



# School of **Education**

*We Dream, We Think, We Do!*

Student Handbook  
UTeach 4-8 Math & 4-8 Science  
2020-2021

Facebook: UTTylerSOE  
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## INTRODUCTION TO THE SCHOOL OF EDUCATION HANDBOOK

This School of Education Handbook describes a teacher candidate's program for standard certification as a classroom teacher in Texas. The handbook is meant to provide information that will help the teacher candidate understand the design, scope, and requirements of the teacher education programs at The University of Texas at Tyler. While your degree advisor and education advisor will assist you in completing the certification program, *students have the responsibility to read and fully understand all information and to abide by all policies and procedures described.* (See Handbook Agreement Form on the following page.)

This publication of the School of Education Handbook will serve as a guide to program requirements and School of Education (SOE) policies. The Handbook may be modified as Texas Administrative Code, the Texas Education Agency (TEA) or State Board for Educator Certification (SBEC) rules dictate or as program changes are mandated. **You will be notified of substantive modifications through program orientation sessions, School of Education social media accounts, and email announcements.**

***Students have the responsibility to read and fully understand all information in this Handbook and to abide by all policies and procedures described.***

### COLLEGE OF EDUCATION AND PSYCHOLOGY

#### Mission Statement

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice, and respect for individual differences as a means of enhancing learning, leadership, service, and scholarship.

### SCHOOL OF EDUCATION

#### Mission Statement

The mission of the School of Education is to prepare professional educators who are knowledgeable, skillful, caring, and ethical. We do so by working collaboratively to resolve pressing educational challenges locally, statewide, regionally, and beyond.

The mission of the undergraduate program in teacher education is to provide a positive environment and learning opportunities that foster the acquisition of knowledge, skills, and dispositions needed to become a successful and ethical teacher and lifelong learner. Critical content includes student learning and diverse learning characteristics, instructional strategies including technology, learning environments, communication, planning instruction, assessment, reflection and professional development, collaboration, ethics, and relationships.

### UT TYLER HONOR CODE

Honor and integrity that will not allow me to lie, cheat, or steal,  
nor to accept the actions of those who do.

**The University of Texas at Tyler  
College of Education and  
Psychology School of Education  
2020-2021**

**HANDBOOK AGREEMENT FORM**

(This form to be signed, dated, and submitted to the education advisor for admission to program.)

**By signing my name below, I certify that I have read my School of Education Handbook, including the Code of Ethics, and I will be held accountable for information herein. I understand that if I have any questions about the information in this handbook, I will contact my advisor, faculty member, or Director of the School of Education.**

**I further certify that I will refer to my School of Education Handbook for the duration of my degree program and/or certification program and will stay abreast of modifications provided by the School of Education.**

**I understand that during my program, I will be governed by the *Texas Administrative Code's Code of Ethics and Standard Practices*.**

**I acknowledge that it is my responsibility to check my Patriot email account and the School of Education website and social media sites on a regular basis. Updates, deadlines, and School of Education alerts will be given to students through these networks.**

**In the event I should leave the program for one or more semesters, I understand that it is my responsibility to remain in contact with the School of Education and stay abreast of any information, application deadlines, program changes, etc., that may pertain to my degree and my teacher certification program. I also understand that laws that change during my time away will alter my program of study upon return to the School of Education.**

**Signed this the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.**  
Date Month Year

**Student signature \_\_\_\_\_**

# THE UNIVERSITY OF TEXAS AT TYLER

3900 University Boulevard • Tyler, TX 75799 • (903) 566-7133

## The University of Texas at Tyler FERPA Consent to Release Educational Records and Information

(This form to be signed, dated, and submitted to the education advisor for admission to program.)

This release represents your written consent to permit The University of Texas at Tyler to disclose educational records and any information contained therein to the specific individuals identified in the following paragraphs.

I, \_\_\_\_\_ [print full name] am a candidate in the Educator Preparation Program at The University of Texas at Tyler and hereby give my voluntary consent to officials:

To share information within the School of Education for developmental purposes:

- Records relating to my performance in the field
- Records relating to certification exams

To the following person(s):

- School of Education program faculty and clinical supervisors
- The Office of Certification
- Deans and Department Chairs within my respective major and colleges
- Educators (i.e. administration and teachers) at the school location where I engage in field experiences and clinical teaching

These records are being released for the purpose of the following legitimate educational duties:

- Support and remediation on TExES exams
- Appropriate supervision for degree completion and certification support
- Recommendation for certification

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” and commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to The University of Texas at Tyler’s School of Education) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including clinical teaching or internship.

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Date

## Introduction to UTeach

**UTeach** is a teacher-preparation program that was developed at The University of Texas at Austin in 1997 to help address the shortage of qualified math and science (STEM) teachers in the U.S. The program integrates a rigorous math or science major, research experience, acquisition of effective teaching techniques, field teaching experience and teacher certification within a four-year program. It has proven so successful that the program is being replicated at more than 30 universities across the nation.

UTeach at The University of Texas at Tyler started in Fall 2010 with a focus on the preparation of mathematics and science teachers in grades 4-12. Students planning to teach math or science in grades 4-8 follow the Bachelor of Science in Interdisciplinary Studies in Math or Science degree plan. Mathematics, Biology and Chemistry majors can also receive a secondary teacher certification (7-12) by following the specific degree plan within their content discipline.

### UTeach Works because UTeach Tyler Students:

- Work within a collaborative venture between the College of Arts and Sciences and the College of Education and Psychology
- Follow degree plans that allow students to complete their degrees and certification within four years
- Participate in a variety of field experiences, starting their first semester, supervised by UTeach Faculty and Master Teachers
- Benefit from continuous support and resources while building relationships with members and UTeach Master Teachers
- Receive access to opportunities for scholarships and paid internships

## Features of UTeach Tyler Program

### UTeach Course Sequence

#### **Block 1:** Fall Introduction to STEM Teaching and Learning

EDUT 1170 Step 1: Inquiry Approaches to Teaching

EDUT 2170 Step 2: Inquiry-Based Lesson Plans

EDUT 3370 Knowing and Learning

#### **Block 2:** Preparing to Teach STEM in Middle and/or High School

EDUT 4370: Project-Based Instruction

EDUC 4378 Methods of Teaching ESL (Online)

Biology 3360 or Chem 3360 or Phys 3360 (Science Only) OR

Math 2325: Functions and Modeling

#### **Block 2:** Spring Semester

Chem 3370: Perspectives on Science and Mathematics

EDUT 3371 Classroom Interactions

EDFB 4338: Literacy in Content Areas ( 4-8 only)

#### **Block 3:** Apprentice Teaching

EDUT 4170: Apprentice Teaching Seminar

EDUC 4649: Clinical Teaching

## Clinical Experiences

UTeach Tyler students participate in a variety of field experiences, starting their first semester, supervised by UTeach Faculty and Master Teachers. The chart below lists the UTeach courses and their required number of clinical hours.

UTeach students are assigned to the field placements by the Office of Clinical Experiences, in consultation with local school districts. For all field experiences, UTeach students must complete the required criminal background forms and other forms required by local districts. These forms will be submitted to the Clinical Experiences office.

