



School of Education Handbook

Undergraduate Level Initial Licensure

Welcome from the Director of the School of Education



Dr. Renee Murley

We are excited that you are interested in entering the education profession! As you navigate the documents and information included in this handbook and the School of Education website, we hope you will find answers to your questions. If you need additional assistance, please contact the department and we will be happy to provide answers to any questions you may have regarding your journey to becoming a teacher.

The major principles of our Conceptual Framework are Performance, Professionalism, and Partnership. We anticipate that all of our candidates will demonstrate the standards we have identified below:

PERFORMANCE
PROFESSIONALISM
PARTNERSHIP

As you strive to meet your goal of becoming a successful and effective educator, remember that the dispositions you should demonstrate are an important part of your experiences and preparation.

Good luck!

TABLE OF CONTENTS

I.	Welcome and Overview.....	4
II.	Teacher Education Program Checkpoints.....	5
III.	Checkpoint 1.....	6
	EDUC 2010.....	6
	2.75 GPA (UTC and Cumulative).....	6
	Checkpoint 1 application.....	6
	Test Scores	6
	Praxis Core Academics Skills for Educators: Writing Exam	7
	Purchase LiveText.....	7
	Liability Insurance.....	7
	Fingerprinting/Background Check.....	8
IV.	Checkpoint 2.....	10
	Junior Class Standing and related coursework.....	10
	Professional Resume.....	10
	2.75 GPA (UTC, cumulative, education, and content).....	10
	Interview	10
	Admission to TEP.....	11
V.	Checkpoint 3.....	12
	Praxis II Scores (must be completed prior to Residency II).....	12
	Residency Application.....	13
	Updated Professional Resume.....	13
	Admission to Residency.....	13
VI.	Checkpoint 4.....	13
	Completion of Residency II and edTPA.....	13
	Required Documentation.....	14
VII.	Advising, Guidelines, and Policies.....	15
	Advising Syllabus	17
	TEP Committee.....	19
	TEP Appeals	20
	Graduation Without Licensure Process	22
	Statement of Ethics.....	23
	Honor Code.....	26
	Students with Special Needs.....	26
	Non-Discrimination Policy.....	26

Welcome!

Thank you for choosing UTC as your university. We are excited that you are part of the School of Education (SOE) and hope that this Handbook will make your educational journey here as straightforward as possible. You will notice that this handbook includes a list of *Checkpoints* with accompanying tasks and requirements. These checkpoints must be completed in conjunction and in addition to your regular coursework. The State of Tennessee mandates various requirements at each level of our program, and these checkpoints ensure compliance.

Your job is to follow these checkpoints as you proceed through our program. Each checkpoint must be met in its entirety prior to moving on to the next checkpoint. For example, a student cannot move to Checkpoint 2 until each item in Checkpoint 1 is met. If at any point you are uncertain if a checkpoint has been met, please visit your MyMocsDegree to view your status or schedule an appointment with an advisor to discuss your progress. Again, it is your responsibility to ensure that you are aware of the checkpoints and complete the requirements.

Throughout this handbook, you will receive information about how to complete these checkpoints or where to go for information concerning these requirements. If you have any questions, we invite you to stop by the School of Education main office in Hunter 312.

University of Tennessee at Chattanooga
College of Health, Education, and Professional Studies
School of Education

TEACHER EDUCATION PROGRAM
CHECKPOINTS FOR INITIAL LICENSURE

CHECKPOINT 1

- _____ EDUC 2010 (minimum grade of C and documentation of field experience)
- _____ 2.75* GPA (UTC and cumulative)
- _____ Checkpoint 1 [Application](#)
- _____ Test scores (Praxis Core, ACT, or SAT)
- _____ Praxis Core Academic Skills for Educators: Writing Exam
- _____ Purchase Livetext
- _____ Liability Insurance**
- _____ Fingerprinting/Background Check

A Teacher Candidate must complete all requirements in Checkpoint 1 before moving to Checkpoint 2.

CHECKPOINT 2

- _____ Junior Standing and related course work
- _____ Professional Resume (Submit to soe@utc.edu)
- _____ 2.75* GPA (UTC, cumulative, education, and content)
- _____ Interview [App](#)
- _____ Admission to TEP

A Teacher Candidate must complete all requirements in Checkpoint 2 before moving to Checkpoint 3.

CHECKPOINT 3

- _____ Successful completion of coursework prior to Residency
- _____ 2.75* GPA (UTC, cumulative, education, and content)
- _____ Praxis II scores (must be completed prior to Residency II)
- _____ Residency application***
- _____ Updated Professional resume
- _____ Updated Fingerprinting and Liability Insurance
- _____ Admission to Residency

A Teacher Candidate must complete all requirements in Checkpoint 3 before moving to Checkpoint 4.

CHECKPOINT 4

- _____ Completion of Residency II
- _____ Required documentation
- _____ Portfolio evaluation
- _____ Student assessments (pre and post-tests)
- _____ Summary of hours
- _____ Final evaluations
- _____ Completion of edTPA

A Teacher Candidate must complete all requirements in Checkpoint 4 to complete their program.

