title II higher education act

2021 TITLE II REPORTS
National Teacher Preparation Data

TN Union University
Traditional Report AY 2019-20
Tennessee

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

221971

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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SALUTATION

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	UG	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	UG	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	UG	
13.1307	Teacher Education - Health	UG	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	UG	
13.1331	Teacher Education - Speech	UG	

Total number of teacher preparation programs:

33

Total number of teacher preparation programs:

33

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

◉ **Yes**
○ **No**

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
	Yes	No	Yes	No
Transcript	○ Yes	◉ No	◉ Yes	○ No
Fingerprint check	◉ Yes	○ No	○ Yes	◉ No
Background check	◉ Yes	○ No	○ Yes	◉ No
Minimum number of courses/credits/semester hours completed	◉ Yes	○ No	◉ Yes	○ No
Minimum GPA	◉ Yes	○ No	◉ Yes	○ No
Minimum GPA in content area coursework	○ Yes	◉ No	◉ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	◉ No	◉ Yes	○ No
Minimum ACT score	◉ Yes	○ No	○ Yes	◉ No
Minimum SAT score	◉ Yes	○ No	○ Yes	◉ No
Minimum basic skills test score	◉ Yes	○ No	○ Yes	◉ No
Subject area/academic content test or other subject matter verification	○ Yes	◉ No	◉ Yes	○ No
Recommendation(s)	◉ Yes	○ No	◉ Yes	○ No
Essay or personal statement	◉ Yes	○ No	○ Yes	◉ No

Element	Admission		Completion	
Interview	● Yes ○ No		○ Yes ● No	
Other Specify: Dispositional Evaluations	● Yes ○ No		● Yes ○ No	

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

Undergraduate candidates must submit minimum qualifying scores on one of the following admission assessments: ACT, SAT, or Praxis Core.

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

● Yes
○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes ○ No		● Yes ○ No	
Fingerprint check	● Yes ○ No		○ Yes ● No	
Background check	● Yes ○ No		○ Yes ● No	
Minimum number of courses/credits/semester hours completed	● Yes ○ No		● Yes ○ No	
Minimum GPA	● Yes ○ No		● Yes ○ No	
Minimum GPA in content area coursework	○ Yes ● No		● Yes ○ No	
Minimum GPA in professional education coursework	○ Yes ● No		● Yes ○ No	
Minimum ACT score	○ Yes ● No		○ Yes ● No	
Minimum SAT score	○ Yes ● No		○ Yes ● No	
Minimum basic skills test score	○ Yes ● No		○ Yes ● No	
Subject area/academic content test or other subject matter verification	● Yes ○ No		● Yes ○ No	
Recommendation(s)	● Yes ○ No		● Yes ○ No	

Element	Admission		Completion	
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: [ ]	○ Yes	● No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

This information pertains to the graduate students enrolled in the Master of Urban Education program facilitated through our partnership with Memphis Teacher Residency. Since candidates work in the classroom of a mentor teacher throughout a year-long internship, it is not considered an alternative licensure program. These candidates are admitted to the Educator Preparation Program in the fall of their program of study, and they typically complete the program in the spring of the same academic year. In regard to the admission requirement of "subject area/academic content test or other subject matter verification," all candidates must have received an bachelor's degree from a regionally accredited college or university which meets general education requirements in math, science, social science, humanities, and communication as outlined by the Tennessee Department of Education. The minimum required GPAs at admission and completion differ due to their respective governing policies. The minimum admission GPA of 3.0 is dictated by graduate program admission criteria. However, the minimum completion GPA of 2.75 reflects the EPP licensure standard's minimum requirement.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	59
Number of clock hours required for student teaching	700

Are there programs in which candidates are the teacher of record?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	23.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	6
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	215
Number of students in supervised clinical experience during this academic year	184

Please provide any additional information about or descriptions of the supervised clinical experiences:

When calculating these numbers, we included the following groups: Undergraduate Candidates in Early Field Experiences: 110; Undergraduate Interns: 24; Memphis Teacher Residency Interns: 50 (some completing add-on licensure, so not technically program completers). The breakdown of IHE and P-12 supervisors included the following groups: Full Time Union University Faculty: 10.5; Full Time Memphis Teacher Residency Coaches: 13; Adjunct Union University Faculty: 3; Part-Time/Adjunct Memphis Teacher Residency Coaches: 3; P-12 Staff Supervising Early Field Experiences: 141; P-12 Staff Supervising Intern Candidates: 24; P-12 Staff Supervising MTR Intern Candidates: 50. During the spring of 2020, many candidates' field experiences were abbreviated and/or modified as a result of school closures during the COVID-19 pandemic.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	105
Subset of Program Completers	48

Gender	Total Enrolled	Subset of Program Completers
Male	16	13
Female	89	35
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	**Total Enrolled**	**Subset of Program Completers**
American Indian or Alaska Native	1	0
Asian	3	1
Black or African American	7	6
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	1	1
White	92	39

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	1	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	1	1

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2019-20**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	4
13.1202	Teacher Education - Elementary Education	22

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	3
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	5
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2019-20**

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	4
13.1202	Teacher Education - Elementary Education	10
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	2
13.99	Education - Other Specify: Urban Education (Post-Baccalaureate Memphis Teacher Residency)	24
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	1
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	1
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	1
30	Multi/Interdisciplinary Studies	10
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	2

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

1. **Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

   ● Yes
   ○ No

2. **Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

   ● Yes
   ○ No

3. **Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

   ● Yes
   ○ No
   ○ Program does not prepare special education teachers

4. **Prospective general education teachers are prepared to provide instruction to students with disabilities.**

   ● Yes
   ○ No

5. **Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

   ● Yes
   ○ No

6. **Prospective general education teachers are prepared to provide instruction to students from low-income families.**

   ● Yes
   ○ No

7. **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

   ● Yes
   ○ No

8. **Describe your institution's most successful strategies in meeting the assurances listed above:**

   We work closely with our primary partner district, Jackson-Madison County Schools, to ensure that we are meeting their staffing needs and preparing our candidates for the district's specific curricular expectations during clinical practice. Our cohorts of special education candidates and general education candidates collaborate in many of the same content area classes with a strategic focus on meeting the needs of all learners. Our clinical experience matrices across the programs of study ensure that each candidate has experience in a wide variety of settings: urban, suburban, and rural. Additionally, these experiences are designed to facilitate candidate interaction with learners from varying socioeconomic backgrounds and those with specific learning disabilities and/or language learning needs.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ◉ Yes
- ○ No

2. Describe your goal.

With respect to mathematics education, our stated goal for 2019-2020 was to increase program enrollment by at least one candidate. During the 2019-2020 academic year, we had one undergraduate completer in our licensure program for mathematics education. We also admitted one MTR post-baccalaureate candidate to the Educator Preparation Program who completed the initial licensure program in the spring of 2020.

3. Did your program meet the goal?

- ◉ Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

As an EPP, we continue to attend recruitment events for the university in an effort to spread awareness regarding the need for qualified mathematics teachers. We have found that many undergraduate students are not often aware of the teacher shortage in this area or knowledgeable regarding the incentives offered to qualified mathematics educators. Within the university, we continue to work with our colleagues in the Mathematics department to assist interested candidates in planning their programs of study to earn licensure.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

As we revisit our EPP recruitment plan at the end of this academic year, we plan to discuss additional collaborative strategies we can employ with our primary partner district in this area. Ideally, we would like to promote mathematics education within our local high schools, which may in turn increase the future hiring pool for our region.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

With respect to mathematics education, our goal is to increase program enrollment by at least one candidate for the 2020-2021 academic year. At the time of the submission of this report, we have admitted four undergraduate candidates in mathematics to the Educator Preparation Program. We have also admitted four post-baccalaureate MTR candidates to the program, and these candidates will complete their initial licensure requirements in spring 2021. Therefore, we are on track to handily exceed the goal for 2020-2021.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

With respect to mathematics education, our goal is to increase program enrollment by at least one candidate for the 2021-2022 academic year.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

With respect to science education, our stated goal for 2019-2020 was to increase program enrollment by at least one candidate. During the 2019-2020 academic year, we did not admit any undergraduate candidates to the Educator Preparation Program in the sciences. However, we did admit three post-baccalaureate candidates via Memphis Teacher Residency who subsequently met the requirements for initial licensure in Biology 6-12.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