COURSE	HOURS
EDUT 1170	5
EDUT 2170	5
EDUT 3371	30
EDUT 4370	30
EDUC 4640	70 days

# **Admission Requirements For The School Of Education**

## **ATTENTION:**

Students should apply for admission to the School of Education (SOE) during the semester in which they reach a Sophomore or above standing in their degree plan and have completed (with a grade of C or higher) at least 15 hours in your academic major for mathematics and science or 12 hours for all other academic majors with a minimum degree plan 2.50 GPA.

## **REQUIREMENTS**

1. Complete a successful Admission Interview prior to the due date for School of Education Admission Applications. Appointments for the interview can be made at: <http://booknow.appointment-plus.com/1pmh318x/10>.
2. Only Secondary and All-Level candidates are required to submit a copy of their signed degree plan from their academic advisor in their major. If you do not have this yet, *obtain before completing the admission application*.
3. Pay \$125.00 Fee for Admission to the School of Education. This fee is paid in the Cashier's Office, (Enrollment Services Center). At the end of the application, you will be required to upload a copy of your receipt for the SOE Admission Fee. This fee pays for a small part of your supervision in field throughout your education program.
4. Provide evidence of satisfactory scores on any one of these acceptable basic skills tests OR be TSI complete. Test scores need to be uploaded to your SOE Admission Application. Tests need to be taken within the last five years.

### TSI

- Reading Score: 351
- Math Score: 350
- Writing

(a placement score of at least 340, and an essay score of at least a 4; or a placement score of less than 340, and an ABE Diagnostic level of at least a 4, and an essay score of at least a 5)

OR: You must meet the composite requirements in order to utilize ACT or SAT Scores

### ACT

- Composite Score: 23
- Verbal (Read) or Math Score: 19

### SAT (After March 5, 2016)

- Math Score: 530
  - Reading & Writing: 480
- ( Evident-Based Reading/Writing score)

### SAT (Before March 5, 2016)

- Math Score: If the student has a combined (Reading/Verbal/Math) score of 1070 with a min. score of 500 on Math, the student is exempt for Math.
- Reading and Writing: If the student has a combined (Reading/Verbal/Math) score of 1070 with a min. score of 500 on Reading/Verbal, the student is exempt for Reading and Writing.

\*\*\*For TSI Information, contact the UT Testing Center at 903.565.5693 in UC 3160

5. Complete the *ONLINE School of Education Admission Application*.
6. Once you have been admitted and have approved the SOE *Letter of Acceptance*, be sure to drop by Ms. Dempsey's office

in BEP 247J to have your picture taken for our School of Education bulletin board.

- 7.** If you are eligible for fall or spring field experiences, be sure to submit the application the semester prior. Please consult dates for submission posted on Canvas and bulletin boards. The forms are located in the CANVAS Organization- Education – Clinical Experiences.



## UTeach PROGRAM BENCHMARK REQUIREMENTS

The following checklist may serve to guide you throughout the UTeach program. A \$ indicates cost attached to the application or test.

### Each Semester

- ☐ ☐ Attend Patriots Teach meetings
- ☐ ☐ Maintain at least 2.5 GPA
- ☐ ☐ Keep artifacts for Portfolio (documents/assignments from EDUT, EDUC, and Perspectives and Research Methods courses)
- ☐ ☐ Meet with SOE Advisor: Ms. Dempsey (ldempsey@uttyler.edu; 903.566.7022; appointments can also be made online)

### Prior to Block 2

- ☐ ☐ Attend School of Education Admissions Orientation
- ☐ ☐ Apply to School of Education (packet of materials)
  - Complete online application
  - Pay fee
  - Meet with education advisor (Lisa Dempsey)

### During Block 2

- ☐ ☐ **Take and pass the Content test.**
- ☐ ☐ Using the TEAL system, obtain your TEA number (<https://secure.sbec.state.tx.us/SBECOnline/login.asp>)
  - ☐ To gain initial permission to test, you must submit proof that you earned a score of 80% or higher consistently on the quizzes in Canvas for your content area to Dr. Frank Dykes ([fdykes@uttyler.edu](mailto:fdykes@uttyler.edu)) or Mrs. Cynthia Sherman ([csherman@uttyler.edu](mailto:csherman@uttyler.edu)) and seek permission to take the SOE Practice test. If you earned a 90% or higher on the SOE Practice Test, complete the TExES CAT Registration form and submit to [certification@uttyler.edu](mailto:certification@uttyler.edu).
- ☐ ☐ Create and work on portfolio
- ☐ ☐ Meet with Ms. Dempsey to make sure you are on track for graduation

### During Block 3

- ☐ ☐ Work on portfolio
- ☐ ☐ Submit Clinical Teaching application to the Office of Clinical Experiences.

- ☐ ☐ Meet with Ms. Dempsey for Graduation Check (Note: All courses must have a C or better to count toward certification)

#### **During Block 4**

- ☐ ☐ Successfully pass the PPR
- ☐ ☐ Complete portfolio during Apprentice Teaching Seminar
- ☐ ☐ Apply for Graduation and pay fee.
- ☐ ☒ Complete all required clinical teaching, supervision, and SOE program surveys and evaluations Clinical teaching is an all-day, full teacher day, in an assigned placement with a successful mentor teacher who has a proven record of increasing student achievement with at least three years of experience.
- ☐ ☐ Attend Bridging Ceremony
- ☐ ☐ Order graduation regalia

#### **After Graduation**

- ☐ ☐ Apply for certification when all degree and certification requirements are complete

### **ATTENDANCE POLICY**

Students must attend a majority of the classes to be eligible to submit course work to attain a grade of C or higher.

### **CRIMINAL HISTORY REPORT**

A background check is completed each semester by school districts for field experience.

Please be aware that Criminal History Reports may prevent you from certification.

**THE UNIVERSITY OF TEXAS AT TYLER  
COLLEGE OF EDUCATION AND PSYCHOLOGY**

**BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES (BSIS)  
DEGREE PLAN**

**INTERMEDIATE (GRADES 4-8)  
UTeach MATH CERTIFICATION**

Name:	
SID:	Date:

CORE CURRICULUM (42 SCH)	Course Number	Hours	Grade	Notes
Communication: Grammar and Composition I	ENGL 1301	3		
Communication: Fundamentals of Speech Communication	SPCM 1315	3		
Human Expression: Grammar and Composition II	ENGL 1302	3		
Mathematics: Concepts of Modern Mathematics I	MATH 1350	3		
STEM: Concepts of Modern Mathematics II	MATH 1351	3		
*Natural Sciences: Life Science (must include lab)	BIOL	3		
*Natural Sciences: Physical Science (must include lab)		3		
Language, Philosophy, and Culture: World or European Literature	ENGL	3		
Creative Arts:		3		
History: United States History I	HIST 1301	3		
History: United States History II	HIST 1302	3		
Political Science: Introductory American Government	POLS 2305	3		
Political Science: Introductory Texas Politics	POLS 2306	3		
Social and Behavioral Science		3		

INTRODUCTION (1)	Course Number	Hours	Grade	Notes
Step 1 – Inquiry Approaches to Teaching	EDUT 1170	1		

BLOCK 1 (4)	Course Number	Hours	Grade	Notes
Step 2 – Inquiry Based Lesson Design (Prerequisite – Step 1)	EDUT 2170	1		
Knowing and Learning in Mathematics and Science	EDUT 3370	3		

**ADMISSION TO THE SCHOOL OF EDUCATION PRIOR TO BLOCK 2**

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BLOCK 2 (3)*				
Classroom Interactions ** (Spring)	EDUT 3371	3		

