

OVERVIEW

1. What are the institution's historical context and unique characteristics?

The history of the [University of Tennessee at Martin](#) began in 1900 when a group of clergy began Hall-Moody Institute. In 1927, the University of Tennessee bought the property and renamed the institution UT Junior College. In 1951, the campus became a senior college and was named The University of Tennessee Martin Branch. It offered bachelor's degrees in agriculture and home economics. In 1967, the institution officially became The University of Tennessee at Martin. As the only public university in West Tennessee outside the city of Memphis, UT Martin has historically embraced the residential university experience. UT Martin's main campus covers approximately 250 acres with an adjoining 680-acre farm dedicated to agricultural initiatives. The campus serves middle and west Tennessee and neighboring states. The majority of UT Martin undergraduate and graduate students are from west Tennessee.



2. What is the institution's mission?

The primary purpose of The University of Tennessee at Martin is to provide a quality undergraduate education in a traditional collegiate atmosphere characterized at all levels by close collaboration among students, faculty, and staff. In addition, the university is dedicated to meeting lifelong educational needs by providing graduate programs, distance-learning

opportunities and other creative endeavors. Furthermore, the university is committed to advancing the [regional](#) and [global](#) community through scholarly activities, research and public service. ([2009-2010 catalog](#), page 1)

3. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The [professional education unit](#) at UT-Martin includes all licensure areas at the initial and advanced level. The [Dean of the College of Education and Behavioral Sciences](#) is the head of the unit with other administrative staff including a [NCATE coordinator, Director of Assessment and Teacher Education, Director of Education Student Services, Coordinator of Teacher Licensure, Department Chair for Educational Studies](#), and [Staff Assistant for Graduate Studies](#). The Professional Education Council is the [communications](#) link among all licensure areas in the college and is the primary way all licensure areas relate. Since the Professional Education Unit includes content area faculty as well as licensure areas outside the department of Educational Studies ([Consumer Science Education](#), [Agriculture Science Education](#), [Art](#), [Music](#), and [Dance](#)), all unit faculty are made aware of any curricular changes, teacher education policies and procedures, and data collection and aggregation through the [Professional Education Council](#). [The Council meets once each semester](#). Other meetings that are held that include unit faculty are [NCATE retreats](#) at the beginning of the academic year each fall. Data is [shared with faculty](#) to assist them in making decisions about changes to programs or unit operations for the new academic year. The chair of Educational Studies also hosts a meeting of the [secondary education content area stakeholders](#) once each semester. The feedback loop for data collection and dissemination also includes the [Teacher Education Effectiveness Committee \(TEEC\)](#), which was established in 2004. The [TEEC committee members](#) include professional educators from the teacher education unit, area school administrators and teachers, community members, and

students and meets once a year. The TEEC is [given information](#) derived from data collection throughout the academic year and provides feedback to be shared with the faculty in the teacher education unit as they prepare for a new academic year. The [feedback loop](#) for the teacher education unit allows for unit assessment data to be shared with multiple stakeholders for review and feedback.