This year, we met our recruitment goal in the sciences solely through our post-baccalaureate program via Memphis Teacher Residency. Memphis Teacher Residency focuses strategically on bringing highly qualified educators (especially in high-demand endorsement areas) to historically under-served communities. These candidates come to MTR with undergraduate degrees and a passion for making a difference in urban education, and we have found that this innate desire fuels successful candidates.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

As an EPP, we have detected a strong trend in post-baccalaureate enrollment in the sciences. Undergraduate students tend to shy away from this path initially, only to reconsider after earning their bachelors degrees. As we revise our recruitment plan for the upcoming year, we would like to conduct either a survey or a hold a focus group with undergraduate students majoring in the sciences at our institution to investigate interest levels in teaching--and what factors perhaps entice or dissuade them from pursuing licensure along with their science major.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

With respect to science education, our goal is to increase program enrollment by at least one candidate for the 2020-2021 academic year. At the time of the submission of this report, we have not admitted any undergraduate candidates in the sciences to the Educator Preparation Program. We have admitted three post-baccalaureate candidates through Memphis Teacher Residency (1 in Biology 6-12; 2 in Chemistry 6-12), and these candidates are scheduled to complete their initial licensure requirements in the spring of 2021. Therefore, we are on track to exceed this goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

With respect to science education, our goal is to increase program enrollment by at least one candidate for the 2021-2022 academic year.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

With respect to special education, our stated goal for 2019-2020 was to increase program enrollment by at least one candidate. During the 2019-2020 academic year, we had four undergraduate candidates complete the licensure program in special education. Also, we admitted two new undergraduate special education candidates to the Educator Preparation Program during this time frame. (The special education endorsement program is only offered at the undergraduate level; it is not currently offered via our partnership with Memphis Teacher Residency.)

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

Interest in special education waxes and wanes over the course of a succession of academic years, but we have discerned a pattern of students' becoming more interested in this pathway during the introductory special education course that all undergraduate licensure candidates must take early in their respective programs of study.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Based on the trend noted above, we believe that many undergraduate candidates do not realize the variety of settings in which special education teachers can serve. We plan to continue to encourage students to engage in the special education course early in their tenure in the program in order to correct any misconceptions about special education licensure opportunities.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

With respect to special education, our goal is to increase program enrollment by at least one candidate for the 2020-2021 academic year. At the time of the submission of this report, we have admitted six new undergraduate candidates to the special education licensure program. We are thrilled to be on track to exceed this goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

With respect to special education, our goal is to increase program enrollment by at least one candidate for the 2021-2022 academic year.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

With respect to Teaching English as a Second Language (ESL), our stated goal for 2019-2020 was to increase program enrollment by at least one candidate. During the 2019-2020 academic year, we had two undergraduate candidates complete the initial licensure program for ESL. During this time frame, we also admitted two undergraduate and three post-baccalaureate Memphis Teacher Residency candidates to the ESL initial licensure program. The post-baccalaureate candidates completed their licensure requirements in spring 2020.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

As with special education, the interest in ESL licensure programs waxes and wanes over a succession of academic years. Many times, undergraduate TESOL majors at our institution enroll in the introductory education course to determine if licensure is a path they wish to pursue. The content of this course and the accompanying field experience tend to help students make that decision.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Moving forward, we would like to collaborate with our primary partner district, Jackson-Madison County Schools, to promote our ESL licensure program to area high school students. Many students do not realize that there is an increasing need for ESL instructors in our region, and we would like to

heighten awareness of the opportunities provided by obtaining certification in this area.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

With respect to Teaching English as a Second Language education, our goal is to increase program enrollment by at least one candidate for the 2020-2021 academic year. At the time of the submission of this report, we have admitted one undergraduate student to our TESOL licensure program. We have also admitted two post-baccalaureate candidates to the ESL initial licensure program via Memphis Teacher Residency. These post-baccalaureate candidates are scheduled to complete their licensure requirements in spring 2021. Therefore, we are on track to exceed this goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

With respect to Teaching English as a Second Language education, our goal is to increase program enrollment by at least one candidate for the 2021-22 academic year.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