REQUIRED EDUCATION/UTEACH COURSES (12) (MUST BE COMPLETED PRIOR TO/OR CONCURRENTLY WITH BLOCK 3)		Course Number	Hours	Grade	Notes
Methodology of Teaching ESL (Fall Only)		EDUC 4378	3		
Perspectives On Science and Mathematics (Spring Only)		CHEM 3370 HIST 3360 or PHIL 3360	3		
Research Methods (Fall Only)		BIOL 3360, CHEM 3360 or PHYS 3360	3		
Literacy in Content Areas		EDFB 4338	3		

<b>BLOCK 3 (3)*</b>				
Project- Based Instruction ** (Fall)	EDUT 4370	3		
<b>YOU MUST PASS THE CONTENT TExES BEFORE YOU BEGIN BLOCK 4</b>				
<b>BLOCK 4 (7)</b>				
Clinical Teaching	EDUC 4640	6		
Apprentice Teaching Seminar	EDUT 4170	1		
<b>MAJOR CONTENT COURSES (48)</b>				
College Algebra	MATH 1314	3		
Pre-Calculus	MATH 2312	3		
Statistics	MATH 1342	3		
Discrete Structures	MATH 2330	3		
Functions and Modeling (Fall Only)	MATH 2325	3		
Calculus I/Calculus I Laboratory	MATH 2413/2113	5		
Matrix Methods in Science and Engineering	MATH 3203	2		
Advanced Concepts of Mathematics	MATH 3452	4		
Geology: Physical Geology and Astronomy	GEOL 3310	3		
Geology: Oceanography and Meteorology	GEOL 3314	3		
Introduction to Engineering	ENGR 1201	2		
Upper Division Electives		3		
Electives (with Advisor approval)		9		
*2 Science Labs – In order to complete major content courses, the associated labs for science courses completed in the Core Curriculum are required.		2		
<b>TOTAL</b>		<b>120</b>		

<b>Total Semester Credit Hours Required for Degree:</b>	<b>120</b>
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**PLEASE SEE YOUR DEGREE ADVISOR FOR QUESTIONS OR UPDATES REGARDING YOUR DEGREE PLAN.**

**DEGREE ADVISOR: Ms. Lisa Dempsey, 903-566-7022, ldempsey@uttyler.edu**

**\*You must pass the Content TExES in Block 2.**

**\*\* The order of these two courses may be switched due to when courses are offered.**

***TExES Exams Required:***

- TExES 115 – Math 4-8 (Content)
- TExES 160 – Pedagogy & Professional Responsibilities (PPR) EC-12

**In order to teach grades 4, 5, or 6, the state requires the Core Subjects EC-6 (291) or Core Subjects 4-8 TExES (211) in addition to the required exams.**

**THE UNIVERSITY OF TEXAS AT TYLER  
COLLEGE OF EDUCATION AND PSYCHOLOGY**

**Bachelor of Science in Interdisciplinary Studies (BSIS) Degree  
Requirements — Suggested Course Sequence**

*The BSIS leading to 4-8 UTeach Math certification requires 120 semester credit hours.*

For additional information, contact the School of Education.

**FRESHMAN YEAR**

<b>Semester I</b>	<b>Hours</b>	<b>Semester II</b>	<b>Hours</b>
ENGL 1301	3	ENGL 1302	3
Life Science (BIOL with lab)	4	Physical Science (CHEM or PHYS with lab)	4
HIST 1301	3	HIST 1302	3
MATH 1314	3	MATH 1350	3
EDUT 1170	1	Visual and Performing Arts	3
		EDUT 2170	1
<i>TOTAL</i>	<i>14</i>	<i>TOTAL</i>	<i>17</i>

**SOPHOMORE YEAR**

<b>Semester III</b>	<b>Hours</b>	<b>Semester IV</b>	<b>Hours</b>
EDUT 3370	3	EDUC 4378	3
ENGL 2322, 2323, 2362, or 2363	3	MATH 2413/2113	5
MATH 2312	3	POLS 2306	3
MATH 1351	3	SPCM 1315	3
POLS 2305	3	Social and Behavioral Science	3
<i>TOTAL</i>	<i>15</i>	<i>TOTAL</i>	<i>17</i>

**JUNIOR YEAR**

<b>Semester V</b>	<b>Hours</b>	<b>Semester VI</b>	<b>Hours</b>
EDUT 3371	3	Perspectives: CHEM 3370, HIST 3360 or PHIL 3360	3
Elective	3	MATH 1342	3
GEOL 3310	3	MATH 3452	4
MATH 2325	3	ENGR 1201	3
MATH 2330	3	EDFB 4338	3
Research Methods: BIOL 3360, CHEM 3360 or PHYS 3360	3		
<i>TOTAL</i>	<i>18</i>	<i>TOTAL</i>	<i>16</i>

**SENIOR YEAR**

<b>Semester VII</b>	<b>Hours</b>	<b>Semester VIII</b>	<b>Hours</b>
EDUT 4370	3	EDUT 4170	1
MATH 3203	2	EDUT 4640	6
Elective	3		
Elective	3		
GEOL 3314	3		
Upper-division Elective	3		
<i>TOTAL</i>	<i>17</i>	<i>TOTAL</i>	<i>7</i>

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**THE UNIVERSITY OF TEXAS AT TYLER  
COLLEGE OF EDUCATION AND PSYCHOLOGY**

**BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES (BSIS)  
DEGREE PLAN**

**INTERMEDIATE (GRADES 4-8)  
UTeach SCIENCE CERTIFICATION**

Name:		
SID:	Date:	

CORE CURRICULUM (42 SCH)	Course Number	Hours	Grade	Notes
Communication: Grammar and Composition I	ENGL 1301	3		
Communication: Fundamentals of Speech Communication	SPCM 1315	3		
Human Expression: Grammar and Composition II	ENGL 1302	3		
Mathematics: Concepts of Modern Mathematics I	MATH 1350	3		
STEM: Concepts of Modern Mathematics II	MATH 1351	3		
*Natural Sciences: General Biology I/General Biology I Laboratory	BIOL 1306	3		
*Natural Sciences: General Chemistry I/General Chemistry I Laboratory	CHEM 1311	3		
Language, Philosophy, and Culture: World or European Literature	ENGL	3		
Creative Arts:		3		
History: United States History I	HIST 1301	3		
History: United States History II	HIST 1302	3		
Political Science: Introductory American Government	POLS 2305	3		
Political Science: Introductory Texas Politics	POLS 2306	3		
Social and Behavioral Science		3		

INTRODUCTION (1)	Course Number	Hours	Grade	Notes
Step 1 – Inquiry Approaches to Teaching	EDUT 1170	1		

BLOCK 1 (4)	Course Number	Hours	Grade	Notes
Step 2 – Inquiry Based Lesson Design (Prerequisite - Step 1)	EDUT 2170	1		
Knowing and Learning in Mathematics and Science	EDUT 3370	3		

**ADMISSION TO THE SCHOOL OF EDUCATION PRIOR TO BLOCK 2**

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BLOCK II (3)*				
Classroom Interactions ** (Spring)	EDUT 3371	3		

