Welcome from the Dean of the College of Health, Education, and Professional Studies

Dr. Valerie C. Rutledge

We are excited that you are interested in entering the education profession! As you navigate the documents and information included in 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 any support you may need.

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!
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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 task 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, feel free to stop by the School of Education main office in Hunter 312.
CHECKPOINT 1
EDUC 2010 (minimum grade of C and documentation of field experience)  
2.75* GPA (UTC and cumulative)  
Teacher Education Program (TEP) Application  
Essay approval  
Test scores (Praxis I, ACT, or SAT)  
Purchase Livetext  
Fingerprinting  
Assessment Module 1 Degree +3  
A student must complete all requirements in Checkpoint 1 before moving to Checkpoint 2.

CHECKPOINT 2
PDS I or equivalent on-campus coursework PDS App  
Resume (Submit to Jan Gould)  
2.75* GPA (UTC, cumulative, education, and content)  
Interview Interview App  
Admission to TEP  
Assessment Module 2 Degree +3  
A student must complete all requirements in Checkpoint 2 before moving to Checkpoint 3.

CHECKPOINT 3
TEP course (EDUC 4200, 4230, or 4330)  
Praxis II scores (must be completed prior to student teaching)  
Student teaching application**Student Teaching App  
Updated resume  
Admission to student teaching  
Assessment Module 3 Degree +3  
A student must complete all requirements in Checkpoint 3 before moving to Checkpoint 4.

CHECKPOINT 4
Completion of student teaching  
Required documentation  
Portfolio evaluation  
Student assessments (pre and post-tests)  
Summary of hours  
Final evaluations  
Assessment Module 4 Degree +3  
A student must complete all requirements in Checkpoint 4 to complete his/her program.

POST-PROGRAM CHECKPOINT
Response to follow-up survey after program completion  

*2.75 GPA requirement is applicable to only those students under the 2013-2014 academic catalog and all subsequent catalogs. Students who are in older catalogs are required to maintain a 2.5 GPA (UTC and Cumulative)

**Student teaching applications are due according to the following schedule (Fall student teaching: Applications are due by March 1*/ Spring student teaching: Applications are due by September 1*)
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.

✓ **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 UTC GPA.
Cumulative GPA includes all course grades, while the UTC GPA only counts grades earned in courses taken at UTC.
It is the student’s responsibility to keep track of your GPA each semester.
MyMocsDegree should be utilized to track both the Cumulative and UTC 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.

✓ **Submit a completed Teacher Education Program (TEP) application to Ms. Jan Gould in Hunter 312E**

✓ **Essay approval**
TEP applicants must complete an essay during their EDUC 2010 semester at UTC as part of the course requirement. One hour and fifteen minutes is allowed to complete the essay on one of six different general education topics. Dictionaries are permitted and the essay should be approximately 200-250 words or 1- 1 ½ pages. Cell phones and other aids are not allowed.
The essay will be reviewed and the applicant will be notified as to whether he/she passed or needs to schedule an appointment with Ms. Jan Gould (Hunter 312E) to rewrite the essay.
In order to successfully pass, students must have acceptable scores in three domains: Response to prompt, organization, and grammar and punctuation. No more than three grammatical and spelling errors are permitted. If the applicant correctly rewrites the essay, he/she will have completed the essay requirement. If the applicant does not correctly complete the essay revision, a minimum of five hours remediation is required and the applicant will be permitted to try again. After remediation, the applicant will retake the essay. If the applicant does not receive a passing score, another attempt is allowed. If the applicant fails again at the essay, another five hours of remediation are required. This process will continue until the applicant receive a passing score.
All essay appointments should be scheduled with Jan Gould, Academic Advisor, Hunter 312, (423) 425-4212, Janice-Gould@utc.edu.
Transfer students who have completed EDUC 2010 at another institution should contact Jan Gould to schedule an appointment to write the essay.

✓ **Test scores (Praxis I, ACT, or SAT)**
The applicant for admission to the TEP must document achievement of one of the following scores:

- ACT: Enhanced Score of 22 (1989 and later) or Composite Score of 21 (prior to 1989)
- SAT: Recentered Score of 1020 (April 1995 and later) or Composite Score of 920 (Prior to April 1995)
PRAXIS I- Pre-Professional Skills Test (PPST): Passing scores on all sections: Math 173, Reading 174, Writing 173

If the applicant does not have passing scores on the above tests, he or she may either take the ACTR or the Praxis I.

