
Professional Education Units and Specialty Area Licensure Programs

The Background:

The State Department of Education is responsible for reviewing the professional education units and specialty area licensure programs offered by public and private educator preparation programs. The standards used to assess professional education units are the National Council for Accreditation of Teacher Education (NCATE) unit standards accessible at website: <http://www.ncate.org/Standards/NCATEUnitStandards/tabid/123/Default.aspx>

The standards used to assess the specialty area licensure programs offered by program providers are the Tennessee Licensure Standards and Induction Guidelines available at website: <http://tn.gov/education/lic/doc/accttchlicstds.pdf>

Action recommendations made by the Department are considered by the State Board of Education.

Steps in the review process include:

- Preparation by the program provider of an institutional report that describes how the program meets the standards
- On-campus visit by a State Board of Examiners (BOE) team; for NCATE accreditation, NCATE Board of Examiners team also visits
- BOE report submitted to the institution
- Institution response to the BOE report submitted
- Consideration of BOE report; institution response to the BOE report, and the institutional report by the Commissioner's Advisory Committee for Unit and Program Approval
- Recommendations to the Commissioner
- Recommendations to the State Board of Education
- Continuing NCATE accreditation/State approval visits occur on a seven year cycle
- Focused BOE visits may be conducted during the interim period

The State Department action recommendations for professional education units and/or specialty area licensure programs fall into one of three categories: Approval, Approval with Stipulations, or Denial of Approval.

Attached are action recommendations for professional education units and specialty area licensure programs for the following institutions:

Joint NCATE and State Continuing Unit Accreditation and Licensure Program Approval Visit

Carson-Newman College

State-only Continuing Unit and Licensure Program Approval Visit

Maryville College

First-time State Unit and Licensure Program Approval Visit

South College

State-only Unit Focused Visit

Lane College

The Recommendation:

The State Department of Education recommends adoption of this item on final reading. The SBE staff concurs with this recommendation.

**TENNESSEE STATE BOARD OF EDUCATION
PROFESSIONAL EDUCATION UNIT AND SPECIALTY AREA
LICENSURE PROGRAMS
ACTION REPORT
FOR
CARSON-NEWMAN COLLEGE**

FEBRUARY 1, 2013

PART I. PROFESSIONAL EDUCATION UNIT

Unit Status: NCATE* Continuing Accreditation
(Initial and Advanced Level)

PART II. SPECIALTY AREA LICENSURE PROGRAMS

A. Action for Previously Approved Programs Reviewed for Continuing Approval:

Continuing Approval:
(Initial Level)
Elementary Education K-6

B. Action for Programs Reviewed for Continuing Approval that Align with Revisions to State Licensure Standards and Guidelines

Continuing Approval:
Early Childhood PreK-3
Middle Grades Education 4-8
English 7-12
French PreK-12
Spanish PreK-12
Chinese PreK-12
Mathematics 7-12
Biology 7-12
Chemistry 7-12
Physics
History 7-12
Government 7-12
Psychology 9-12
Business 7-12
Family & Consumer Sciences 5-12
Early Childhood Care & Servs, 9-12
(optional endorsement)
Food Prod. & Mngt Servs, 9-12
(optional endorsement)

Physical Education K-12
Vocal/General Music K-12
Instrumental/General Music K-12
Visual Arts K-12
Theatre K-12
Special Ed.: Modified/Comprehensive K-12
English as a Second Language PreK-12

(Advanced Level)
School Counselor PreK-12

C. Action for Programs Reviewed for First-time Approval:

Approval
(Initial Level)
Transitional Licensure

(Advanced Level)
Reading Specialist PreK-12

*National Council for Accreditation of Teacher Education

**TENNESSEE STATE BOARD OF EDUCATION
PROFESSIONAL EDUCATION UNIT AND SPECIALTY AREA
LICENSURE PROGRAMS
ACTION REPORT
FOR
CARSON-NEWMAN COLLEGE**

FEBRUARY 1, 2013

PART I. PROFESSIONAL EDUCATION UNIT

NCATE Continuing Accreditation

PART II. SPECIALTY AREA LICENSURE PROGRAMS

PART II.A. PROGRAM STIPULATIONS

None Cited

PART II.B. PROGRAM WEAKNESSES

None Cited

**TENNESSEE STATE BOARD OF EDUCATION
PROFESSIONAL EDUCATION UNIT AND SPECIALTY AREA LICENSURE
PROGRAMS
ACTION REPORT
FOR
MARYVILLE COLLEGE
FEBRUARY 1, 2013**