REQUIRED EDUCATION/UTEACH COURSES (12) (MUST BE COMPLETED PRIOR TO/OR CONCURRENTLY WITH BLOCK 3)		Course Number	Hours	Grade	Notes
Methodology of Teaching ESL (Fall Only)		EDUC 4378	3		
Perspectives On Science and Mathematics (Spring Only)		CHEM 3370 HIST 3360 or PHIL 3360	3		
Research Methods (Fall Only)		BIOL 3360, CHEM 3360 or PHYS 3360	3		
Literacy in Content Areas		EDFB 4338	3		

<b>BLOCK 3 (3)*</b>				
Project- Based Instruction ** (Fall)	EDUT 4370	3		
<b>YOU MUST PASS THE CONTENT TExES BEFORE YOU BEGIN BLOCK 4</b>				
<b>BLOCK 4 (7)</b>				
Clinical Teaching	EDUC 4640	6		
Apprentice Teaching Seminar	EDUT 4170	1		
<b>MAJOR CONTENT COURSES (48)</b>				
General Biology II/General Biology II Laboratory	BIOL 1307/1107	4		
Biology: Ecology	BIOL 3336/3137	4		
Biology: Plant Morphology or Plant Taxonomy	BIOL 3345/3146, or 3348/3147	4		
Geology: Physical Geology and Astronomy	GEOL 3310	3		
Geology: Oceanography and Meteorology	GEOL 3314	3		
Physics: College Physics I	PHYS 1301/1101	4		
College Algebra	MATH 1314	3		
Statistics	MATH 1342	3		
Pre-Calculus	MATH 2312	3		
Introduction to Engineering	ENGR 1201	2		
Electives (with Advisor approval)		13		
*2 Science Labs – BIOL 1106/CHEM 1111 – In order to complete major content courses, the associated labs for science courses completed in the Core Curriculum are required.		2		
<b>TOTAL</b>		<b>120</b>		

<b>Total Semester Credit Hours Required for Degree:</b>	<b>120</b>
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**PLEASE SEE YOUR DEGREE ADVISOR FOR QUESTIONS OR UPDATES REGARDING YOUR DEGREE PLAN.**

**DEGREE ADVISOR: Ms. Lisa Dempsey, 903-566-7022, ldempsey@uttyler.edu**

**\*You must pass the Content TExES before Block 4.**

**\*\* The order of these two courses may be switched due to when courses are offered.**

***TExES Exams Required:***

- TExES 116 – Science 4-8(Content)
- TExES 160 – Pedagogy & Professional Responsibilities (PPR) EC-12

**In order to teach grades 4, 5, or 6, the state requires the Core Subjects EC-6 TExES (291) or Core Subject 4-8 TExES (211), in addition to the required exams.**

**THE UNIVERSITY OF TEXAS AT TYLER  
COLLEGE OF EDUCATION AND PSYCHOLOGY**

**Bachelor of Science in Interdisciplinary Studies (BSIS)**

**Degree Requirements — Suggested Course Sequence**

*The BSIS leading to 4-8 UTeach Science certification requires 120 semester credit hours.*

For additional information, contact the School of Education.

**FRESHMAN YEAR**

<b>Semester I</b>	<b>Hours</b>	<b>Semester II</b>	<b>Hours</b>
ENGL 1301	3	ENGL 1302	3
BIOL 1306/1106	4	BIOL 1307/1107	4
HIST 1301	3	HIST 1302	3
MATH 1314	3	MATH 1350	3
EDUT 1170	1	Visual and Performing Arts	3
Social and Behavioral Science	3	EDUT 2170	1
<i>TOTAL</i>	<i>17</i>	<i>TOTAL</i>	<i>17</i>

**SOPHOMORE YEAR**

<b>Semester III</b>	<b>Hours</b>	<b>Semester IV</b>	<b>Hours</b>
CHEM 1311/1111	4	GEOL 3310	3
ENGL 2322, 2323, 2362, or 2363	3	PHYS 1301/1101	4
EDUT 3370	3	POLS 2306	3
MATH 1351	3	SPCM 1315	3
MATH 2312	3	Perspectives: CHEM 3370, HIST 3360 or PHIL 3360	3
<i>TOTAL</i>	<i>16</i>	<i>TOTAL</i>	<i>16</i>

**JUNIOR YEAR**

<b>Semester V</b>	<b>Hours</b>	<b>Semester VI</b>	<b>Hours</b>
BIOL 3345/3146 or 3147/3348	4	BIOL 3336/3137	4
EDUC 4378	3	EDFB 4338	3
POLS 2305	3	ENGR 1201	2
Research Methods: BIOL 3360, CHEM 3360 or PHYS 3360	3	Electives	3
EDUT 3371	3		6
<i>TOTAL</i>	<i>16</i>	<i>TOTAL</i>	<i>15</i>

**SENIOR YEAR**

<b>Semester VII</b>	<b>Hours</b>	<b>Semester VIII</b>	<b>Hours</b>
EDUT 4370	3	EDUT 4170	1
GEOL 3314	3	EDUT 4640	6
Electives	7		
MATH 1342	3		
<i>TOTAL</i>	<i>16</i>	<i>TOTAL</i>	<i>7</i>

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## **CLINICAL TEACHING**

Clinical teaching is a full teacher day experience of being in a school instructing students in their certification area. A mentor teacher is assigned that has been successfully teaching for a minimum of three years. A university supervisor is assigned to observe, monitor progress, and give constructive feedback to improve effectiveness of the clinical teacher using a T-TESS framework. Clinical teaching is a minimum of 70 days based on Texas Administrative Code.

### **Resources to Assist You in Preparing for Certification Exams**

The School of Education is committed to your success in passing your certification exams. We have the following supports in place to assist you.

1. School of Education website – we offer several high quality resources available for you at <http://www.uttyler.edu/education/texas/study.php>.
2. SOE Canvas Quizzes
3. SOE Practice Test

**TE<sub>x</sub>ES**  
***Texas Examinations of Educator Standards***  
**ELIGIBILITY TO TEST INFORMATION**

1. The candidate must be admitted to the School of Education's Teacher Education Program.
2. A candidate must take and pass the content TE<sub>x</sub>ES during Block 2 of his or her program.

***Important to Note:*** All candidates must pass the appropriate content test prior to the clinical teaching semester. You cannot clinical teach without passing the content TE<sub>x</sub>ES.

***For the 4-8 Math or 4-8 Science TE<sub>x</sub>ES:***

1<sup>st</sup> Attempt: To gain initial permission to test, you must submit proof that you earned a score of 80% or higher consistently on the quizzes in Canvas for your content area to Dr. Frank Dykes ([fdykes@uttyler.edu](mailto:fdykes@uttyler.edu)) or Mrs. Cynthia Sherman ([csherman@uttyler.edu](mailto:csherman@uttyler.edu)) and ask permission to take the SOE Practice test. If you earned a 90% or higher on the SOE Practice Test, complete the TE<sub>x</sub>ES CAT Registration form and submit to [certification@uttyler.edu](mailto:certification@uttyler.edu).

Before any Retest Attempts: Schedule an appointment with Dr. Frank Dykes or Mrs. Cynthia Sherman to develop an appropriate remediation plan.

**POLICY REGARDING CONTENT TE<sub>x</sub>ES  
AND CLINICAL TEACHING**

Teacher candidates are not allowed to clinical teach unless they have passed the Content TE<sub>x</sub>ES by the posted assigned date.

- a. If the Content exam is passed, there are no further testing expectations required to be eligible for clinical teaching (Passing the PPR is required for credit in the seminar course, EDUT 4170).