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 in the testing center. The ACTR test score is only valid for UTC and cannot be transferred to another university.

Students who wish to take the Praxis I must register at www.ets.org. You must set up an account with ETS and register for either the paper-based or computer-based version of the Praxis I test. It is up to you which format you can take, but be advised that the paper-based tests dates (offered on campus) are only offered approximately once a month, while computer-based tests are offered through a testing company (Prometric Testing Service) almost every day. Testing spots for computer-based test fill up fast, so register early to ensure a seat.

Because the ACT-R and Praxis I are different, it is advisable to become aware of the content of these tests in order to ensure a passing score. Please see April Ebbing in Hunter 312F for study materials. Or, if you would like free one-on-one tutoring in math, reading, or writing, email Sandra Longer at Sandra-longer@utc.edu for an appointment.

If you do not receive a passing score, you must retake the test. If you scored a passing score on at least one section of the Praxis I, you will only need to register to retake the failing section(s). You must wait at least 60 days to retake the ACT-R and you must wait at least 30 days before you can retake the Praxis I.

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

✓ 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.

✓ Assessment Module 1 of Degree+3

Description of Degree+3: Mentors will work with you during each checkpoint to build a knowledge base of assessment and testing that will follow you through your university career, as well as the first three years of teaching in Hamilton County.

This process begins with you, the pre-service teacher. As pre-service teachers, you will learn how to: read, analyze, and use test data to inform instruction. As student teachers, you will be able to: demonstrate the knowledge gained in previous coursework, review and analyze data of the students you are teaching, as well as change instruction as needed to support learning. As beginning teachers, you will be given mentors to help determine the best mode(s) of instruction to serve students in your classroom.

As a result of this initiative, as a new teacher, you will become more effective in: Communicating instructional strategies used daily in your classroom; this includes preparing and delivering correct/best instructional practices to help all students succeed; Improving the academic progress of all students in your classroom.

To complete Assessment Module 1, click here.
✓ **Liability Insurance**

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

✓ **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
FINGERPRINTING PROCEDURES FOR STUDENTS
The State of Tennessee and the University of Tennessee at Chattanooga Teacher Education Program requires you to undergo a fingerprint-based background check. Please follow the steps below:

- Prior to being fingerprinted, complete the attached release form and drop it off to Sandra Jones in Hunter 312.
- Register on-line with IdentoGO prior to going out to their location. Go to www.identogo.com and fill out the form. You will be asked to make an appointment time. You may also register by calling 217-793-2080.
- Be prepared to show a valid photo ID to the fingerprint staff on your printing date.
- When you pre register, you will be asked for some information, including an ORI number. The ORI number for UTC is TNCC33059. Our agency category is “Non-DCS Child Care/Adoption Providers.” This will show up as one of the choices on a drop down menu.
- Payment to be made by: APPLICANT
- Applicant type: “Child Related Worker Volunteer (Private)”
- Printing Location: UPS Store #1995, 2288 Gunbarrel Road, Chattanooga, TN 37421
- Employer Name and Address: University of Tennessee at Chattanooga 615 McCallie Ave. Chattanooga, TN 37403 ATTN: Sandra Jones, School of Education Dept 4154

NOTE: It takes about two weeks for UTC to receive your results from the TBI. If you need to check on your status after being fingerprinted, contact Sandra Jones at 423-425-1781.


Directions to UPS Store:

2. Turn Left onto Georgia Ave/TN-2
3. Turn Right onto E Martin Luther King Blvd/TN-2/E 9th St. Continue to follow E Martin Luther King Blvd
5. Merge onto I-24 E via the exit on the Left toward Atlanta/Knoxville.
6. Merge onto I-74 N via Exit 185B on the Left toward Knoxville
7. Take the Shallowford Rd exit, Exit 5
8. Turn Right onto Shallowford Rd.
9. Turn Right onto Gunbarrel Rd
10. 2288 Gunbarrel Rd is on the left. ( UPS Store)
CHECKPOINT 2

✓ PDS I or On-Campus Equivalent

Students must either choose to complete required coursework through either the Professional Development School I (PDS I) experience or by registering for on-campus equivalent courses.

