The College of Education and Behavioral Sciences

THE UNIVERSITY OF TENNESSEE AT MARTIN

The College of Education and Behavioral Sciences

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Mission

The College of Education and Behavioral Sciences has as its primary mission the preparation of a diverse clientele of students through a variety of program offerings which meet state, regional and national accreditation standards, for either entry into the world of work or further academic study at the graduate level. Those who choose to enter the world of work include those prepared to teach K-12 students and perform other school service functions as well as others who may choose to embark upon careers in such public services areas as business, government, social and psychological services, personnel management and the criminal justice system. Those who continue academic study at the graduate level may pursue a degree leading to leadership certification in education or an advanced degree in a wide range of occupations related to the behavioral sciences.

Organization

The College of Education and Behavioral Sciences is composed of four departments: Educational Studies; Health and Human Performance; Psychology; and Sociology, Anthropology, Social Work, and Criminal Justice.

Degrees

Undergraduate courses of study are offered by the College of Education and Behavioral Sciences leading to the following degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Criminal Justice, Bachelor of Science in Education, Bachelor of Science in Health and Human Performance and Bachelor of Science in Social Work.

Graduates of the degrees in Education and in Health and Human Performance are eligible for teacher licensure in Tennessee and in other states which grant reciprocity in licensure to graduates of institutions accredited by NCATE (National Council for the Accreditation of Teacher Education) or which participate in the reciprocity agreement developed by NASDTEC (National Association of State Directors of Teacher Education and Certification).

The College of Education and Behavioral Sciences also offers programs leading to the Master of Science degree in Education with majors in teaching, counseling and educational administration and supervision. Detailed information about these programs may be found in the graduate section of this catalog.

All teacher preparation programs are approved by the Tennessee State Board of Education and accredited by the National Council for the Accreditation of Teacher Education. The Social Work program is accredited by the Council of Social Work Education.

The College of Education and Behavioral Sciences is required to follow the directives of the State Department of Education which has the authority to make changes in licensure standards. The student should keep in contact with the appropriate department in order to keep abreast of these changes as they develop.

Majors and Teaching Licenses

Undergraduate majors and degrees are offered as follows:

Major	Degree
Criminal Justice	B.S.C.J.
Health and Human Performance	B.S.H.H.P.
Integrated Studies	B.S.Ed.
Psychology	B.A. or B.S.
Secondary Education (various majors)	B.S.Ed.
Sociology	B.A. or B.S.
Social Work	B.S.S.W.
Special Education	B.S.Ed.

Students planning to teach vocational agriculture or vocational or occupational family and consumer sciences should enroll and plan their programs through the College of Agriculture and Applied Sciences. See the Professional Education Option section in the Department of Agriculture and Natural Resources or the Child, Family and Consumer Sciences and Education Concentration section in the Department of Family and Consumer Sciences. Students planning to teach music or art should enroll and plan their programs through the College of Humanities and Fine Arts. See the appropriate section in the Department of Visual and Theatre Arts or the Department of Music.

Students may qualify for a Tennessee teacher's license with licensure in one or more areas by completing the appropriate program(s) outlined later in this catalog.

Student Load

Full-time students may enroll for a maximum of 20 hours with adviser approval. Approval for enrollment in excess of this amount must be secured from the chair of the appropriate department and then the Dean of the College of Education and Behavioral Sciences in advance of formal registration. Students employed full-time in teaching or other positions are encouraged not to enroll for more than six semester hours credit per semester. No additional course may be taken with student teaching, except the seminar which accompanies student teaching.

Correspondence Courses

Most courses offered in the College of Education and Behavioral Sciences cannot be taken by correspondence for credit in meeting degree requirements at UT Martin. Method courses cannot be taken by correspondence. Questions should be directed to the appropriate departmental chair before registering for such correspondence courses. Decisions regarding approval will be made by the Dean of the College of Education and Behavioral Sciences.

Liability Insurance Coverage

The student must provide proof of liability insurance coverage to the College of Education and Behavioral Sciences while enrolled in courses and/or practica which will necessitate interaction between the undergraduate student and children in K-12 schools or other assigned settings.

Student Organizations

The Student Tennessee Education Association (STEA) is the student program of the National Education Association. STEA seeks to develop in education students an understanding of the education profession, to provide for a national student voice in matters affecting their education and their profession, to influence the conditions under which prospective teachers are prepared and to stimulate the highest ideals of professional ethics, standards, attitudes and training. The overall program strives to encourage its members to serve as change agents in the arena of teacher education, education more generally, society and the profession.

In January, 1993, a student branch of the Association for Childhood Education International (ACEI) was founded. As part of this international organization, students work on contemporary issues from a rich heritage. ACEI is the oldest organization of its kind. The statement of purpose for ACEI included the following: "to promote the inherent rights, education and well-being of all children in their home, school and community; to work for desirable conditions, programs and practices for children from infancy through early adolescence; to raise the standard of preparation for those actively involved with the care and development of children; to encourage continuous professional growth of educators." The National Council for Accreditation of Teacher Education (NCATE) designated ACEI "to be responsible for the folio review process for elementary teacher education programs." As a campus organization, ACEI conducts service projects with local Head Start children, cleans a campus playground through the Adopt-a-Space program and contributes materials to the Learning Resource Center. The organization conducts fund-raising activities to support these endeavors and to raise money to assist in defraying conference expenses. Student representatives attend and present for the Annual International Study Conference in a major city within the United States.

Admission to Teacher Education

Requirements are noted below.