**TAKING THE TE<sub>x</sub>ES:** Please check the School of Education website (<http://www.uttyler.edu/education/TE<sub>x</sub>ES>), SOE social media accounts, and the Bulletin Boards in the main School of Education hallway for information on registering, TE<sub>x</sub>ES preparation, and other resources.

## TE<sub>x</sub>ES REGISTRATION INFORMATION

1. Complete TE<sub>x</sub>ES Test Request Form found on the School of Education Website (see Certification webpages). Email your Test Request Form to [certification@uttyler.edu](mailto:certification@uttyler.edu) and cc: [gfender@uttyler.edu](mailto:gfender@uttyler.edu)
2. Receive approval notification from certification office to test. If you did not receive an approval email, contact the Office of Educator Certification and Accountability at [certification@uttyler.edu](mailto:certification@uttyler.edu) and cc: [gfender@uttyler.edu](mailto:gfender@uttyler.edu).
3. Log onto <https://secure.sbec.state.tx.us/SBECOnline/login.asp> using your TEA ID# & verify your profile information is correct. If incorrect, update and save changes. (Write down your TEA ID# before exiting the website. You will need this information when registering on [www.tx.nesinc.com](http://www.tx.nesinc.com))
4. Log onto <https://www.tx.nesinc.com/> and register, using the Registration Bulletin as a resource. (If this is your first time to log in you will need to establish an account by clicking on New User)
5. Proceed with registration process per instructions.
6. Provide appropriate method of payment and ***print*** Admission Ticket. (If you did not receive an Admission Ticket, contact customer service at 1-866-902-5922)
7. Twenty-four (24) hours prior to testing date, look for updates on the TE<sub>x</sub>ES/ETS website ([www.tx.nesinc.com](http://www.tx.nesinc.com)) and review ***Important Information*** on the Admission Ticket.

## TAKING THE TE<sub>x</sub>ES

- Preparing for the TE<sub>x</sub>ES:
  - Class Materials for PPR
  - School of Education Website- TE<sub>x</sub>ES Information – Study Materials
  - TE<sub>x</sub>ES Preparation manual
  - Take the SOE Canvas Quizzes.
- Taking the TE<sub>x</sub>ES
  - ***Print*** Admission Ticket
  - Arrive Early! (Late arrivals are not admitted)
  - **Have TWO forms of identification. The TE<sub>x</sub>ES registration bulletin describes “Proper Identification”.**
  - Leave cell phone in the car! Violation of this rule will lead to dismissal from testing site.
  - Watches are not allowed in the testing centers.

# IT'S TIME TO GET CERTIFIED.....

## ...so, what do I do??

1. First make sure you are eligible for certification:
  - a. Your degree has been posted or *will be* posted in a few weeks;
  - b. You have taken and passed the required certification exams;
  - c. You have not only successfully completed clinical teaching, but you have also successfully completed the seminar.
2. You have completed the application for certification (the yellow sheet).
3. Go to the TEA site—<http://tea.texas.gov>—and click on **TEAL Login** in the top blue banner. From there, follow the directions to apply for your new certificate. Be sure to follow the **University route** rather than alternative or master teacher route. You are applying for a **Standard** teaching certificate.
4. When you have completed your degree, submitted all of the paperwork, and you have passed your required exam, the Office of Educator Certification will recommend you for your new certificate. It is important to note that you *must* apply at the TEA website, and our office *must* have the required paperwork—the yellow application form—in order to recommend you for your new certificate. Also remember, the Certification Office cannot recommend you for certification until grades are posted and degrees are granted, which can be two-three weeks after the graduation ceremony. These two links will answer your questions and give you step-by-step instructions:

<https://www.utt Tyler.edu/educpsych/certifications/apply.php>  
<https://www.utt Tyler.edu/educpsych/certifications/initialcert.php>

5. **REMINDER FOR ALL:** Once you are a certified teacher ( you have received your virtual certificate), you may take other classroom certification exams without permission to test.

## UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

**Texas Education Standards:** The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

### Texas Educator Standards

#### Title 19: Chapter 149, Subchapter AA

##### Rule: 149.1001

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

**(1) Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.**

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problemsolving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

**(2) Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.**

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

**(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.**

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

**(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.**

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

**(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.**

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

**(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.**

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).



- (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
- (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

## **InTASC PROGRAM STANDARDS**

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model in which new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

### **Standard #1: Learner Development (students in general)**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*Texas Educator Standards: 1.2, 2.1, 2.2, 2.3, 4.1*

### **Standard #2: Learning Differences (individual students)**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*Texas Educator Standards: 1.3, 2.1, 2.2, 2.3, 4.1*

### **Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*Texas Educator Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4*

### **Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

*Texas Educator Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2*

### **Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*Texas Educator Standards: 1.5, 3.2, 3.3*

### **Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

*Texas Educator Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2*

### **Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*Texas Educator Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4*

### **Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep

understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*Texas Educator Standards: 1.4, 1.5, 1.6, 5.4*

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*Texas Educator Standards: 3.2, 3.3, 6.1, 6.2, 6.4*

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Texas Educator Standards: 6.3, 6.4*

**Standard #11: Technology**

The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.

*Texas Educator Standards: 1.5*

**Teacher Ethics:** The School of Education is committed to producing highly ethical educators for the K-12 students of Texas. Our program interweaves the Code of Ethics and Standard Practices for Texas Educators throughout our program.

***Code of Ethics and Standard Practices for Texas Educators***

***Texas Administrative Code***

<b>TITLE 19</b>	EDUCATION
<b>PART 7</b>	STATE BOARD FOR EDUCATOR CERTIFICATION
<b>CHAPTER 247</b>	EDUCATORS' CODE OF ETHICS
<b>RULE §247.1</b>	<i><b>Purpose and Scope; Definitions</b></i>

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- (a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.
- (b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and

others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

**Source Note:** *The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242*

## **Code of Ethics and Standard Practices for Texas Educators**

### ***Texas Administrative Code***

<b>TITLE 19</b>	EDUCATION
<b>PART 7</b>	STATE BOARD FOR EDUCATOR CERTIFICATION
<b>CHAPTER 247</b>	EDUCATORS' CODE OF ETHICS
<b>RULE §247.2</b>	<b><i>Purpose and Scope; Definitions</i></b>

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#### ***(b) Enforceable Standards.***

##### **(1) Professional Ethical Conduct, Practices and Performance.**

(A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

(G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) **Standard 1.10** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

**(2) Ethical Conduct Toward Professional Colleagues.**

(A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

**(3) Ethical Conduct Toward Students.**

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and

- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

## **SCHOOL OF EDUCATION SOCIAL MEDIA POLICY**

Social media is an important part of our society. All school districts in Texas are required by law to have a section of policy related to social media and how you, the educator, can appropriately use social media. As described in most Texas school district policies, “Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail, Web logs (blogs), electronic forums and chat rooms, video-sharing Web sites, editorial comments posted on the Internet, and social media sites. Electronic media also includes all forms of telecommunication, such as landlines, cell phones, and Web-based applications.” (TASB template policy)

The University of Texas at Tyler’s School of Education faculty encourage students to embrace social media for collaborating, learning, and sharing with others. Social media can support professional and personal development. You may be asked to participate in social media as part of your coursework. You must view this as part of your professional identity. You might even consider creating a separate professional account(s) as you engage in these activities. As you do this, it is critical that you think as a professional educator as you engage in these assignments. To assist you in your thinking, the School of Education has compiled some guidelines for using social media:

### **Maintaining a High Level of Professionalism:**

- ☐ Follow all University Policies for Student Conduct (see <http://www.uttyler.edu/mopp/documents/8Student%20Conduct%20and%20Discipline.pdf>)
- ☐ Understand what you post will reflect upon the School of Education, The University of Texas at Tyler, all educators, and yourself.
- ☐ Be respectful toward others and use ethical judgment.
- ☐ Do not post material that is threatening, harassing, illegal, obscene, defamatory, libelous or hostile toward any individual or entity.
- ☐ Make sure that anything you post can be verified and is relevant to the assignment.