All students must complete a field-based education program incorporating the following components:

- designing instruction & evaluation in the classroom
- teaching reading
- exceptional learners in the regular school
- classroom management, organization, curriculum, & instruction
- nature & characteristics of mild disabilities
- technology in the classroom
- PDS lab & seminar

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Required Courses</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK-3</td>
<td>EDUC 3090, 3170, 3230, 4999; ECHD 3450, 4460; USTU 3300</td>
<td>19hrs</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>EDUC 3170, 3210, 4000, 4180, 4999; and ECHD 2420, 4450</td>
<td>19hrs</td>
</tr>
<tr>
<td>Secondary</td>
<td>EDUC 3210, 4000, 4180, 4330, 4999; ECHD 2420</td>
<td>16hrs</td>
</tr>
<tr>
<td>Exceptional Learners</td>
<td>EDUC 3170, 3230, 3360, 4000, 4999; ECHD 2420, 4450</td>
<td>17hrs</td>
</tr>
</tbody>
</table>

When: Fall or Spring semesters. If interested in completing PDS I in the fall, applications must be submitted by June 15th. If interested in completing PDS I in the spring, applicants must be submitted by November 15th. All applications are due to the Field Placement Office in Hunter 312. Applications can be found here. Please discuss your options with your adviser early to ensure that you meet the following year’s deadlines.

During the PDS I experience, the school day and hours will depend on a number of factors including school start time, professor’s meeting times, and outside classes you must attend. Most of the students must attend Monday through Friday, 9 a.m. to 4 p.m. If students cannot commit to this schedule, they should consider the on-campus coursework option.

Where: The SOE utilizes several local schools to mentor our PDS students. Normal Park Museum Magnet, Brown Academy, and Battle Academy, and Chattanooga School for the Arts and Sciences serve as host schools for PDS students.

Why: PDS offers an invaluable experience to get a firsthand glimpse of what teaching really involves. PDS students typically teach small group lessons, tutor one on one, and lead structured reading groups. PDS students are valued in our community and typically leave with a better understanding of both the field and their capabilities after completing this experience. Most are requested as student teachers and then hired after graduation.

✓ Resume

TEP applicants must submit a completed resume to Jan Gould in Hunter 312 to fulfill an 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. The resume must include the following:

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

✓ **2.75 GPA (UTC, Cumulative, Education, and Content)**
All students must have and maintain:
- 2.75 Cumulative GPA
- 2.75 UTC 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**
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 Preparation Academy faculty and staff. You should dress professionally and be prompt. Interviews are typically held in the Hunter Conference Room. Submit the completed Application for TEP Interview to Mrs. Jan Gould, Academic Advisor, Hunter 312E, and she will schedule your interview appointment. Interviews are held four to six times per semester and summers as needed.

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 mailed to your permanent 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.

✓ **Assessment Module 2**
Mentors will work with you during each checkpoint to build a knowledge base of assessment and testing that will follow you through your university career, as well as the first three of teaching in Hamilton County.
This process begins with you, the pre-service teacher. As pre-service teachers, you will learn how to: read, analyze, and use test data to inform instruction. As student teachers, you will be able to: demonstrate the knowledge gained in previous coursework, review and analyze data of the students you are teaching, as well as change instruction as needed to support learning. As beginning teachers, you will be given mentors to help determine the best mode(s) of instruction to serve students in your classroom.
As a result of this initiative, as a new teacher, you will become more effective in: Communicating instructional strategies used daily in your classroom; this includes preparing and delivering correct/best instructional practices to help all students succeed; Improving the academic progress of all students in your classroom.
To complete Assessment Module 2, click here.
CHECKPOINT 3

✓ TEP Course (EDUC 4200, 4230, or 4330)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 4200:</td>
<td>Emergent Literacy (3)</td>
<td>Emphasis on the development of an instructional reading program that meets the needs of young children. Surveys classroom teaching models, assessment procedures, methods and materials. Prerequisites: Admission to Teacher Education Program.</td>
</tr>
<tr>
<td>EDUC 4230:</td>
<td>The Middle Grades: Assessment and Instruction (3)</td>
<td>Classroom diagnostic and prescriptive teaching; linking middle grades reading, assessment, decision-making and instruction; in-depth study of selected assessment instruments, instructional strategies, materials, and management procedures. Field component required. Prerequisites: Admission to Teacher Education Program. May not be used for graduate credit.</td>
</tr>
<tr>
<td>EDUC 4330:</td>
<td>Designing Instruction and Evaluation in the Secondary Classroom (3)</td>
<td>Formulating and evaluating appropriate affective and cognitive objectives. Lesson planning and a wide range of teaching strategies will be examined. Each student will be required to demonstrate proficiency in a variety of component teaching skills via the microteaching laboratory and a self-developed teaching unit. Prerequisite: Admission to Teacher Education Program.</td>
</tr>
</tbody>
</table>

✓ 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) he or she 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 in a paper-and-pencil format at various testing sites (like UTC) as well as via computer at testing centers (like Prometrics Testing Services) throughout the county.

