little to **no research or theory basis** for grounding decisions in developing planned instructional supports

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		Candidate:	Candidate:	Candidate or lesson plan *lacks*:
InTASC Standard #2 **Learning Differences** InTASC Standard #6 **Assessment** InTASC Standard #7 **Planning for Instruction** InTASC Standard #8 **Instructional Strategies** ISTE #3 **The Citizen** ISTE Standard #4 **The Collaborator** ISTE Standard #5 **The Designer** ISTE Standard #6 **The Facilitator** ISTE Standard #7 **The Analyst**	Instruction	• Plans **higher-level questions** to advance student thinking • Creates a **SET/Hook** that activates student background knowledge, relates to real life and connects to the lesson objective. • Identifies **instructional model steps**, along with how students will interact with the **language function** and meet the **language demands** of the objective. • Scaffolds learning through **sequentially appropriate steps** • Utilizes **teaching strategies** appropriate for the content and meets the needs **of diverse learners** • **Teaches content** accurately and explicitly • **Closure** reinforces understanding of the learning objective • **Materials and Resources** are well planned and curated for this lesson • **Explains and cites research and theory** for grounding decisions in developing planned instructional supports	• Plans **higher-level questions** to advance student thinking • Creates a **SET/Hook** that activates student background knowledge, relates to real life **and/or** connects to the lesson objective. • Identifies **instructional model/ steps**, along with how students will interact with the **language function** and meet the **language demands** of the objective. • Scaffolds learning through **sequentially appropriate steps** • Utilizes **teaching strategies** appropriate for the content and meets the needs **of diverse learners** • **Teaches content** accurately • **Closure** reinforces understanding of the learning objective • **Materials and Resources** are well planned and for this lesson • **Cites research or theory** for grounding decisions in developing planned instructional supports	• **Higher-level questions** to advance student thinking • A **SET/Hook** that activates • **Instructional model/steps**, and/or how students will interact with the **language function** and meet the **language demands** of the objective. • Scaffolding of learning through **sequentially appropriate steps** • **Teaching strategies** appropriate for the content or meets the needs **of diverse learners** • **Inaccurately teaches content and/or misinforms students** • **Closure** reinforces understanding of the learning objective • **Materials and Resources** are for this lesson • Little to **no research or theory basis** for grounding decisions in developing planned instructional supports
InTASC Standard #9 **Professional Learning & Ethical Practice** InTASC Standard #10 **Leadership & Collaboration** ISTE Standard #1 **The Learner** ISTE Standard #2 **The Leader** ISTE Standard #4 **The Collaborator**	Reflection	Candidate *reflects on all of the following*: • **Student learning and next steps** in the learning process • **Candidates own learning** in the process of teaching • **Effectiveness of technology** in the lesson and **student use of technology** • **Growth** as a teacher • **Changes to the lesson** for the next time • **Struggling** readers, IEPs, 504 and gifted students? • Additional thoughts and comments • **Explains and cites research and theory** for grounding decisions in developing planned instructional supports	Candidate *reflects on most of the following*: • **Student learning and next steps** in the learning process • **Candidates own learning** in the process of teaching • **Effectiveness of technology** in the lesson and **student use of technology** • **Growth** as a teacher • **Changes to the lesson** for the next time • **Struggling** readers, IEPs, 504 and gifted students? • Additional thoughts and comments • **Cites research or theory** for grounding decisions in developing planned instructional supports	Candidate *inadequately or fails to reflect on the following*: • **Student learning and next steps** in the learning process • **Candidates own learning** in the process of teaching • **Growth** as a teacher • **Effectiveness of technology** in the lesson and **student use of technology** • **Changes to the lesson** for the next time • **Struggling** readers, IEPs, 504 and gifted students? • Additional thoughts and comments • Little to **no research or theory basis** for grounding decisions in developing planned instructional supports

LMU | Carter & Moyers School *of* Education
LINCOLN MEMORIAL UNIVERSITY

Initial Teacher Licensure Undergraduate Program
Statement of Ethics

As a teacher education candidate who represents Lincoln Memorial University, I will work toward the best interest of all stakeholders, including my classmates, university faculty and staff, K-12 school administrators, cooperating teachers and students, and the community at large.