### **Posting of Images and Artifacts:**

- ☐ You may not post images of children that you observe or work with during your field experiences/clinical teaching. Remember there are important privacy laws that educators must follow.
- ☐ You should not post a picture of someone other than yourself on a social media website without the written permission from the individual.

- ☐ When using social media for school related assignments, you are not to post information that specifically endorses a commercial product, service or entity.
- ☐ When using social media for school related assignments, you should not endorse political or religious candidates, groups, or affiliations.

**Maintain Confidentiality:**

- ☐ Do not post confidential or proprietary information.
- ☐ Do not discuss a situation involving named or pictured individuals on a social media site without their permission. Remember as an educator you must uphold federal privacy laws (FERPA) and state educator requirements (Educator Code of Conduct).

*If you violate the School of Education social media guidelines, a disposition will immediately be generated.* As noted in the Student Handbook on Dismissal from the School of Education, multiple violations could result in you being dismissed from the School of Education. Being professional and ethical related to the use of social media is an extremely serious matter to the School of Education, The University of Texas at Tyler, school districts, and the Texas Education Agency.

Social media, by design, is not private. You are always representing the teaching profession, UT Tyler, the School of Education – but most importantly, you are representing yourself. Strive to be a professional educator of the highest quality.



# THE UNIVERSITY OF TEXAS AT TYLER

3900 University Boulevard • Tyler, TX 75799 • (903) 566-7133

COLLEGE OF EDUCATION  
AND PSYCHOLOGY

School of Education

As part of my orientation, I, \_\_\_\_\_, affirm the following:

I have read and received instruction on the **Texas Educator Standards** and will follow these standards as I work as a pre-service and in-service teacher.

I have read the **Code of Ethics and Standards of Practice for Texas Educators** and will follow these standards as I work as a pre-service and in-service teacher.

I have read the **School of Education Social Media Policy** and will follow these standards as I work as a pre-service teacher.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date



The University of Texas at Tyler  
School of Education  
3900 University Blvd.  
Tyler, Texas 75799  
Phone: 903-566-7133

#### PHOTOGRAPHY/VIDEO/VOICE RELEASE

All photographers taking photographs on University property or of University events must obtain a signed release form from any student, faculty member, staff person, or member of the public who is visibly recognizable in the photograph prior to making any commercial use of such photograph. Crowd scenes where no single person is the dominant feature are exempt. These rules govern photographs intended for use in any University publication of a marketing or a public relations nature, such as newsletters, brochures, viewbooks, promotional items, or other such material. Releases also must be obtained for photographs used on the web. These rules are not in effect when photographs are taken of news events, but photographs taken for news purposes require a release for reuse in marketing materials.

#### Photo Release:

I hereby consent to and authorize the use and reproduction by you as a representative of The University of Texas at Tyler School of Education, or anyone authorized by you, of any and all photographs/video/voice which you have taken of myself, for use by The University of Texas at Tyler School of Education for the purpose of documenting School of Education events and accomplishments, advertising or marketing promotions in the forms of print/electronic/outdoor advertising, multimedia presentations, publications and/or promotional items.

This authorization is valid until I have completed by degree or until I have revoked permission. To revoke permission, please contact the School of Education Director or Assistant Director.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

## **Due Process**

Due process is a process by which the student is guaranteed fair and equitable treatment. He/she has a means to rectify problems that have occurred.

### ***Step 1: Dispositions Concern Form***

When a teacher candidate receives notice that an instructor has a concern related to a disposition, he/she will meet with the instructor who made the observation. In this meeting, the instructor will describe the behaviors or dispositions observed that caused concern. The candidate and the instructor will discuss the behavior(s) and using the dispositions concern form will develop a written plan to correct the problem and set a tentative date for a follow up meeting. The dispositions concern form will be placed in the teacher candidate's confidential file and a copy will be provided to the School of Education Director.

### ***Step 2: Follow-up***

The teacher candidate and instructor may meet to follow-up on the initial disposition concerns form. If the problem has been resolved, the instructor may inform the student that the follow up meeting is not necessary. However, if the problem is not corrected according to the plan developed in Step 1, the candidate and instructor will meet again and to review the behaviors or dispositions that still need remediation, and the discussion and follow up form will be forwarded to the Phase Team Disposition committee, a committee made up of the candidate's instructors. The School of Education Director will be informed of the status of the disposition.

### ***Step 3: Phase Team Disposition Meeting***

The Phase instructors will meet and will provide an opportunity for the instructor to describe the behaviors or dispositions that are causing concern. The teacher candidate has an opportunity to articulate any mitigating information that may impact the decision to be made. The candidate and the committee will then develop a written remedial plan to correct the problem. This plan will be placed in the teacher candidate's confidential file and the School of Education Director informed.

### ***Step 4: Final Phase Team Disposition Meeting***

If insufficient progress is made in the remediation plan, the candidate will be called to meet with a committee made up of the Director of the School of Education, the phase instructors, and if necessary, the Chair of the Committee on Students. This is the final step of remediation. Again, the problem is described. The teacher candidate has the opportunity to explain his/her actions (or inactions). The remediation plan developed at this point is the final opportunity for the teacher candidate. If satisfactory progress, as determined by the committee, is not made toward remediation, the candidate can be removed from the program indefinitely, be suspended from all SOE programs for one year, or be required to attend counseling to address the specific concern outlined.

### ***Reentry to Program:***

Dismissal from the program may be determined as final or corrective, *i.e.*, the committee may determine that the reason for dismissal is one that cannot or should not be remediated.

In some cases, the committee may determine that a candidate may be allowed to reenter the program at a later date. If this is the case, the committee will state the conditions for reentry. The candidate understands that in the case of a concern related to the original reason for dismissal, the due process will begin with Step 3. If the concern expressed is not related to the original concern, the due process will begin with Step 1.

## **Appeals Protocol**

### *Program Decision Appeals:*

If a student wishes to challenge a program decision, the following protocol should be followed.

1. Initially, the student should speak with the education advisor. This conference should reflect professional behaviors at all times, and an attempt is made to reach an understanding.
2. If the student is not satisfied with the outcome of the advisor/student meeting, the student may appeal to the Director of the School of Education.
3. If the student is not satisfied with the outcome of the Director/student meeting, the student may appeal to the College of Education and Psychology's Committee on Students. Needed forms may be found on the School of Education website. The student should follow the Appeal Process for the Committee on Students.
4. If the student is not satisfied with the outcome of the Committee on Students decision, the student is entitled to take his/her appeal to the Dean of the College of Education (BEP 223).

### *Academic Appeals:*

If a student wishes to challenge an academic decision, the following protocol should be followed.