THIS PAGE INCLUDES:

>> Assessment Pass Rates

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	12	48	12	100
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2018-19	13	46	13	100
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2017-18	22	45	22	100
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	9			
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	16	50	16	100
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	13	52	13	100
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2019-20	5			
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2018-19	5			
TPA0115 -EDTPA: ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	3			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	5			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	5			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	9			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	5			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	3			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	1			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	6			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	3			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	3			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	5			
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	12	171	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	31	178	31	100
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	37	177	37	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2018-19	31	177	31	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2017-18	38	174	38	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	11	180	9	82
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	13	179	13	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	11	174	10	91
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	13	175	13	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	11	172	9	82
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	13	174	13	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	11	165	10	91
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	13	167	13	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	10	183	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5921 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	6			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	5			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) Other enrolled students	3			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2019-20	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) Other enrolled students	2			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	27	177	26	96
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	35	178	35	100
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2017-18	43	179	43	100
ETS5641 -THEATRE Educational Testing Service (ETS) Other enrolled students	1			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2017-18	2			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	48	46	96
All program completers, 2018-19	60	60	100
All program completers, 2017-18	68	68	100

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- 🔘 **Yes**
- ⚪ **No**

If yes, please specify the organization(s) that approved or accredited your program:

- ☑ **State**
- ☑ **CAEP**
- ☐ **AAQEP**
- ☐ **Other specify:**

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ⚪ **Yes**
- 🔘 **No**

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

   Currently, teacher candidates learn how to integrate technology into instruction while taking methods courses and while in the internship. In their internship classrooms, they experience ways that local educators integrate technology into instruction with students and for learning as appropriate. Additionally, Union's lesson plan format includes a section where candidates plan for the effective use of technology in instruction. During the internship, candidates complete edTPA which requires that they plan and implement a learning segment to meet the goals, objectives, and learning needs of individuals and sub-groups. The effective integration of technology, as available and educationally appropriate, is a component of this overall process. As an outcome of our continuous internal review and improvement process, we have recently enhanced our current offerings related to the effective use of technology. Effective in the fall of 2019, all undergraduate candidates majoring in elementary or special education are required to take a course focused on technology-rich learning as a strategic supplement to the continued integration of technology into methods courses. With the pending revision of the university's core curriculum, we are hopeful to have the available credit hour flexibility to require this course of undergraduate candidates seeking licensure in specialty disciplines as well. Additionally, a course centered exclusively on assessment was launched in the spring of 2020, and this course includes the use of technology in collecting, managing, and analyzing data to improve teaching and learning.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   General education teacher candidates learn how to instruct students with disabilities effectively by taking a progression of coursework that begins with an overview of all types of exceptionalities and legislation that determines their teaching responsibilities. This information is applied in instructional design coursework as they determine which of the nine universal adaptations will be used in lessons and as they implement the adaptations when they work one-on-one with students struggling in math and reading. Further, they are taught strategies for differentiating instruction and addressing the stipulations in Individual Education Plans. When teacher candidates are in the internship, they are required to plan a series of lessons that includes adaptations for students with special needs. Further, they submit a portfolio in which they analyze pre- and post-assessment data from students to determine the effectiveness of their instruction and to identify which students need remediation and/or further accommodations. Candidates have a wide variety of clinical experiences which include inclusion settings and schools with diverse populations of students.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   As noted above, general education teacher candidates take a progression of coursework that begins with an overview of all types of exceptionalities and legislation that determines their teaching responsibilities--including their responsibilities as members of IEP teams. In the internship year, candidates participate (as allowed) alongside their mentor teachers in IEP team meetings, and they are responsible for implementing students' IEPs as co-teachers in the classroom. Additionally, they are responsible for documenting the effectiveness of their work with students with disabilities in their culminating licensure assessment, edTPA.

   c. **Effectively teach students who are limited English proficient.**

   Much like the above methods to equip candidates to work with students with disabilities, general education teacher candidates also learn about meeting the needs of English Language Learners in coursework and through field experience placements in local P-12 settings. Recently, the EPP restructured the field experience for the foundational course in this area, SE 230: Learning in Diverse Classrooms, to include 7 hours of classroom experience with students with disabilities and 7 hours of classroom experience with English Language Learners. Additionally, we have added a new course to the undergraduate program of study which centers around cultural competency, and this course has been very well-received by candidates as they gain knowledge about the importance of being a culturally-responsive, student-focused educator.