Information about registration for the tests may be found in The Praxis Series: Professional Assessments for Beginning Teachers Registration Bulletin. This booklet is also available in UTC’s Testing Center (258 Hooper Hall) or from the Praxis Series Services at (609) 771-7395. Tests-at-a-Glance booklets can be obtained online for each test; these booklets 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 booklets provide appropriate review and focus for the tests. Study materials are also available for two-week check out from the Field Placement Coordinator, Hunter 312 and in many bookstores. Before purchase, students should analyze these materials carefully to assure their relevance to the test(s) which will be taken. Praxis review sessions are presented several times each year at UTC to help students prepare to take these required examinations.

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 UTC Testing Center, or the bulletin board display for the School of Education. The ETS Registration Bulletin also lists the required tests by state. Students are urged to be sure that they register for the correct test(s).

Students seeking licensure in states other than Tennessee may be required to take additional Praxis II tests. Students 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 student teaching 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 his or her 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 student will need to save this score report as soon as he or she is able to access, because the web-based access is only temporary. It is recommended that the student print out at least one color copy of this score report to have during job interviews.

**Student Teaching Application**

Applications for student teaching are located online [here](#). Completed applications are to be submitted to the Field Placement Coordinator, Hunter 312.

Students who wish to enroll in student teaching or the induction experience for the fall semester must submit their applications by the previous [March 1st](#). For those students who seek spring student teaching, the application deadline is the previous [September 1st](#).

Students participating in student teaching or the induction experience may not enroll in additional coursework except under certain specified conditions. For further information, contact the Certification Officer or the TEP Advisor in Hunter 312.

Mandatory seminars occur during the first week of the semester. Students must attend all seminars. Only students who have met all qualifications for student teaching can attend the seminars. Students are informed of their placements during the first seminar day.

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

**Updated resume:**

Prior to the student teaching semester, each student will submit an electronic copy of his or her resume to the Field Placement Coordinator. The updated resume should include updated information, work experiences, and related educational experiences.

**Assessment Module 3**

Mentors will work with you during each checkpoint to build a knowledge base of assessment and testing that will follow you through your university career, as well as the first three of teaching in Hamilton County.

This process begins with you, the pre-service teacher. As pre-service teachers, you will learn how to: read, analyze, and use test data to inform instruction. As student teachers, you will be able to: demonstrate the knowledge gained in previous coursework, review and analyze data of the students you are teaching, as well as change instruction as needed to support learning. As beginning teachers, you will be given mentors to help determine the best mode(s) of instruction to serve students in your classroom.

As a result of this initiative, as a new teacher, you will become more effective in: *Communicating instructional strategies used daily in your classroom; this includes preparing and delivering correct/best instructional practices to help all students succeed; Improving the academic progress of all students in your classroom.*

To complete Assessment Module 3, [click here](#).
CHECKPOINT 4

✓ Completion of Student Teaching
The Student Teaching/Induction Experience at UTC is a 16-week field-based practicum experience and is an integral component of the teacher education program. It is during this period that the student 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 6-12 student teachers per site. There is no college supervisor; instead, there is a professor-in-residence (PIR). The PIR gives the equivalent of one day per week service to the K-12 school and may be utilized to write grants, do in-service, etc. The PIR acts as a liaison between UTC and the school.

Student teachers must successfully complete two assigned placements. One placement is typically in a rural school setting and the other an urban setting. Placements are assigned by the Field Placement Coordinator, Hunter 312. The student teaching assignment depends on state requirements for the licensure area.

✓ Required Documentation of Field Experience

Student teachers must complete an online portfolio using the Livetext software. Students must have acceptable evaluations and observations by their Professors in Residence (PIR) and cooperating teachers to successfully pass student teaching. Below are the four documents that require verification by the PIR and the cooperating teacher. Electronic signatures are accepted. Other portfolio requirements are listed in the Student Teaching Handbook.

- **Portfolio Evaluation Form:** Located in the Student Teaching Handbook, this form must be documented in the students’ Livetext portfolios. The Professor in Residence completes this evaluation.
- **Student Assessments:** Pre and post-test student assessments or formal assessments must be documented in the students’ Livetext portfolios. Information on completing the pre and post-test assessment are located in the Student Teaching Handbook.
- **Summary of Hours:** The Summary of Hours form is located in the Student Teaching Handbook and must be documented in the students’ Livetext portfolios.
- **Final Evaluations:** Final evaluations will be emailed to your cooperating teachers two weeks prior to the end of each placement. The cooperating teacher must complete the evaluation, print it out, and submit it electronically. Students must document the completed evaluations in their portfolios.