As a teacher education candidate, it is my responsibility to maintain standards of exemplary professional behavior at all times. I will be observed and evaluated by university faculty, peers, K-12 school administrators and cooperating teachers, and professional education faculty.

In the best interests of Lincoln Memorial University, the Carter & Moyers School of Education, and the Initial Teacher Licensure Undergraduate program, I agree to uphold the following ethical standards listed below:

- Exemplify quality academic and professional standards and ethical behaviors as noted in the Initial Licensure Undergraduate (ITLU) program;
- Abide by the LMU mission statement and policies outlined in the student handbook;
- Demonstrate a commitment to achieve the mission and goals of the ITLU Program;
- Demonstrate a commitment to achieve K-12 partnership goals;
- Fulfill ITLU program responsibilities with honesty and integrity;
- Demonstrate a willingness to adjust to changes as needed to provide a positive and caring, learning environment;
- Avoid sharing information that is confidential;
- Refrain from any falsification of records (i.e., observation logs, journals, applications, etc.) and plagiarism;
- Demonstrate respect to all stakeholders as defined above;
- Avoid using positions for personal gain through political, social, religious, and economic arenas, or any other influences;
- Be on time and attend classes;
- Be on time and attend any and all K-12 Partnership meetings, activities, and events;
- Make positive decisions about my professional growth and development;
- Demonstrate support for decisions made by the initial Teacher Licensure Undergraduate program.

Additionally, I agree to always strive to embody the principles of the Tennessee Teacher Code of Ethics listed below:

49-5-1002. Legislative findings.
  The general assembly finds and declares that:

  (1) An educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. An educator accepts the responsibility to adhere to the highest ethical standards; and
  (2) An educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the
  incentive to attain and maintain the highest possible degree of ethical conduct.

49-5-1003. Educator's obligations to students.

(a) An educator shall strive to help each student realize the student's potential as a worthy and effective member of society. An educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

(b) In fulfillment of this obligation to the student, an educator shall:

(1) Not unreasonably restrain the student from independent action in the pursuit of learning;

(2) Not unreasonably deny the student access to varying points of view;

(3) Not deliberately suppress or distort subject matter relevant to the student's progress;

(4) Make reasonable effort to protect the student from conditions harmful to learning or to health and safety;

(5) Not intentionally expose the student to embarrassment or disparagement;

(6) Not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background or sexual orientation unfairly:

(a) Exclude any student from participation in any program;

(b) Deny benefits to any student; or

(c) Grant any advantage to any student;

(7) Not use professional relationships with students for private advantage; and

(8) Not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

49-5-1004. Educator's obligations to the education profession.

(a) The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

(b) In fulfillment of this obligation to the profession, an educator shall not:

(1) Deliberately make a false statement or fail to disclose a material fact related to competency and qualifications in an application for a professional position;

(2) Misrepresent the educator's professional qualifications;

(3) Assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;

(4) Knowingly make a false statement concerning the qualifications of a candidate for a professional position;

(5) Assist a noneducator in the unauthorized practice of teaching;

(6) Disclose information about colleagues obtained in the course of professional service unless the disclosure serves a compelling professional purpose or is required by law;

(7) Knowingly make false or malicious statements about a colleague; and

(8) Accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

I have read and understand the Statement of Ethics and I agree to abide by these standards and program requirements.

_____   _____
                    Signature   Date

Acknowledgment of Possible Travel Requirements
Initial Teacher Licensure Programs

Lincoln Memorial University and the Carter & Moyers School of Education, in accordance with the Tennessee Department of Education and the Council for the Accreditation of Educator Preparation (CAEP), has initiated the following requirements for the Initial Teacher Licensure Programs, both undergraduate and graduate:

Clinical placement hours and experiences with—

- Urban schools
- Low socioeconomic status schools
- Rural schools
- Special education/English language learners
- Racially diverse populations.

Due to these requirements, you may be travelling up to 65 miles from your institutional school base to meet these obligations. Candidates are individually responsible for arranging or providing transportation to all clinical experiences and placements required of your coursework and certification throughout your time in the program.