PART I. PROFESSIONAL EDUCATION UNIT

Unit Action: Continuing Approval
(Initial Level)

PART II. SPECIALTY AREA LICENSURE PROGRAMS

A. Action for Programs Reviewed for Continuing Approval that Align with Revisions to State Licensure Standards and Guidelines

Continuing Approval:
(Initial Level)
Elementary Education K-6
English 7-12
French PreK-12
German PreK-12
Spanish PreK-12
English as a Second Language PreK-12
Mathematics 7-12
Biology 7-12
Chemistry 7-12
History 7-12
History/Geography 7-12
Government/History 7-12
Economics/History 7-12
Physical Education/Health & Wellness K-12

B. Action for Programs Reviewed for First-time Approval:

Approval
(Initial Level)
Theatre K-12
Vocal/General Music K-12
Instrumental/General Music K-12

**TNNESSEE STATE BOARD OF EDUCATION
PROFESSIONAL EDUCATION UNIT AND LICENSURE PROGRAMS
ACTION REPORT
FOR
MARYVILLE COLLEGE**

FEBRUARY 1, 2013

PART I. PROFESSIONAL EDUCATION UNIT STANDARDS

Standards		Decision	
		Initial	Advanced
1	Candidate Knowledge, Skills, and Professional Dispositions	Met	NA*
2	Assessment System and Unit Evaluation	Met	NA
3	Field Experiences and Clinical Practice	Met	NA
4	Diversity	Met	NA
5	Faculty Qualifications, Performance, and Development	Met	NA
6	Unit Governance and Resources	Met	NA

*NA -Not Applicable, no advanced programs offered

PART I.A. UNIT STIPULATIONS

None Cited

PART I.B. UNIT WEAKNESSES

Standard 2 Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Data Collection, Analysis, and Evaluation

All data are not systematically compiled into a cohesive system.

Standard 4 Diversity

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 P-12 school faculty, candidates, and students in P-12 schools.

Experiences Working with Diverse Faculty

The professional education unit faculty is not ethnically or racially diverse.

PART II. SPECIALTY AREA LICENSURE PROGRAMS**PART II.A. PROGRAM STIPULATIONS**

None Cited

PART II.B. PROGRAM WEAKNESSES

None Cited

**TENNESSEE STATE BOARD OF EDUCATION
PROFESSIONAL EDUCATION UNIT AND SPECIALTY AREA
LICENSURE PROGRAMS
ACTION REPORT
FOR
SOUTH COLLEGE**

FEBRUARY 1, 2013

PART I. PROFESSIONAL EDUCATION UNIT

Unit Action: First-time Approval
(Initial Level)

PART II. SPECIALTY AREA LICENSURE PROGRAMS

Program Action: First-time Approval
(Initial Level)
Elementary Education K-6:
Undergraduate
Elementary Education K-6:
Post-Baccalaureate-TEACH

**TENNESSEE STATE BOARD OF EDUCATION
PROFESSIONAL EDUCATION UNIT AND SPECIALTY AREA
LICENSURE PROGRAMS
ACTION REPORT
FOR
SOUTH COLLEGE**

FEBRUARY 1, 2013

PART I. PROFESSIONAL EDUCATION UNIT STANDARDS

Standards		Decision	
		Initial	Advanced
1	Candidate Knowledge, Skills, and Professional Dispositions	Met	NA*
2	Assessment System and Unit Evaluation	Met	NA
3	Field Experiences and Clinical Practice	Met	NA
4	Diversity	Met	NA
5	Faculty Qualifications, Performance, and Development	Met	NA
6	Unit Governance and Resources	Met	NA

*NA -Not Applicable, no advanced programs offered

PART I.B. UNIT STIPULATIONS

None Cited

PART I.C. UNIT WEAKNESSES

None Cited

PART II. SPECIALTY AREA LICENSURE PROGRAMS

PART II.A. PROGRAM STIPULATIONS

Elementary Education K-6: Post-Baccalaureate - TEACH

Admission standards for the Post-Baccalaureate initial licensure-TEACH program must be comparable to those required of candidates entering undergraduate teacher education programs, including passing scores on tests of knowledge and skills required in Tennessee (e.g. GPA, GRE, MAT, Praxis I, etc.).