***2.75 GPA requirement is current State Policy. If this GPA is changed at the State level for licensure, please note that it will affect all students, regardless of catalog year at the date of implementation.**

****Teacher Candidates are required to have up to date Liability Insurance each semester they are required to complete clinical experience in a K-12 school setting.**

*****Residency applications are due according to the following schedule (Fall: Applications are due by March 1st/ Spring: Applications are due by September 1st)**

CHECKPOINT 1

✓ ***EDUC 2010 with a grade of “C” or higher and field placement documentation***

EDUC 2010: Education in the United States (3)

Organization and historical development of education in the United States, philosophical concepts and their influences on contemporary education, current issues. Field component. Every semester.

Transfer students will need to have a grade of C or better in a UTC identified equivalent course. Please refer to MyMocsDegree or your advisor.

✓ ***2.75 GPA- UTC and Cumulative***

A student must have at least a 2.75 Cumulative GPA as well as at least a 2.75 Institutional GPA.

Cumulative GPA includes all course grades, while the Institutional GPA only counts grades earned in courses taken at UTC.

It is the student’s responsibility to keep track of GPA each semester. MyMocsDegree should be utilized to track both the Cumulative and Institutional GPAs.

Concerned about not meeting the GPA requirements? Use the [GPA calculators](#) to see what grades are needed in order to achieve and/or maintain the GPA requirements. Make an appointment with Ms. Vikki Bernotski (Vikki-Bernotski@utc.edu) to discuss your GPA and advice on bringing your GPA up or to discuss alternate options.

If the State of TN changes the required GPA for licensure, Teacher Candidates may need to be in compliance of this new GPA requirement regardless of starting catalog year to be granted licensure by the state.

✓ ***Fill out the online [Checkpoint 1 Application](#).***

For students taking EDUC 2010 at UTC, this should be filled out during that course. For students who have completed the EDUC 2010 requirement with previous coursework, please fill out at orientation or the start of your first semester.

✓ ***Test scores (ACT, SAT, or Praxis Core)***

The applicant for admission to the TEP must document achievement of one of the following scores:

- ACT: Composite Score of 22 (1989 and later) or Composite Score of 21 (prior to 1989)
- SAT: Composite Score of 1020 (April 1995 and later) or Composite Score of 920 (Prior to April 1995)
- [Praxis Core Academic Skills for Educators Exams](#). Students must achieve an individual score at or above the minimum as follows: Math 150, Writing, 162, Reading 156.

If the applicant does not have passing scores on the above tests upon entering UTC, they may either take the [ACTR](#) or the [Praxis Core](#). (All students must pass the Praxis Core Academic Skills for Educators WRITING Exam – see next heading)

The ACT Residual (ACTR) is a three-hour exam for students that are seeking entrance into the Teacher Education Program or admission into UTC. Students can register to take the ACTR on campus through the [testing center](#). The ACTR test score is only valid for UTC and cannot

be transferred to another university.

Studying for the ACTR: Resources are available in the UTC Library in addition to online resources which can be found via an internet search.

Cost: \$60 as of April 2018. Please refer to the Testing Center's website for most up to date cost.

Students who wish to take the Praxis Core must register at www.ets.org. You must set up an account with ETS and register for the computer-based version of the Praxis Core test. You can opt to either take all three parts (Math, Writing, and Reading) at the same time or separately. Students have the ability to retake the exams as many times as they would like and you do not need to retake an exam that you have passed, only the exam(s) that were passed on the first attempt.

Studying for the Praxis Core: Each exam has an in-depth Study Companion free on the ETS website. On the Praxis homepage, select Prepare for an Exam on the left hand side and then from the drop-down menu, select the exam name. This is a great first place to start studying for the exams. Additional resources include books in the UTC library, purchased books-can be used books, Writing Center and Math Lab as appropriate, and online resources found via internet search.

Cost: Combined exam: \$150 as of April 2018

Individual exam: \$90 as of April 2018

Because the ACT and Praxis Core exams are different in structure and content knowledge, it is advised to make an appointment with Vikki Bernotski in Hunter 312E to help determine which exam will best fit individual students' needs and strengths before registering for an exam.

If students do not receive a passing score, they must retake the test. If a passing score on at least one section of the Praxis Core is achieved, students will only need to register to retake the failing section(s). There is a 60-day wait period to retake the ACT-R and a 21-day wait period to retake the Praxis Core.

Both tests offer test accommodations. If you are a student who needs a testing accommodation please contact the [Disability Resource Center](#) for more information.

✓ ***Praxis Core Academic Skills for Educators: Writing Exam***

All students (regardless of passing ACT, ACTR, or SAT scores) must pass the Praxis Core Academic Skills for Educators: Writing Exam with a score of 162 or higher. Students will be expected in their education coursework to have understanding of Standard English skills for reading, writing, and grammar so we require students to prove this level of understanding through the Praxis Core Writing.

If students are using the Praxis Core Academic Skills to meet the State Testing Requirement, students will not need to take this exam twice, the passing score will count for both Checkpoint 1 requirements.

Cost: \$90 as of April 2018

✓ ***Purchase Livetext:***

Beginning in EDUC 2010, all students will be required to utilize Livetext in the majority of Education classes. Students can purchase Livetext in the [UTC Bookstore](#) or on the Livetext [website](#). All students must purchase the extended version with Learn 360.

If students completed equivalent coursework to EDUC 2010 prior to attending UTC, Livetext will need to be purchased during the first semester at UTC.