A. **Admission to Teacher Education will be granted if students**:
   1. *take and pass the state-approved Pre-Professional Skills Test (PPST), or have an ACT composite score of 22 or better. **Note:** A student who has taken and failed the PPST twice can make an appeal to be admitted to the Teacher Education Program.
   2. have and maintain a cumulative 2.75 GPA.
   3. demonstrate an acceptable level of oral skills and a successful interview before the College of Education and Behavioral Sciences Interview Board.

B. **Admission to Student Teaching will be granted if students**:
   Note: Student Teaching Application Request for Placement must be submitted to the Office of Education Student Services by the final day of the adjustment period for adding a class. This should be filed one semester prior to the intended semester for the student teaching experience.
   1. are admitted to Teacher Education.
   2. complete the appropriate application one semester in advance of the Student Teaching Semester.
   3. have a cumulative 2.75 GPA on all courses taken.
   4. have a 2.75 GPA in teaching specialty area.
   5. complete a minimum of 80% of course work in the endorsement area(s) including all methods courses.
   6. have satisfactory progress on teacher education portfolio.

*The State Department of Education establishes passing scores for the Praxis Series I and II. The scores are subject to change each year. In order to obtain the current passing scores when tests are taken, check with the Office of Education Student Services, the Department of Educational Studies or the Dean's Office.

Requirements for Recommendation for Licensure

Tennessee state regulations stipulate that the applicant for a professional license must be recommended by the teacher-training institution. To receive this recommendation, the applicant must have fulfilled the following requirements:

1. minimum cumulative grade point average of 2.75.
2. minimum grade point average of 2.75 in student teaching.
3. minimum grade point average of 2.75 in each teaching field.
4. pass the Praxis Principles of Learning and Teaching.
5. pass the appropriate Praxis Series Specialty Area Exam(s) if a minimum score is required,.
6. completion of an approved program in teacher education which conforms to the above 2.75 grade point guidelines.
7. completion of an application for a teacher's license. Application for a teacher's license must be made within five years after degree requirements have been met; otherwise, an additional nine semester hours in residence credit must be earned.

Praxis Series Examinations

The Praxis Series is a prerequisite mandated by the Tennessee State Department of Education for the professional teacher's license. The current mandate requires candidates seeking licensure in elementary education (K-6, 4-8) or early childhood education (P-3) to take and pass Principles of Learning & Teaching: (Grades K-6, or 5-9 and Early Childhood, respectively). Candidates seeking licensure in secondary education (7-12) will take Principles of Learning & Teaching: (Grades 7-12). Candidates seeking licensure in P-12 areas may choose from any PLT tests offered. In addition, Specialty Area test(s) also must be taken and passed to obtain licensure.

The Praxis is given on campus in accordance with the schedule established by the Educational Testing Service of Princeton, New Jersey, for nationwide administration of the test. Information bulletins and applications for the Praxis are available in the Office of Education Student Services, Room 205 Gooch Hall or in the Office of Academic Records, Room 103 Administration Building.

During the 2005-2006 academic year, 88% of the UT Martin students completing the Teacher Education Training Program passed the Praxis II exam(s) required for licensure.

Specialty Area/Major Field Test/ Departmental Exit Exam

Students may fulfill the university's major field test requirement by taking the test for his/her major which has been identified by his/her department. The specialty area test(s) required for teacher licensure majors are in accordance with state mandated requirements. These codes are identified by the State Department of Education Office of Teacher Licensing and Career Ladder Certification. Applications are available in the Office of Education Student Services, 205 Gooch Hall. Exit exams for non-licensure majors in Integrated Studies and Special Education are the same as those identified for licensure-seeking majors in those areas.

Multiple tests requirement: Please note the state requires multiple specialty area tests for many areas of licensure. **Note:** The Health and Human Performance major must take the HHP exit examination. HHP licensure candidates must also take PE: Movement Forms Analysis and Design (30092). The HHP licensure candidate must take the Health Education exam (10050) if he/she desires licensure in health.

Students should give careful attention to the number of tests that can be taken on the same day. Refer to the Praxis registration bulletin to determine the exact session the specialty area tests are offered.

Testing requirements for all majors are posted in the Office of Education Student Services located in 205 Gooch Hall.

Teacher Education Degree Requirements

The curricula in teacher education has three dimensions: general education, content education (specialty area) and professional education. General education consists of courses of study selected from the traditional academic disciplines such as biology, chemistry, history, mathematics, political science and English. The requirements in these areas represent a consensus of the faculty after review of Tennessee licensure requirements and recommendations of professional and content education societies.

Content education centers on the academic discipline(s) chosen by the pre-service teacher to be the area(s) of teaching expertise. Prospective secondary teachers may select from such areas as biology, English, human performance, mathematics and special education.

Integrated Studies majors may select from P-3, K-6 or 4-8 licensure programs.

Professional education consists of a sequence of academic events that aid the pre-service teacher in the knowledge, comprehension and application of the skills and strategies professional educators judge to be necessary to make wise educational decisions. The collaborative relationship which exists between the faculties of the College of Education and Behavioral Sciences and the public school systems of Tennessee makes the attainment of this professional expertise possible.

Typically, the education major develops a personal philosophy of teaching over an extended period of time. The College of Education and Behavioral Sciences is dedicated to providing a variety of educational opportunities throughout its four-year period of study. Each year increases in professional complexity in order to aid the pre-service teacher in arriving at a personal plateau on the professional development ladder.

Academic advisers or faculty members are assigned to work with each student in planning a program so that the chosen curriculum is followed, as outlined, in order to assure graduation and eligibility for certification. It is important that each student work closely with an adviser and that requests for course substitutions be filed with the Undergraduate Committee no later than the end of the junior year.