PART II.B. PROGRAM WEAKNESSES

None Cited

**TENNESSEE STATE BOARD OF EDUCATION
PROFESSIONAL EDUCATION UNIT ACTION REPORT
FOR
LANE COLLEGE**

FEBRUARY 1, 2013

(State BOE Continuing Approval Visit - November 2008,
SBE Action - November 2009, Focused Visit - November 2010,
SBE Action - August 2011, Focused Visit June 2012)

Background: A full State Board of Examiners (BOE) Continuing State Approval Visit was conducted on the campus of Lane College, November 2008. As a result of the Department of Education (DOE) recommendation and subsequent State Board of Education (SBE) action, November 2009, the professional education unit at Lane College was granted Continuing Approval with seven critical deficiencies cited as unit stipulations and did not meet two (2) of the six (6) National Council for Accreditation of Teacher Education (NCATE) Standards, Standard 1: Candidate Knowledge, Skills, and Professional Dispositions and Standard 2: Assessment System and Unit Evaluation.

State approval with stipulations may be extended for no more than three years. An initial twelve-month extension may be granted for an additional year at a time if sufficient progress has been made during the initial extension to merit such additional extension, provided the extension does not exceed the three-year period.

During November 2010, a State BOE team conducted a Focused Visit. The focus of the BOE visit was to assess progress Lane College had made in correcting the seven (7) unit stipulations in the two (2) not met NCATE standards. Decision options for each unit stipulation were 1) Stipulation Corrected, 2) Stipulation Reduced to Weakness, or 3) Stipulation Continued. Based on the findings related to each of the unit stipulations, the BOE team considered whether or not NCATE Standard 1 and/or NCATE Standard 2 was met or not met. As a result of the DOE recommendation and subsequent SBE action, August 2011, Continuing Approval was granted with five continued unit stipulations and NCATE Standard 1 and Standard 2 met.

During June 2012, a State BOE team conducted a second Focused Visit. The focus of the BOE visit was to assess progress Lane College had made in correcting the five (5) critical deficiencies cited as stipulations in two (2) NCATE standards. Decision options for each unit stipulation were 1) Stipulation Corrected, 2) Stipulation Reduced to Weakness, or 3) Stipulation Continued. Based on the findings related to each of the unit stipulations, the BOE team considered whether or not NCATE Standard 1 and/or NCATE Standard 2 was met or not met.

The action recommendations that follow are based on unit stipulations originally cited by a BOE team in November 2008, two (2) BOE Focused Visits, and DOE approval procedures that consider the recommendations of the Advisory Committee for Unit and Program Approval.

**TENNESSEE STATE BOARD OF EDUCATION
PROFESSIONAL EDUCATION UNIT ACTION REPORT
FOR
LANE COLLEGE**

FEBRUARY 1, 2013

PART I. PROFESSIONAL EDUCATION UNIT

Unit Action: Denial of Approval

PART II. PROFESSIONAL EDUCATION UNIT STANDARDS

Standards		Decision	
		Initial	Advanced
1	Candidate Knowledge, Skills, and Professional Dispositions	Not Met	NA*
2	Assessment System and Unit Evaluation	Not Met	NA
3	Field Experiences and Clinical Practice	Met	NA
4	Diversity	Met	NA
5	Faculty Qualifications, Performance, and Development	Met	NA
6	Unit Governance and Resources	Met	NA

*NA -Not Applicable, no advanced programs offered

PART III. UNIT STIPULATIONS

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Pedagogical Content Knowledge

The unit does not ensure that candidates demonstrate the pedagogical knowledge necessary to help all students learn.

Pedagogical and Professional Knowledge

The unit does not ensure that all candidates possess the professional knowledge and demonstrate the professional skills necessary to help all students learn.

Student Learning

The unit does not ensure that candidates focus on student learning, use assessments in instruction, and develop meaningful learning experiences for P-12 students based on their developmental levels and prior experiences.

Standard 2 Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Assessment System and Unit Evaluation

The unit has not implemented an assessment system that includes comprehensive and integrated assessments and evaluation measures to monitor candidate performance and manage and improve the unit's operations and programs.

Data Collection, Analysis, and Evaluation

Candidate assessment data are not regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and unit operations.

PART IV. CONSEQUENCES OF DENIAL OF APPROVAL**Denial of Approval**

1. State approval for all licensure programs will be withdrawn.
2. No additional candidates may be admitted effective immediately.
3. The institution must inform candidates that only those who successfully complete their licensure programs within six calendar months immediately following denial of approval will receive licensure.
4. All other candidates seeking Tennessee licensure or rank changes must transfer to an approved program at another institution in order to receive such.
5. An institution may reapply for approval after a period of at least three years.