✓ Assessment Module 4
Mentors will work with you during each checkpoint to build a knowledge base of assessment and testing that will follow you through your university career, as well as the first three of teaching in Hamilton County.

This process begins with you, the pre-service teacher. As pre-service teachers, you will learn how to: read, analyze, and use test data to inform instruction. As student teachers, you will be able to: demonstrate the knowledge gained in previous coursework, review and analyze data of the students you are teaching, as well as change instruction as needed to support learning. As beginning teachers, you will be given mentors to help determine the best mode(s) of instruction to serve students in your classroom.

As a result of this initiative, as a new teacher, you will become more effective in:
- Communicating instructional strategies used daily in your classroom; this includes preparing and delivering correct/best instructional practices to help all students succeed;
- Improving the academic progress of all students in your classroom.

To complete this assignment, click here.
POST PROGRAM CHECKPOINT

✓ Degree +3 Post Program
  During the first year of employment, graduates will be contacted to complete a follow-up survey. This survey helps the School of Education (SOE) determine the effectiveness of the program.
  You are encouraged to continue to use the Degree +3 programs’ services to assist with analyzing student data as well as selecting methods for instruction.
  The Degree +3 program provides continued support, at no cost or obligation to you, through your first three years of teaching if you teach in Hamilton County.
  Click here for more information.

✓ Post Program Survey
  After completing student teaching, a survey will be emailed to recent graduates that will assess our program. We will use these data to inform our practices and procedures in our department.
**Advising, Guidelines, and Policies**

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 freshmen are advised by Mr. Carl Raus. Freshmen will meet with Mr. Raus four times in their first year. After the freshman year, students are required to attend one of many group advising sessions (dates and times will be posted on the website and around the department). Students must attend one of the offered group advising times in order to receive help registering, have questions answered, and receive their Alternate PIN. If a student cannot attend a group advising meeting for whatever reason, a student can make an appointment with his or her adviser. A list of advisors is listed on the School of Education website.

During any advisement meeting (with group or individual), students should bring an updated copy of their MyMocsDegree print out, a Program of Study Check Sheet, and a potential schedule. Students should also write questions to ask advisors.

After meeting with an advisor, students should register for their classes as soon as the students are eligible (see your MyMocs Account 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. 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 adviser or staff located in Hunter 312 with any questions.

ClearPath program schedules
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 a 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.

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Task to be Completed</th>
</tr>
</thead>
</table>
| **Summer before Freshman Year** | __Attend Orientation  
__Receive schedule and Alternate PIN for Fall  
__Receive Program of Study Check Sheet and understand degree requirements  
__Become familiar with SOE staff including Mr. Carl Raus, Freshman Advisor  
__Make sure that credit has been given for all transfer/AP Credit/dual enrollment credits |
| Freshman Year       | __Meet with Mr. Raus to plan Spring and Summer (if applicable) schedule and receive Alternate PIN  
__Check your MyMocsDegree |
| Fall                | __Meet with Mr. Raus to plan Fall schedule and receive Alternate PIN  
__Check your MyMocsDegree |
| Spring              | __Meet with Mr. Raus to plan Fall schedule and receive Alternate PIN  
__Check your MyMocsDegree |
<p>| Summer              | __Enroll in any courses in order to stay on four year graduation plan |
| Sophomore           | __Attend a group advisement session or meet with your adviser to plan Spring |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>__Check your MyMocsDegree</td>
</tr>
<tr>
<td></td>
<td>__Attend a group advisement session or meet with your adviser to plan</td>
</tr>
<tr>
<td></td>
<td>Fall schedule and receive Alternate PIN</td>
</tr>
<tr>
<td>Summer</td>
<td>__Enroll in any courses in order to stay on four year graduation plan</td>
</tr>
<tr>
<td><strong>Junior Year</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>__Attend a group advisement session or meet with your adviser to plan</td>
</tr>
<tr>
<td></td>
<td>Spring schedule and receive Alternate PIN</td>
</tr>
<tr>
<td></td>
<td>__Check your MyMocsDegree</td>
</tr>
<tr>
<td>Spring</td>
<td>__Meet with Advisor to plan Fall schedule and receive Alternate PIN</td>
</tr>
<tr>
<td></td>
<td>__Check your MyMocsDegree</td>
</tr>
<tr>
<td>Summer</td>
<td>__Enroll in any courses in order to stay on four year graduation plan</td>
</tr>
<tr>
<td><strong>Senior Year</strong></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>__Attend a group advisement session or meet with your adviser to plan</td>
</tr>
<tr>
<td></td>
<td>Spring schedule and receive Alternate PIN</td>
</tr>
<tr>
<td></td>
<td>__Check your MyMocsDegree</td>
</tr>
<tr>
<td></td>
<td>__Complete Graduation Candidacy Form</td>
</tr>
<tr>
<td>Spring</td>
<td>__Check your MyMocsDegree before the beginning of the semester to</td>
</tr>
<tr>
<td></td>
<td>ensure that you are enrolled in courses that meet all of your</td>
</tr>
<tr>
<td></td>
<td>graduation requirements.</td>
</tr>
<tr>
<td></td>
<td>__Submit a transcript request form to the Records Office to have an</td>
</tr>
<tr>
<td></td>
<td>official transcript sent to the Certification Officer after your</td>
</tr>
<tr>
<td></td>
<td>degree has been awarded.</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
</tr>
</tbody>
</table>
Appeal Process