1. Initially, the student should speak with the instructor. This conference should reflect professional behaviors at all times, and an attempt is made to reach an understanding. If the appeal is for a final grade for a course, the student should complete The University of Texas at Tyler's Grade Appeal Form.
2. If the student is not satisfied with the outcome of the instructor/student meeting, the student may appeal to the Director of the School of Education. All supporting materials should be provided to the Director.
3. If the student is not satisfied with the outcome of the Director/student meeting, the student may appeal to the College of Education and Psychology's Committee on Students. The student should follow the Appeal Process for the Committee on Students.

4. If this outcome is not satisfactory, the student is entitled to take his/her appeal to the Dean of the College of Education (BEP 223).

\*The following forms can be found on the School of Education website (<http://www.uttyler.edu/education/studentresources.php>) in the Current Student Resources section.

1. Guidelines for Appeals:
2. Appeal Form
3. Supporting Documents Form

## **PROFESSIONAL BEHAVIORS, DISPOSITIONS, and ACADEMIC EXPECTATIONS**

The School of Education acknowledges the importance in teacher preparation of academic rigor resulting in candidates who are knowledgeable in the content they are preparing to teach. However, in addition to content knowledge, the SOE recognizes that content knowledge is not enough to make a candidate worthy of recommendation for teacher certification. Candidates should also demonstrate their understanding and practice of the dispositions identified by the School of Education. The SOE knows that effective teachers must have content knowledge and demonstrate the characteristics and behaviors embodied in the identified dispositions.

As a professional program, the School of Education reserves the right to recommend or not recommend teacher candidates for certification. If all criteria are not met satisfactorily, teacher candidates may be denied admission into the School of Education and/or denied the opportunity to clinical teach. Without admission into the School of Education, successful completion of all coursework, and clinical experiences, including clinical teaching or its equivalent, the university cannot recommend teacher candidates for Texas teacher certification.

Throughout the Secondary/All-Level program, the importance of ethical and professional behaviors along with academic expectations will be emphasized.

### **The Disposition Process**

1. Throughout each semester the instructors will evaluate the teacher candidates with whom they have interfaced according to the dispositions, behavior and academic expectations.
2. The instructor will meet with any teacher candidate about whom he/she has a concern, discuss the problem, and develop a plan to correct or remediate. The student who is notified of a concern is required to participate in the process. Non-participation does not invalidate the process. The student may still be recommended for remediation without his/her participation in the remediation plan. A copy of the disposition will be given to the Director of the School of Education. The forms for the Disposition process can be found on the School of Education website.
3. The instructor may schedule a follow-up meeting to discuss continuing concern. The Phase team will be notified of the concern and will schedule a meeting with the

candidate. A plan for remediation is determined collaboratively among the instructors and the student, and it is filed in the SOE Advisor's office.

4. A third notice of concern results in a meeting with the Phase Team instructors and the Director of the School of Education. This is the final step in the process. Failure to remediate after this meeting may result in dismissal from the program.

**NOTE:** If a problem occurs that is severe in nature, the process will begin with the third step: meeting with the Phase Team instructors and the Director of the School of Education.

## **REQUIREMENTS, EXPECTATIONS, PROTOCOLS, AND DISPOSITIONS**

### ***Requirements***

- *Maintain GPA requirements.*
  - For teacher certification, it is required that all grades leading to a degree and/or teacher certification be at least a "C".
  - The School of Education requires a professional development GPA of at least 2.5 with no grade below a "C".
  - A cumulative GPA of 2.5 for all courses leading to a degree and/or teacher certification is required.
- *Academic Integrity.* The teacher candidate demonstrates honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for ideas of others; providing proper citation of source materials; not supporting and reporting academic dishonesty by others; and adhering to the profession's Code of Ethics. Academic integrity is expected in all learning environments (face-to-face, online, and in clinical field experiences).
- *Attendance.* The teacher candidate is expected to have a very high percentage (98-100%) attendance rate for each course. Attendance is critical to active and engaged learning.

### ***Expectations***

- *Attendance and Engagement*
  - Attendance is a reflection of one's professionalism. Readiness for class and punctuality are expected at all times. Be proactive in your preparation for class.
  - Attendance and active engagement are critical for success in the program.
  - Active engagement and participation is expected of all students throughout each class session (face-to-face and online).
  - Students are expected to arrive for class on time and remain for the full class. For online and hybrid courses, students are expected to login to the Canvas course consistently and be actively engaged in the online/hybrid environment.
  - When in clinical experiences, the same consideration to professors, campus teachers, students, and colleagues is expected.
- Complete course assignments in a professional manner and within timelines designated by the instructor.

- Demonstrate effective communication skills. The teacher candidate demonstrates written and oral skills expected of an education professional that shows the ability to comprehend information and communicate ideas and feelings effectively.
  1. *Written:* Writes clearly, uses correct grammar and spelling. Demonstrates professional level skills in written English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.
  2. *Oral:* Communicates effectively with other students, faculty, staff, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates professional level skills in spoken English to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

### ***Protocols***

Protocols provide us guidance in how to interact and talk with each other. The following provide you with insight on the culture of acceptable behavior within all School of Education and school environments. The following provides you with proper School of Education etiquette.

- Academic administrators (deans, department chairs, etc.) and most of your instructors have a doctorate in their fields of study. It is appropriate to address them as “Dr. \_\_\_\_\_”. Some of your instructors have master’s degrees. They may be addressed as “Mr. \_\_\_\_\_” or “Ms. \_\_\_\_\_”. It is never appropriate to address a professor or instructor by his/her first name.
- Equally important is the way staff members (administrative assistants, coordinators, etc.) are addressed. They, too, should be addressed with the appropriate respectful title (“Mr. \_\_\_\_\_” or “Ms. \_\_\_\_\_”) rather than by his/her first name.
- With the advent of technology, we find that we are always in touch with our social network; however, all cell phones, PDA’s, and other communication devices should be turned off while in class. To do otherwise is discourteous to your instructor and your fellow classmates. Computers in the classroom should only be used to take notes or to do instructor-directed tasks. Surfing the web, communicating with others, or playing games are all discourteous activities and may result in a negative consequence.
- When the candidate has a concern or needs assistance, he/she should contact the instructor to make an appointment. As a rule, this meeting will result in a satisfactory solution. However, if the concern is with the individual, the teacher candidate should be aware of the “chain-of-command”, and in the case of an unsatisfactory result, make an appointment with the person’s immediate supervisor.
- The teacher candidate should recognize his/her transition into a profession and reflect professional behaviors at all times.

## *Dispositions*

Dispositions are the professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. Such behaviors support student learning and development and are consistent with ideas of fairness and the belief that all students can learn.

### *Demonstrate professional responsibility*

- Being present, punctual and prepared for professional and academic activities.
- Maintaining confidentiality of student records and private communications.
- Being involved in professional development activities.
- Committing to being a lifelong learner and reflective practitioner.
- Maintaining professional competence.
- Meeting obligations to employer, students, and parents.
- Using self-reflection to improve performance.

### *Foster collegiality*

- Responding constructively to evaluations by supervisors and others making appropriate corrections to address legitimate concerns.
- Using positive conflict resolution techniques.
- Maintaining positive working relationships with fellow candidates.
- Collaborating with colleagues to improve student achievement.
- Showing respect for fellow students, faculty and staff.
- Actively participating in meetings and conferences.
- Assisting others when necessary.