✓ **Liability Insurance**

All students must hold updated liability insurance in order to complete field experiences. Students can find information [here](#) to register. Email soebackground@utc.edu or drop off a copy of the verification letter or copy of the membership card in Hunter 312. Students who already hold liability insurance through their renters' or home insurance can provide proof to soebackground@utc.edu.

Liability Insurance must be purchased from one of the three providers below:

- Professional Educators of Tennessee (PET): Valid for one year at the time of purchase. Membership benefits include access to the professional organization.
- National Educators Association (NEA): Valid from September 1st (or at time of purchase)-August 31st. Membership benefits include access to the professional organization.
- Bursar's Office: Valid from June 1st (or at time of purchase)-May 31st. No professional organization affiliation.

Liability Insurance will need to be updated yearly.

✓ **Background Check (Fingerprinting)**

Tennessee Code Annotated, Title 49, Chapter 5, Part 5610 specifies that all students wishing to enter approved teacher training programs in Tennessee shall be required to submit to a criminal history background check.

- Policy Background: TCA 49-5-5610 requires students wishing to enter an approved teacher training program in Tennessee to:
 1. Agree to the release of all investigative records to the administrator of the teacher training program;
 2. Supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation;
 3. Sign an authorization and release form authorizing a qualified Tennessee licensed private investigation company to complete a criminal history records check.
- Institutional Policy: In order to comply with TCA 49-5-5610, institutions are required to implement policies that address the following:
 1. Before acceptance into an approved teacher training program, students must complete in its entirety and sign a background check authorization form that is provided by the University of Tennessee.
 2. As part of the admission process to approved teacher education programs, students must supply a fingerprint sample to the Tennessee Bureau of Investigation and submit to a criminal history records check performed by the Tennessee Bureau of Investigation.
 3. Entrance to the teacher training program shall be denied if the student has a past conviction that would trigger automatic revocation of a teaching license, as provided in the Rules of the Tennessee Board of Education (0520-2-4-.01).
 4. Students shall be denied admission to teacher preparation programs if they have been convicted of any of the following criminal offenses (as provided in the Rules of the Tennessee Board of Education 0520-2-4-.01).
 - Murder in the first degree
 - Murder in the second degree
 - Especially aggravated kidnapping

- Aggravated kidnapping
- Especially aggravated robbery
- Aggravated rape
- Rape
- Aggravated sexual battery
- Rape of a child
- Aggravated child abuse
- Aggravated rape of a child
- Sexual exploitation of a minor involving more than one hundred (100) images
- Aggravated sexual exploitation of a minor involving more than twenty-five (25) images
- Especially aggravated sexual exploitation of a minor
- Manufacture of a controlled substance
- Delivery of a controlled substance
- Sale of a controlled substance
- Possession of a controlled substance with intent to manufacture, deliver, or sell the controlled substance

BACKGROUND CHECK PROCEDURES FOR STUDENTS

The State of Tennessee and the University of Tennessee at Chattanooga Teacher Education Program requires you to undergo a Tennessee/TBI fingerprint-based background check. Please follow the steps below:

- Prior to being fingerprinted, complete and sign a [Fingerprint Release Form](#) and [Privacy Rights Form](#). You may do this [online](#) or in the SOE office (312 Hunter Hall).
- Register on-line with [IdentoGo](#) prior to going out to their location. Please read the Privacy Policy for IdentoGo.
- Search by State: Tennessee
- Select Digital Fingerprinting
- Our agency name is “Non-DCS Child Care/Adoption Providers.”
- Applicant type: “Child Related Worker Volunteer (*Private*).”
- The ORI number for UTC is TNCC33059.
- Either enter zip code or on the map select the number 3 (*green*).
- Select your location, date, and time for your appointment
- Employer Name and Address: University of Tennessee at Chattanooga 615 McCallie Ave. Chattanooga, TN 37403 ATTN: Dr. Renee Murley, School of Education Dept 4154
- Be prepared to show a valid photo ID to the fingerprint staff on your printing date.
- After you get fingerprinted, they will give you a small square receipt (*see picture below*)***. You must email a copy of this receipt (*taking a picture of it is fine*) to soebackground@utc.edu. You must put your UTC ID on the copy of the receipt. We will not search for your results unless we have received a copy of your receipt. The requirement will not be met until your clear results have been received by the SOE.

In the event that something is found on a student’s background check, the student will be required to meet with Dr. Murley, School of Education Director, to discuss what was found and if further progress in the program is possible.

In addition, candidates MUST provide full disclosure within 5 days of any misdemeanor or felony conviction that occurs after initial background check.

CHECKPOINT 2

✓ *Junior Class Standing and Related Coursework*

Junior standing is 60+ credit hours. Related coursework includes all education courses, general education courses, and content courses for each specific program as outlined on each program's Clear Path. Clear Paths are given to students at orientation and can be requested for each catalog from the School of Education Office. The current academic year's Clear Paths are located on the School of Education website under Student Resources.

✓ *Resume*

TEP applicants must submit a professional resume to Vikki Bernotski via email - soe@utc.edu to fulfill the admission requirement to the program. The resume requirement reflects the professional aspect of the program. It is the intention of the SOE to ensure that you take advantage of the opportunities offered by the department in order to increase professional development. SOE is also ensuring that you have a professional resume that can be used for students' future job search.

A professional resume should include at least the following (as applicable):

- name, contact information
- employment history
- degree status and major(s)
- other information (volunteer work, honors, field experiences, etc.)