Students have the ability to appeal any decision set forth by faculty or staff of the School of Education. Students wishing to appeal a course grade must abide by the procedures in the UTC Catalog. Students may appeal School of Education decisions related to, but not limited to, decisions of test score minimums, GPA requirements, course offerings, course substitutions, student teaching courtesy placements, dismissal from program, and/or dismissal from student teaching. Students must complete the appeal application in order to file an appeal. If the TEP Appeals Committee denies the appeal, the student may continue the appeal process by providing this documentation to the Dean of the College of Health, Education, and Professional Studies.
**TEACHER EDUCATION PROGRAM**

**APPEAL FORM**

Name_________________________________________ UTC ID#____________________

Address______________________________________

Email_________________________________________ Date of Appeal____________

Home Phone_________________ Work Phone_____________ Other Phone_________

Undergraduate _____ Post-baccalaureate Student _____ Graduate

Major/Licensure Sought_________________________________________________________

**Standard To Be Appealed:**

*See reverse of this page for conditions under which Praxis I Test may be appealed.*

<table>
<thead>
<tr>
<th>Grade Point Average</th>
<th>Praxis I Test</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Cumulative</td>
<td>_____ Reading</td>
<td></td>
</tr>
<tr>
<td>_____ UTC</td>
<td>_____ Writing</td>
<td></td>
</tr>
<tr>
<td>_____ Content</td>
<td>_____ Math</td>
<td></td>
</tr>
<tr>
<td>_____ Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Documentation To Be Submitted with This Form:**

1. Current RAP sheet
2. Letter of explanation (Give reasons for the problem and list steps you have taken to correct it. It is important to BE SPECIFIC.)
3. Documentation of remediation efforts
4. Letter(s) of support from advisor, instructors, or other interested persons
5. Documentation of competence in the area being appealed
6. Medical or other documentation, if applicable

Submit completed form with documentation to:

Teacher Education Program Appeals Committee
Attention: Jan Gould
Hunter 312F, Dept. 4154
UTC - 615 McCallie Avenue
Chattanooga, TN 37403

**COMMITTEE ACTION:** _____ Appeal Approved _____ Appeal Denied

Reasoning:____________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Signature of Committee Chairperson ___________________________ Date ______________
CONDITIONS FOR APPEAL OF
TEACHER EDUCATION PROGRAM TEST STANDARDS

Students who have failed to pass a Praxis I subtest after having attempted it twice may appeal for an exception to this Teacher Education Program admission requirement if all of the following conditions are met:

1. The score for the subtest being appealed must be within 1% of the required minimum score.
2. The candidate must have passed the other two subtests.
3. The candidate must show evidence of remediation effort through tutoring, English or mathematics laboratory work, additional coursework, the Learning Plus program, etc.
4. The candidate must document evidence of competence in the subtest area being appealed.
5. The candidate must have met all other requirements for admission to the Teacher Education Program.
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

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/.

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 the Director for Affirmative Action, 104 Founders Hall, (423) 425-4124. Charges of violation of the above policy should also be directed to the Office of the Director for Affirmative Action.

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 Career Planning Center at 425-4438 or http://www.utc.edu/Administration/CounselingAndCareerPlanning/.