Your signature below indicates your understanding of the above requirements.

Candidate's Signature: _____

Date: _____

Program (Please check one):   _____ Initial Teacher Licensure Undergraduate

_____ MEd Initial Teacher Licensure (Graduate)

Appendix B
Lincoln Memorial University Vision and Mission

Lincoln Memorial University Vision

Lincoln Memorial University strives to achieve regional distinction as a student-centered, educational, and service-oriented intellectual and cultural community defined by excellence, creativity, and diversity in its people, procedures, and programs. Aligning with its vision, the University's mission emphasizes a commitment to quality teaching, research and service through a values-based learning community. The University mission statement is as follows:

Lincoln Memorial University Mission

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students, Lincoln Memorial University seeks to advance life throughout the Appalachian region and beyond through teaching, research and service.

- Revised July 2012; approved by Board of Trustees, November 13, 2012

LMU Annual Security & Fire Safety Report

The LMU Annual Security & Fire Safety Report (ASFSR) will be published online by October 1st of each year and can be found at: **https://www.lmunet.edu/campus-police-and-security/documents/ASR21.pdf**

The LMU ASFSR contains three previous years of crime statistics, campus policies and procedures, including: alcohol, drug, weapons, sexual violence, etc., and law enforcement authority. This publication is required to be incompliance with the Clery Act and the Higher Education Opportunity Act (HEOA)

To request a paper copy, contact the Clery Act Compliance Coordinator at 423-869-6301 or in person at: Tex Turner Arena, 330 Mars/DeBusk Parkway, Harrogate, TN 37752.

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Carter and Moyers School of Education Mission, Philosophy, and Conceptual Framework

Carter & Moyers School of Education Mission Statement

The Carter and Moyers School of Education of Lincoln Memorial University is dedicated to preparing professional educators of distinction who embody the three core ideals of **Values**, **Education,** and **Service** in candidates who:

- Demonstrate the dispositions of the education profession. **(Values)**
- Articulate and demonstrate the knowledge base of moral, social and political dimensions, which will impact individual students, schools, districts, and communities for the enrichment of society. **(Values)**
- Demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and clinical placement in partner P-12 Schools. **(Education)**
- Promote lifelong learning through continued professional development and scholarship. (**Education)**
- Assist in meeting the educational needs of a global society, especially the underserved. **(Service)**
- Articulate an understanding that all students can learn as well as demonstrate the dispositions to serve and teach diverse student populations**. (Service)**

-Adopted by the Carter and Moyers of School of Education Faculty 11 May 2012

Commitment to Diversity

The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and faculty and students in P-12 schools. CAEP Definition of **Diversity**: (1) Individual differences (e.g., personality, interests, learning modalities, and life experiences),and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (InTASC Model Core Teaching Standards, p. 21).

Carter and Moyers School of Education Purpose

The Carter and Moyers School of Education is committed to preparing and mentoring quality professional educators of distinction, whether they be teachers, administrators, or other school professionals, to promote collaboration with learning communities interested in establishing partnerships, to conduct research designed to improve educational practices, and to advance educational theory. The purpose of the School of Education is to develop candidates with the content knowledge, professional and pedagogical knowledge, skills, and professional dispositions applying the Lincoln Memorial University core principles of education, values, and service enabling candidates to become successful professional educators of distinction who will make a positive impact on this generation and the next.

Carter and Moyers School of Education Philosophy

The school's motto, *"Preparing professional educators of distinction to make a positive impact on this generation and the next"* provides the philosophical base, direction, and parameters, achieved through a constructivist, self- directed and lifelong learner theory, for the development of professional educators, at both the initial and advanced levels, through:

Values
- Upholding the principles of Abraham Lincoln
- Individual liberty
- Individual responsibility
- Individual improvement
- Respect for citizenship
- Appreciation for a diverse community
- High moral and ethical standards
- A belief in a personal God

Education
- Commitment to quality teaching and instruction
- Commitment to inquiry and research
- Appreciation for the depth of learning in a field of knowledge
- Appreciation and understanding of knowing oneself and the world around us
- An ability to exercise informed judgments