[University Career Services](#) is a great resource on-campus to use if you have never created a resume or would like your professional resume to be reviewed before submission. If your resume is not professional in nature and include all of the information listed out above, it will be sent back to the student for revisions. Some suggestions for revision will be given in addition to advising the student to utilize University Career Services.

✓ *2.75 GPA (UTC, Cumulative, Education, and Content)*

All students must have and maintain:

- 2.75 Cumulative GPA (this includes all college level courses taken at any institution)
- 2.75 Institutional GPA (this includes all courses taken at UTC)
- 2.75 GPA on all professional courses with no grade lower than a C
- 2.75 GPA in content area courses with no grade lower than a C

It is your responsibility to keep track of your GPA each semester. In order to view your GPA, you need to log in to MyMocsDegree. This will show both your Cumulative and UTC GPA.

Concerned about not meeting the GPA requirements? Use the [GPA calculators](#) to see what grades you will need in order to achieve and/or maintain the GPA requirements.

Need [tutoring](#)? Take advantage of the tutoring services offered at no cost to UTC students.

✓ *TEP Interview*

The TEP Interview is to be completed by all students seeking licensure.

Before being admitted to the UTC Teacher Education Program (TEP), you must receive a favorable recommendation from an interview panel. The panel will consist of Teacher Education Program faculty and staff. You should dress professionally and be prompt. Interviews are typically held in the Hunter 311 Conference Room. Submit the completed online [Application for TEP Interview](#), in addition to submitting your professional resume (see above for information about the Resume) via email to soe@utc.edu. Interviews are held as needed per semester and summers.

You will be asked about your general purpose interests, short and long-term professional goals, and educational philosophy. Be prepared to discuss subjects related to classroom management,

assessment, instructional strategies, and dispositions. Be prepared to be evaluated in areas such as appearance, verbal communication, and information processing. The interview should last approximately 45-60 minutes. A letter will be emailed to your UTC email address confirming your admission to TEP or indicating reasons you have not been admitted.

In some cases, additional field placements, coursework, remediation, mock interviews, and additional interviews are recommended by the interview panel.

Please note INTERVIEWS WILL NOT BE SCHEDULED UNLESS THE ADMISSION FILE IS COMPLETE.

✓ ***Admission to TEP:***

Successful completion of Checkpoints 1 & 2 is required for TEP admission.

CHECKPOINT 3

✓ ***Successful Completion of all coursework prior to Residency I***

All Teacher Candidates must complete all coursework prior to entering Residency I. This coursework includes general education, content, and all education courses not included in the Residency semesters. Teacher Candidates should be aware of the courses which require a C or better.

✓ ***Praxis II Tests***

Praxis II tests (formerly known as the NTE, or National Teacher's Exam) measure a candidate's knowledge of the subject(s) the Teacher Candidate will teach. These tests also measure general and subject-specific pedagogical skills and knowledge.

All applicants for initial teacher licensure must document appropriate minimum scores on one of the Principles of Learning and Teaching (PLT) tests, as well as specified test(s) in the content area. These tests are one or two hours in length and may be taken independently of each other or in different combinations as a package. They are administered throughout the county.

Information about registration for the tests may be found on the ETS website at ets.org. Study Companions are available online for each test; these PDFs include content outlines, sample questions with rationales for the best answers, and test-taking strategies. While the best preparation for any test in the Praxis Series is the knowledge and experience gained from the college preparation program, the companions provide appropriate review and focus for the tests. Study materials are also available in the UTC Library and in many bookstores. Before purchase, students should analyze these materials carefully to assure their relevance to the test(s) which will be taken.

Information as to the tests specified for each licensure area as well as the required minimum scores may be obtained from the Certification Office, the School of Education website under Student Resources, or the bulletin board display for the School of Education. The [TN Department of Education](#) has the [Praxis](#) requirements as well as the ETS [website](#) also lists the required tests by state. Teacher Candidates are urged to be sure that they register for the correct test(s).

Teacher Candidates seeking licensure in states other than Tennessee may be required to take additional Praxis II tests. Teacher Candidates should obtain information from the Certification Office or the licensing agency in the other state before registering for tests other than those required by Tennessee.

Praxis II requirements for licensure are determined by the Tennessee Department of Education. The College of Health, Education and Professional Studies at UTC has mandated that a candidate must meet all Praxis II requirements for the licensure area sought before a grade will be recorded for Residency semesters or the induction experience. A designated institution score report should be sent to UTC (**Score Recipient Code R1831**); it is suggested that an additional report should be sent to the Tennessee State Department of Education (**Recipient Code R8190**). These recipients need to be indicated each time a test is taken.

Because the State of Tennessee uses Social Security Numbers to track licenses, it is recommended that students include their SSN, date of birth, and complete given name when registering for the exam.

Official score reports will be sent to the institutions that were designated by the test taker (UTC and TN State Department of Education). The test taker will also be given access to an electronic version of his or her score report. The teacher candidate will need to save this score report as soon as they are able to access, because the web-based access is only

temporary. It is recommended that the teacher candidate print out at least one color copy of this score report to have during job interviews.

✓ ***Residency Application***

Applications for Residency are located online [here](#).

Teacher Candidates who wish to enroll in Residency I for the fall semester must submit their applications by the previous **March 1st**. For those students who seek spring Residency I, the application deadline is the previous **September 1st**.