2. **Does your program prepare special education teachers?**

   ● **Yes**
   ○ **No**

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

   Special education teacher candidates learn how to instruct students with disabilities effectively by taking a progression of coursework that begins with an overview of all types of exceptionalities and legislation that determines their teaching responsibilities. This information is applied in instructional

design and targeted special education coursework as they determine which of the nine universal adaptations and other appropriate teaching strategies will be used in lessons and as they implement the adaptations when they complete specific field experiences and the internship. Additionally, they are taught strategies for differentiating instruction which informs the adaptations that should be included in an individualized education plan. When special education teacher candidates are in the internship, they are required to plan a series of lessons that includes all appropriate adaptations for students with special needs. They subsequently complete and submit a portfolio in which they analyze pre- and post-assessment data from students to determine the effectiveness of their instruction and to identify which students need remediation and/or further accommodations. Candidates have a variety of clinical experiences which include inclusion and self-contained settings in schools with varying, diverse student populations. Special education candidates, in particular, see a broad range of interventions and settings related to serving students with disabilities effectively within their progression of field experience placements throughout their programs of study.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.**

As noted above, special education teacher candidates take a progression of coursework that begins with an overview of all types of exceptionalities and legislation that determines their teaching responsibilities--including their responsibilities as leading members of IEP teams. In the internship year, candidates participate (as allowed by the LEA and parents/guardians) alongside their mentor teachers in IEP team meetings, and they are responsible for implementing students' IEPs as co-teachers in the classroom. With their mentor teachers' guidance, special education teacher candidates work within the state's documentation system for IEPs as preparation for becoming teachers of record responsible for managing the IEP process and accompanying documentation. Additionally, they are responsible for demonstrating the effectiveness of their work with students with disabilities in their culminating licensure assessment, edTPA.

c. **Effectively teach students who are limited English proficient.**

Much like the above methods to equip candidates to work with students with disabilities, special education teacher candidates also learn about meeting the needs of English Language Learners in coursework and through field experience placements in local P-12 settings. Recently, the EPP restructured the field experience for the foundational course in this area, SE 230: Learning in Diverse Classrooms, to include 7 hours of classroom experience with students with disabilities and 7 hours of classroom experience with English Language Learners. Additionally, we have added a new course to the undergraduate program of study which centers around cultural competency, and this course has been very well-received by candidates as they gain knowledge about the importance of being a culturally-responsive, student-focused educator.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Union University is an independent, faith-based liberal arts university in Jackson, TN, with branch campuses in Germantown (outside Memphis) and Hendersonville (outside Nashville). The university offers sixteen undergraduate degrees and fifteen graduate degrees, including the Master of Arts in Education, Master of Education, Master of Urban Education, Education Specialist, and the Doctor of Education. Most students enrolled in the traditional licensure program complete the Bachelor of Arts, Bachelor of Science, or Bachelor of Music degree. Union University's Educator Preparation Program has been approved by the TN Department of Education since the mid-1950's and nationally accredited by NCATE (now CAEP) since 2000. Currently, Union offers programs in 26 endorsement areas, four of which are dual endorsement pathways (2019-2020). Further, Union partners with Memphis Teacher Residency to offer the Master of Urban Education program which includes a year-long internship. The Tennessee State Board of Education issues an annual report card for each state-approved Educator Preparation Program, and Union University has received the highest possible rating for four consecutive years. Please see https://teacherprepreportcard.tn.gov/teacher-prep/1826-T/overview for the most recent report. In May 2020, the School of Education engaged in its first CAEP review, and the EPP was granted full reaccreditation through the organization in November 2020.

Supporting Files

CAEP Accreditation Letter_Union University_2020	
CAEP Accreditation Certificate_Union University_2020	

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Mandy Cates

TITLE:

Director of Accreditation and Assessment

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF REVIEWER:

John Foubert

TITLE:

Dean of the College of Education