Service
- Belief that a major cornerstone of a meaningful existence is service to humanity
- Service to the community where one lives
- Service in a global and diverse society with an emphasis on the underserved

Conceptual Framework Model & Overview

Lincoln Memorial University's conceptual framework is built on the concept of **Values**, **Education**, and **Service** as reflected in the visual framework of the Carter and Moyers School of Education. In alignment with the University's mission and vision, the School of Education develops high quality educators with **Values** congruent with the dispositions of the profession, strong general and content knowledge fitting the highest standards of **Education** at LMU, and a commitment to **Service** through the development of professional skills that benefit the community they serve. These three components, as reflected in the school's motto, lead to *Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next.*

Knowledge Bases that Support the School's Conceptual Framework
The School of Education at Lincoln Memorial University is committed to student-centered experiences rooted in a constructivist, self-directed, lifelong learning foundation in order to provide excellence through **Values**, **Education**, and **Service**, in developing practitioners who are effective professionals and leaders for the students, schools, and the communities they serve.

Theory and Wisdom of Conceptual Framework and Practice
Since its foundation, the Teacher Education Program has evolved, creating new emphases and curriculum modification on constructivism, multiple intelligences, teaching and learning styles, diversity, technology, academic standards-driven curriculum and assessment, student centered goals that encourage life-long problem solving and reflection for personal and societal improvement. It is the belief of the school's faculty that understanding the principles of andragogy, applied at both the initial and advanced levels, will lead to the development of improved pedagogy. This is highlighted through an emphasis on **Values**, **Education**, and **Service**. The program integrates all of these emphases or *common threads* with a significant emphasis on preparing teaching professionals to make *a positive impact on this generation and the next* throughout the professional core of teaching.

Constructivist Theory

Constructivism embodies concepts generated by research to determine how students learn and thus how teachers should teach. The key ideas are that in an individual's schema or networks are formed, that prior knowledge is important, and that new learning must address prior knowledge (Brooks & Brooks, 1993; Fosnot, 1996; Simon, 1995). Candidates demonstrate this development through a portfolio approach in the Initial Teacher Licensure Program. The electronic portfolio allows for reflection and development that expand the general knowledge of the candidate (**Education**), enhancing self-reflection into current and development schemas (**Values**), and enhancing professional development with a focus on the practice of teaching (**Service**).

The Initial Teacher Licensure Program philosophy is based on the constructivist theory. The philosophy of constructivism as the foundation of the program is visually depicted in the program's model beginning with **Values**, **Education**, and **Service** within the disciplines as the basis or foundation for the curriculum. Throughout the program, candidates demonstrate the knowledge, skills, and dispositions that thread constructively throughout the Professional Core with a "begin with an end in mind" (Covey, 1992) outcome of *"preparing professional educators of distinction to make a positive impact on this generation and the next."*

Constructivism has implications that impact institutions given the task of preparing teachers who have the **Education** (knowledge and skills), **Values** (dispositions), and **Service** (professional practice) to facilitate the learning process in this global society (Steffe & D'Ambrosio, 1995; Steffe & Gale, 1995). One implication is that each individual (teacher/student) approaches the learning task as a whole. This idea is captured in the theme of the Teacher Education Program – *"Preparing professional educators of distinction to make a positive impact on this generation and the next."* When applied, the teacher's role is to regard the learner as a whole and to teach from the perspective that a dynamic interaction is going on between the learner and the teacher. The constructivist theory asserts that the

candidate enters the program as a whole (with prior knowledge and experiences) within a whole. The program integrates the constructivist philosophy with modified curriculum orientations of cognitive processes, academic rationalism, and personal relevance. At any given time, there are several curriculum orientations operating in a dynamic confluence.

The program recognizes that students and curriculum are influenced by many factors like complex societal and cultural forces. While in the program, the candidate experiences an organic, dynamic process that enables the learner to construct beliefs, concepts, and intra/inter personal attributes that empower the learner **(Values).**

Formal and informal assessments at multiple Transitions and Transitions points are used to evaluate data continuously to improve the content knowledge, professional and pedagogical knowledge, and skills and dispositions of the school's programs in order to benefit the candidates. The assessments are intended to evaluate the development and growth over time of the candidates' understanding and application of the school's philosophy and core principles of **Values**, **Education**, and **Service** as integrated through the school's ten EPP Institutional Standards.