Teacher Candidates participating in Residency I may not enroll in additional coursework except under certain specified conditions. Special permission must be obtained from the Director of the School of Education in order to take additional courses. For further information, contact the Certification Officer or the TEP Advisor in Hunter 312.

Mandatory orientation occurs prior to residency placement. In addition to the orientation to support Teacher Candidates regarding edTPA.

All Teacher Candidates must hold updated liability insurance as well as a successful background check. Those must be on file with the School of Education. Information on liability insurance and background checks can be found [here](#).

All Teacher Candidates will begin each semester when the Pre-service Instructive Mentor (PIM) begins their school days.

✓ ***Updated resume:***

Prior to the Residency I semester, each teacher candidate will submit an electronic copy of their resume to the Field Placement Coordinator. The updated resume should include updated information, work experiences, and related educational experiences.

CHECKPOINT 4

✓ ***Completion of Residency II***

Residency I and II at UTC is a two semester field-based clinical experience and is an integral component of the teacher education program. It is during this period that the teacher candidate participates as a pre-professional in the public schools. Essentially, this is the experience which provides the student with the arena for converting theory to practice and demonstrating potential to perform the teaching-learning process. Whenever possible, the candidates are placed in cohort groups of 4-8 teacher candidates per site. There is no college supervisor; instead, there is a Clinical Supervisor. The Clinical Supervisor acts as a liaison between UTC and the school.

Teacher Candidates must successfully complete two assigned placements in diverse settings. Placements are assigned by the Field Placement Coordinator, Hunter 312. The Residency assignments depend on state requirements for the licensure area.

✓ ***Required Documentation of Field Experience***

Teacher Candidates (TC's) must complete an online portfolio using the [Livetext](#) software. TC's must have acceptable evaluations and observations by their Clinical Supervisor and cooperating teachers to successfully pass Residency. Below are the four documents that require verification by the Clinical Supervisor and the cooperating teacher. Electronic signatures are accepted. Other portfolio requirements are listed in the Clinical Experience Handbook.

- ***Portfolio Evaluation Form:*** Located in the Clinical Experience Handbook, this form must be documented in the students' Livetext portfolios. The Clinical Supervisor completes this

evaluation.

- **Student Assessments:** Pre and post-test teacher candidate assessments or formal assessments must be documented in the teacher candidates' Livetext portfolios. Information on completing the pre and post-test assessment are located in the [Clinical Experience Handbook](#).
- **Summary of Hours:** The Summary of Hours [form](#) is located in the [Clinical Experience Handbook](#) and must be documented in the teacher candidates' Livetext portfolios.
- **Summative Evaluations:** [Summative evaluations](#) will be completed electronically by your ~~operating teachers~~ Pre-Service Instructive Mentor prior to the end of each placement.

✓ **Completion of edTPA**

Teacher Candidates (TCs) will complete the Teacher Performance Assessment (edTPA) in accordance with the timeline and protocol provided. Candidates are required to send home a consent form titled, "Notification of Teacher Candidate Assessment" to all P-12 students involved in the learning segment. All consent forms should be kept in the Clinical Teaching notebook. Additional information about the edTPA and consent forms will be addressed in the seminar. Remediation and resubmission will be required should a TC score below the Tennessee state requirement.

Advising, Guidelines, and Policies

If you have made an appointment, you must be on time. Advisors are not mandated to see students if they are 10 or more minutes late for a 30-minute appointment or 5 minutes late for a 15-minute appointment. If a student needs to cancel their appointment, they should email the advisor and let them know as soon as possible and reschedule the appointment based on the advisor's availability. Please note that it may be days or weeks before another advising meeting time may be available for a reschedule. It is the student's responsibility to make appointments that can be kept.

As an Education major, it is imperative that you make yourself familiar with the several degree and program requirements. These requirements include the Checkpoints (discussed in detail in the above sections), Advising Tasks, as well as the Steps to Certification.

All first-year students are advised by Ms. Vikki Bernotski. First-year students will meet with Ms. Bernotski four times during their first year as students at UTC.

After the first year, students are required to meet with their assigned advisor at least once a semester. Students should refer to their advisor for how to schedule their advising appointment. If a student has issues meeting with their assigned advisor, they should make an appointment to see the SOE Director, Dr. Murley.

All students transferring to UTC or change their major while at UTC will meet with Ms. Vikki Bernotski for advising. During the first advising meeting, students will understand the requirements to be part of the TEP in addition to getting assistance with completing any of the requirements. If a student is planning to transfer to UTC, it is advised to make an appointment as soon as possible with Ms. Bernotski via email (Vikki-bernotski@utc.edu) to conduct an unofficial transcript review and go over the Checkpoint 1 requirements.

Students are in the process of completing Checkpoint 1 will all be advised by Ms. Vikki Bernotski. After completing all aspects of Checkpoint 1, students will be assigned a faculty advisor based on major.

During any advisement meeting (with group or individual), students should bring their [Program of Study Check Sheet/Clear Path](#), a potential schedule, any questions or concerns about the TEP Checkpoints, questions about their current coursework, and questions about additional endorsements.

After meeting with an advisor, students should register for their classes as soon as the students are eligible (see your MyMocsNet to view your registration time). Note: After registering, students should pay fees according to the guidelines provided by the Bursar's Office. If fees are not paid on-time, all of your registered courses will be dropped. Classes fill-up and close quickly, so please make arrangements with the Financial Aid Office or the Bursar's Office to ensure that your courses are not dropped.

It is imperative that students understand degree requirements. In order to graduate on-time, you must closely follow your Program of Study Check Sheet/Clear Path. Please check your MyMocsDegree often to ensure that you are on track to complete the correct coursework on time. When in doubt, please contact your advisor or staff located in Hunter 312 with any questions.

Each program has a ClearPath, which is available on the School of Education website under Student Resources. The ClearPaths have a proposed outline of the order of required courses for students to stay on track to graduation within their specific degree path. Please note that every student may be in a different place due to credits earned prior to entering UTC as well as course pre-requisites such as math testing scores. Ms. Vikki Bernotski will advise students to keep them on track until they reach faculty advising for transfer students as well as students changing their major.

Be familiar with the [math requirements](#) for the different Education majors. Pay particular attention to the requirements if you do not meet the Math ACT score of at least 19.

These advisement-related tasks are in addition to Checkpoint and TEP requirements. Please make yourself aware of the deadlines and requirements related to the Checkpoints.

PROFESSIONAL ACADEMIC ADVISING SYLLABUS
THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
SCHOOL OF EDUCATION

Vikki Bernotski
School of Education
Hunter Hall 312E
423-425-4212

Vikki-Bernotski@utc.edu

To make an advising appointment, use the SSC Campus link on the Academics tab in MyMocsNet. Drop-In advising hours vary semester to semester-see my profile on the School of Education website for up-to-date information. Drop-In hours are for quick questions/follow-up/major exploration only.

Mission of Advising at UTC:

The University of Tennessee at Chattanooga strives for student success and views academic advising as a vital component of the educational experience. Advising engages and empowers students to develop educational plans that will meet their academic, career, and personal goals.

Student Expectations

You have responsibilities in the advising partnership to help you be successful. As an advisee, you are expected to:

1. Schedule and attend your required advising appointments each semester.
2. Monitor your progress in your courses and ask your advisor for help as soon as a problem arises.
3. Take responsibility for your schedule, educational goals, and career plans.
4. Come prepared to advising appointments with questions and any assignments complete.
5. Understand degree requirements, Checkpoint requirements, and TN State Licensure requirements
6. Create and follow a plan that will lead you to a timely graduation.
7. Follow-up on referrals your advisor makes.
8. Check your UTC email daily.

Advisor Expectations

In an effort to meet the academic advising goals of the University, advisors will be expected to:

1. Provide accurate, program-based knowledge.
2. Utilize the University website, course catalog, class schedule, ClearPath Showcases, and other University resources to provide accurate information.
3. Clearly explain general education, major, degree, and graduation requirements for the program or unit under which they advise.
4. Be knowledgeable in current prerequisites, course sequencing, and course offerings for their area.
5. Be knowledgeable in academic policies, procedures, processes, and deadlines at the University and department or unit levels.
6. Be trained in academic advising functions in Banner, MyMocsDegree, Argos, and other university programs, as well as issues related to student development.
7. Assist you in understanding transfer issues and the petitioning process.
8. Assist you in creating an academic plan that incorporates your major, endorsements, summer attendance, and desired graduation deadline.
9. Be available during reasonable hours each semester for academic advisement, general questions, and performance concerns.
10. Provide you a means for communicating, scheduling appointments, and keeping accurate, up-to-date records.

11. Conduct themselves in a professional and courteous manner while treating you with respect.
12. Refer you to other services, departments, or individuals as the situation requires.

Student Learning Outcomes:

By the end of the academic year, a student should be able to:

1. Understand major and appropriate General Education requirements, and said majors' pre-requisites and co-requisites.
2. Understand academic policies related to hours earned.
3. Recognize the contractual obligations of the academic calendar and catalog including, but not limited to: critical deadlines; FERPA; course repeat policy; and transfer credit processing.
4. Become familiar with the resources available on the UTC website and the essential functions of MyMocsNet. Available web resources include, but are not limited to: the course catalog and schedule, ClearPath Showcases, departmental webpages, and various student support services. MyMocsNet's essential functions include, but are not limited to: MyMocsDegree, course schedule and registration information, grades and other student records, financial resources, and UTC MocsMail.

Important Dates:

Students should refer to the Academic Calendar on the Records Office website (www.utc.edu/records) for UTC-related dates and deadlines and the School of Education website (www.utc.edu/soe) for TEP-related deadlines.

Resources:

- Undergraduate Catalog (Academic Policies, course/program information) <http://catalog.utc.edu>
- ClearPaths for Advising <https://www.utc.edu/advisement/advising-resources/clear-paths-for-advising/index.php>
- MyMocsDegree located in My MocsNet account on academics page
- University Advising Website <http://www.utc.edu/advisement/>
- Disability Resource Center (423) 425-4006; 108 University Center; <http://www.utc.edu/disability-resource-center/>
- Counseling and Personal Development Center (423) 425-4438; 338 University Center; <http://www.utc.edu/counseling-personal-development-center/>
- Tutoring and Supplemental Instruction Information (423) 425-2653; 335 Library; <https://www.utc.edu/center-college-student-success/>
- University Career Services (423) 425-4184; 315 University Center; <https://www.utc.edu/career-student-employment/>
- Financial Aid (423) 425-4677; 201 University Center; <http://www.utc.edu/financial-aid/>
- Mocs One Center (423) 425-5880; 124 University Center <https://www.utc.edu/mocs-one-center/index.php>
- HOPE Scholarship [Scholarships Office] (423) 425-5790; 202 University Center; <http://www.utc.edu/scholarships/hope-scholarship/>