In response to research and natural maturation, the conceptual framework has evolved to encompass current research-based best practices. Changes in the program are evolutionary and are designed to build on program success.

Implications of the Conceptual Framework

In support of the institution and school mission and value statements, the school incorporates a process/learner-centered approach that has important implications for **Values**, **Education**, and **Service** (Betts, 1994; Kozma & Shank, 1998; Vygotsky, 1978). Each individual, whether a school professor, initial or advanced candidate, approaches the learning task holistically. When applied in the instructional context, this means that the faculty's role is to regard the candidate as a whole and to teach from the perspective that a dynamic interaction is ongoing between the candidate and the professor: both are learning, both are teaching (Friere, 2000).

A second implication is that assessment must change to accommodate the new perspective (**Education**). Thus, the faculty's role is no longer to focus just on products of learning, but to become astute observers in the process of learning (McInerney & McInerney, 2006). Candidates must become part of the assessment process as part of the learning process (Cambourne, 2002; Daniels, 2001; Darling-Hammond, 1990).

A third implication is that nurturing (**Values & Service**) must become an integral part of the teaching /learning process. Since constructivism involves collaboration at all levels, school faculty must create a nurturing environment for each other as well as for candidates so that nurturing is modeled and experienced as well as conceptualized as knowledge or theory (Wasserman, 1990; Zahorik, 1995).

A fourth implication is that learning is ongoing (Henderson, 1996). The professor's role is to evaluate constantly what candidates need to know to be successful, productive citizens (**Education & Service**). This means that professors must consider new ways of arranging the environment and content of learning and acquire knowledge and skill in technology use (Embretson & Hershberger, 1999; Masters, 2004). Concomitant with on-going learning is the realization that we are in an era of rapid change and knowledge explosion. When applied, this means that professors must be adept at creating nurturing environments for generating and solving problems, making decisions, thinking critically, and enhancing creativity.

A final implication is for **Values**. Technology and expanding knowledge have opened access to the entire world making global communication and understanding imperative. School faculty must model an understanding and demonstrate the professional dispositions and appreciation for the diverse heritage of others, while also reflecting on their own heritage to create a focus on equity, social justice, democracy, interconnectedness and respect for others, and foster the disposition that all children can learn (King, Hollins & Hayman, 1997; Martin, 1995).

INTASC STANDARDS

Theme 1: The Learner and Learning (ITLU Outcome 1)

Standard 1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation

.

Theme 2: Content Knowledge (ITLU Outcome 2)

Standard 4: Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content

.
Standard 5:   Application of Content

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Theme 3: Instructional Practice (ITLU Outcome 3)

Standard 6: Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Theme 4: Professional Responsibility (ITLU Outcome 4)

Standard 9: Professional Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
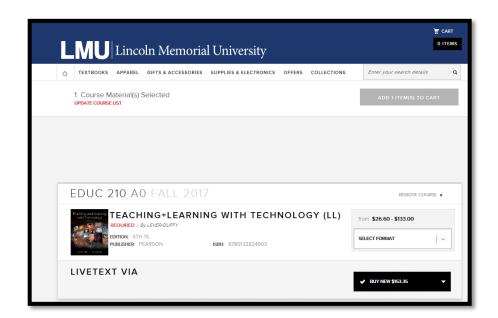
Appendix C

How to Purchase Watermark/ViaLiveText

1. Go to the LMU website (https://www.lmunet.edu/).

2. Click on the menu bar: **STUDENT LIFE**

3. Click on Bookstore.

4. Click on Textbooks.

5. Select the following options if you have not purchased Watermark/viaLiveText previously, even if you are enrolled in a different Education Class:

6. Select WATERMARK/LIVETEXT VIA.

7. View Cart to complete the purchase.

Appendix D
Initial Teacher Licensure Undergraduate Department Faculty and Staff

Full-Time Faculty:

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