Note: Each student is responsible for understanding and following the policies outlined in the catalog and for understanding the specific degree requirements for his or her program of study...although faculty and other University officials may offer advice regarding particular matters, the student must ensure that he or she understands the consequence of acting on such advice. Moreover, the student assumes sole responsibility for the consequence of creating or modifying his or her course schedule. (UTC Undergraduate Catalog, 2014)

TEP Committee

The Teacher Education Preparation (TEP) Committee is comprised of School of Education Faculty and Staff. This committee serves to ensure that each licensure program is meeting State requirements in addition to giving student support as needed. The committee also reviews and decides on all student appeals, if needed, in regards to the Checkpoints or other licensure standards and missed deadlines as applicable.

The TEP committee will schedule one time each semester to review submitted TEP Appeals. Exact dates will be posted on the SOE website.

Appeals Committee Members 2017-2018

Dr. Kay Cowan

Dr. Deborah McAlister

Dr. Bruce Menchetti

Dr. Kimberly Wingate

Ms. Kendra Duncan

Ms. Vikki Bernotski

Mrs. Avalon Gourlay

Ms. Jill Sobon

*Dr. Renee Murley

*The Director of the School of Education will make the final decision of all appeals.

TEP Appeals Policies and Procedures

The Appeals Process exists for Teacher Candidates who are unable to progress in the Teacher Education Program due to missing checkpoint requirements or deficiencies. Regardless of the appeal decision, the student must complete all Checkpoint requirements or remediate deficiencies.

Prior to submitting an appeal, Teacher Candidates should discuss the appeal with their advisor.

Information on common appeals for student reference:

Licensure Praxis Tests: All Praxis scores must be received by the School of Education prior to the posted dates for the applicable term. The student may not register for Student Teaching/Residency II prior to having all scores required for initial licensure on file with the SOE. If the test scores are not received by the posted dates, the student will not be allowed to complete Student Teaching/Residency II.

Checkpoint 1 Test Score Appeals: Students must be within 2 points of the required score on the ACT(R) and Praxis exams (Reading, Writing, and Math as applicable) for an appeal submission. If students are more than 2 points away on the latest exam date, the committee will deny the appeal. The student has one semester to meet the testing requirement.

GPA Appeals: All GPA requirements (UTC, Cumulative, Education, and Content) must be met prior to continuing in the Teacher Education Program. The student may not register for Checkpoint restricted courses until all GPA requirements have been met. It is recommended that students are within one semester of reaching required GPA.

Scheduling Issues: In order to register for the Residency I semester, the student may not have additional coursework remaining. In order for the student to be admitted to the Residency I/II sequence, an appeal must be submitted with a plan of study for completing the remaining coursework.

Process:

Deadline to submit all appeals is three business days after final grades are posted for each semester (fall, spring, and summer).

The TEP Appeals Committee meets once a semester, within one week after the submission deadline to review submissions.

The appeals committee will take all information and supporting documentation submitted by the student with the TEP Appeal Form into consideration. Other information taken into consideration by the appeals committee may include:

- Transcript (of all credits earned at UTC and other institutions)
- Official Test Score Reports (Praxis, ACT, SAT)
- Dispositions. Formal disposition evaluations are completed throughout education coursework. Optional disposition evaluations can be completed by faculty and staff.
- Student Status and # of credits earned
- Student's anticipated graduation date
- Specific course(s) needed to meet licensure requirements
- Number of credits needed to earn licensure GPA (institutional, content, education, overall)

Students can appeal the same requirement no more than one time during their program

Students will receive an email with their decision letter within 1 week of submission (not including UTC closing) from soe@utc.edu on behalf of the Committee.

If approved, committee has the right to give student a personalized schedule of approved courses based on their major. The student must complete all Checkpoint requirements regardless of appeal decision. The student is not admitted to the TEP until all requirements for admission are met. An appeal approval for continued coursework does not grant admission to TEP. If approved, letter will include an approved schedule and recommendations based on the appeal. The student may be required to register for specific courses.

If denied, committee will work with the student's advisor to offer suggestions for student based on their major, degree audit, and what is being appealed. If denied, letter will include a recommendation from the committee on next steps and references to campus resources.

Dr. Murley, Director of the School of Education, has the final decision on all appeal committee recommendations.

The Appeal Form is located on the [Forms](#) part of the School of Education website.

Graduation without Licensure Process

Graduation without Licensure is an option for students who have decided at the end of their program to no longer become a teacher. Students can only apply to graduate without licensure if they have met all of the requirements for Checkpoints 1 and 2.

Common reasons why students choose to graduate without licensure:

- Are not able to pass required Praxis II exams in time for Residency II (many students who do this return to UTC as a non-degree seeking student and complete Residency II the following semester after passing scores have been achieved)
- Students have been removed from Residency II as according to the Clinical Experience Handbook and are not eligible to be licensed by UTC
- Students have decided not to become a teacher

In order to graduate without licensure, students must have completed the following:

- Applied to graduate in specified term
- Met all of UTC's graduation requirements as outlined in the student's catalog year Course Catalog (found on the Records Office website)
- Complete the application
- Attach the dated, typed, and signed explanation of why they are graduating without licensure

The Graduation without Licensure Form is located on the [Forms](#) part of the School of Education website.

Statement of Ethics
Code of Ethics of the Education Profession
Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student:

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession:

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

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

School of Education Ethical and Professional Standards

Professional success depends upon factors other than those measured by normal evaluations in course work. The faculty has the right to separate the student who is not likely to succeed professionally despite earning acceptable grades from the program.

Failure to maintain the high ethical and professional standards of the education profession may subject a student to suspension and dismissal or other appropriate remedial action by the education faculty. These actions apply in the following circumstances:

Engaging in the following acts of misconduct, regardless of whether such misconduct is engaged in, on or off, University-owned or controlled property:

1. Commission of an offense classified as a felony by Federal criminal statutes.
2. Unlawful use, possession, or sale of drugs or narcotics, whether or not felonious.
3. Plagiarism, falsification of records, or other act which substantially impugns the integrity of the student.
4. Other unprofessional and unethical conduct, including failure to abide by the NEA Code of Ethics, which would bring disrepute and disgrace upon both student and profession and which would tend to substantially reduce or eliminate the student's ability to effectively practice the profession.
5. Actions which would substantially reduce or eliminate the student's ability to effectively pursue education at the University of Tennessee at Chattanooga due to alcoholism, drug addiction, mental instability or other physically or psychologically incapacitating illness or defect.

A student may also be dismissed, or dealt with in a much less severe manner as may be appropriate, whenever his or her continued enrollment would bring disrepute and disgrace upon both student and profession. A student applying for admission to the Teacher Education Program at the University of Tennessee at Chattanooga shall also be subject to the above provisions and may be denied admission on the basis of their failure to maintain the aforementioned ethical and professional standards. In decisions of the faculty to deal with problems in a manner other than dismissal, students will be evaluated and remediated.

Honor Code

The University of Tennessee at Chattanooga Honor Code is based upon the assumption that the student recognizes the fundamental importance of honesty in all dealings within the University community and that education is a cooperative enterprise between student and teacher and between student and student. Any act of dishonesty violates and weakens this relationship and lessens the value of the education which the student is pursuing. The Honor Code and the Honor Court and its procedures are detailed in the Student Handbook.

The Honor Code is violated by various types of misrepresentation or acts of dishonesty which bear on the academic evaluation of a student. The following are a few examples (not all inclusive) of violations of the Honor Code:

- a) Failure to adhere to the Honor Code Pledge
- b) Brining unauthorized material into examination area.
- c) Making use of unauthorized assistance during an examination or in preparing a graded assignment.
- d) Incorporating words or ideas of another author in a research paper without giving proper credit to their source.
- e) Making unacknowledged use of another's computer program.
- f) Cases involving aggravating circumstances (e.g., selling answer keys, tests or papers) will be considered more serious violations.
- g) Assisting in any act of dishonesty including, but not limited to, the above examples.
- h) If an offense includes both academic aspect (an Honor Code violation, e.g., cheating) and a social conduct violation (which is under the jurisdiction of the disciplinary dean and the Student Council Board, e.g., unauthorized entry), it should result in two separate hearings and the possibility of two separate penalties.

Students with Special Needs

ADA STATEMENT: Attention: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, [call the Disability Resource Center \(DRC\) at 425-4006 or come by the office, 102 Frist Hall.](http://www.utc.edu/Administration/DisabilityResourceCenter/)
[http://www.utc.edu/Administration/DisabilityResourceCenter/.](http://www.utc.edu/Administration/DisabilityResourceCenter/)

The Americans with Disabilities Act (ADA) of 1990 protects persons who have a physical or mental impairment that substantially limits one or more of the major life activities (walking, talking, hearing, seeing, and working), a record of such an impairment, or one who is regarded as having such a qualified impairment. The ADA also protects individuals with “hidden” disabilities such as multiple sclerosis, epilepsy, learning disabilities, narcolepsy, severe arthritis, and mental illness. In working with students, reasonable accommodations may be required in the areas of testing, class location, class presentation, reader services, interpreter services, etc. The DRC staff will assist individual professors and departments to coordinate academic support services for the self-identified, disabled student population. The DRC Office serves as a resource for questions, concerns, and issues related to appropriate accommodations offered to our UTC students with qualified disabilities as they continue their academic progress. For more information, contact the office at 425-4006.

Non-Discrimination Policy

The University of Tennessee at Chattanooga does not discriminate on the basis of race, sex, color, religion, national origin, age, handicap, or veteran status in provision of educational opportunities or employment opportunities and benefits. The University does not discriminate on the basis of sex or handicap in the education programs and activities which it operates, pursuant of the requirement of Title IX of the Education Amendments of 1972, Public Law 93-112; and the Americans with Disabilities Act of 1990, Public Law 101-336, respectively. This policy extends to both employment by and admission to the University. Inquiries concerning Title IX, Section 504, and the Americans with Disabilities Act should be directed to the Office of Equity and Diversity, Second Floor Human resources Building, (423) 425-5468. Charges of violation of the above policy should also be directed to the Office of Equity and Diversity.

Counseling and Career Planning Center

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or [http://www.utc.edu/counseling-personal-development-center/.](http://www.utc.edu/counseling-personal-development-center/)