### *Embrace diversity*

- Adapting instruction to individual differences.
- Demonstrating that diversity in the classroom and society is a strength.
- Instructing with lessons that counteract negative stereotypes and bigotry.
- Providing students with access to varying points of view.
- Using language that meets professional standards and is not demeaning or harmful to any individual or group.

### *Demonstrate commitment to learning*

- Creating a learning environment that enables students to fulfill their potential.
- Being an advocate for all learners.
- Adapting instruction to “best practices.”
- Displaying creativity to enhance the instructional process.

### *Maintain professional and personal integrity*

- Adhering to the UTT honesty code.
- Maintaining ethical and legal behaviors in interactions with others.
- Adhering to the Code of Ethics and Standard Practices for Texas Educators.
- Maintaining professional relationships.

### ***Faculty Expectations***

Just as you need to know our expectations for teacher candidates, you should be aware of expectations of the faculty. The faculty of the School of Education are dedicated to the success of their students. Faculty are expected to clearly communicate with students in a polite, professional, and respectful manner, diligently work to facilitate learning, and provide prompt and meaningful feedback. In addition to their goal of effectively preparing teachers for the PK-12 schools in Texas, faculty members at UT Tyler are also expected to do research, publish, and participate in professional service. Their participation in these areas at the local, state, and national levels helps them make scholarly contributions to the educational field.

### **DISMISSAL FROM PROGRAM**

The following may be cause for dismissal from the teacher certification program in the School of Education. This list is not finite.

1. Failing a course 3 times
2. Repeated plagiarism/cheating
3. Failure to comply with disposition remediation
4. Unethical behavior
5. Poor performance in the field.
6. Excessive number of dispositions

### **COMPLAINT POLICY TO THE TEXAS EDUCATION AGENCY**

To register a complaint about the Initial Teacher Education program at The University of Texas at Tyler, please follow the formal complaint policy process. You can find this policy posted on the calendar bulletin board next to the CAL in BEP. The policy is also available online at <http://www.uttyler.edu/education/files/Complaint%20Policy%20for%20SOE%20EPP.pdf>.



## ***Military Service Credit and Workforce Credit***

The School of Education follows The University of Texas at Tyler's policy for Military Service Credit and Workforce Credit, as follows:

### **Military Service Credit**

Per HB 269, U.S. Military Veterans who meet the eligibility requirements below may elect to receive up to 12 undergraduate credit hours of physical education towards elective course requirements for their undergraduate degree.

The Military Service Credit option is available to Veterans who have met the following requirements:

1. Graduated from a public or private high school, accredited by a generally recognized accrediting organization or from a high school operated by the United States Department of Defense.
2. Honorably discharged former member of the armed forces of the United States
3. Completed a minimum of two years of service in the armed services or was discharged because of a disability.

The awarding of credit is irrevocable (I.e., cannot be removed from transcript once awarded). Therefore, in deciding whether to claim this credit, students should consider, in consultation with an academic advisor, the impact of the credit on their eligibility for a tuition rebate and the possibility that they will be ineligible for Texas BOnTime loan forgiveness if they have excess credit.

To have the credit awarded, students must complete a Military Service Credit Agreement form and provide proof of eligibility as noted on that document. Signatures from the student's academic advisor and department chair are required. Once processed (and approved), the appropriate amount of elective credit will be added to the student's official academic record effective the date of approval.

In addition to credits granted under HB 269, U.S. Military Veterans may request additional credits be awarded based upon review of official documentation of military service-related training or coursework. Accepted sources of documentation include Joint Services Transcripts and American Council on Education (ACE) evaluations.

To request a review, students must complete a Military Service Credit Evaluation form in conjunction with their Academic Advisor(s) and the Chair of the academic department offering their major, each of whom must approve all credit recommendations. Any requests for credits applicable toward the Core Curriculum will be subject to review and approval by the Office of the Registrar.

Credits from regionally accredited institutions such as the Community College of the Air Force are not reviewed under this policy. Such credits are assessed per standard transfer credit policies and procedures.

### ***Workforce Credit***

Any baccalaureate degree in its entirety will be viewed and evaluated as a single degree; and if courses are transferred, they must meet transfer-level quality accreditation standards. Vocational, technical, and/or Workforce Education (WECM) courses that are "not intended for transfer", will be used only in applied baccalaureate degrees, unless it is demonstrated, through evaluations by academically qualified professionals, and in accordance with appropriate policy and procedures for each non-applied baccalaureate degree program, that there are comparable course content and comparable learning outcomes and ensure that courses rise above the level of basic skills and constitute more than a training experience.

# **IMPORTANT CONTACTS AND WEBSITES**

## **Advising Office** – Ms. Lisa Dempsey

- ⇒ BEP 247J
- ⇒ 903-566-7022
- ⇒ Email: [ldempsey@uttyler.edu](mailto:ldempsey@uttyler.edu)
- ⇒ Website: [www.uttyler.edu/education/undergraduate/advising](http://www.uttyler.edu/education/undergraduate/advising)

## **Clinical Experiences Office** –

Mrs. Cynthia Sherman, Coordinator  
Mrs. Deb Ellis, Administrative Assistant

- ⇒ BEP 247G
- ⇒ 903-566-7012
- ⇒ Email: [csherman@uttyler.edu](mailto:csherman@uttyler.edu)  
[dellis@uttyler.edu](mailto:dellis@uttyler.edu)

## **Certification Office** –

Ms. Virginia Fender, Director

- ⇒ BEP 247 H Mrs. Cindy Sprayberry, Administrative Assistant
- ⇒ 903-566-7053
- ⇒ Email: [gfender@uttyler.edu](mailto:gfender@uttyler.edu)
- ⇒ Email: [csprayberry@uttyler.edu](mailto:csprayberry@uttyler.edu)
- ⇒ Website: <http://www.uttyler.edu/education> > Certification

## **School of Education Office** – Dr. Frank Dykes, Interim Director

- ⇒ BEP 247
- ⇒ 903-565-5772
- ⇒ Email: [fdykes@uttyler.edu](mailto:fdykes@uttyler.edu)
- ⇒ Website: <http://www.uttyler.edu/education>

## **College of Education and Psychology** – Dr. Wes Hickey Dean

- ⇒ BEP 223
- ⇒ Email: [whickey@uttyler.edu](mailto:whickey@uttyler.edu)
- ⇒ Website: <http://www.uttyler.edu/educpsych/>

## **Technology Support Office**

- ⇒ [itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu)

## **Texas Education Agency** – <http://www.tea.texas.gov>

- LiveChat: [https://tg.custhelp.com/app/chat/chat\\_launch](https://tg.custhelp.com/app/chat/chat_launch) > Educator Certification > Contact Educator Certification. You can also email TEA from this page.

## UT TYLER & SOE RESOURCES

CTL	Curriculum and Technology Lab, BEP 205, 903-566-7286. The CTL provides a resource center of materials, manipulatives, technology, and tools for students' use in planning and implementing lesson plans.
Computer labs	Computer labs are available in the HPR 134 and BEP 248, the Business building, and the Library. Check the schedules for hours of accessibility.
Curriculum library	Located on the first floor of the main library. The Curriculum Library is stocked with textbooks currently being used in the Texas Public Schools.
ITSupport	The University's office that provides support and training to use the technology. For assistance from this office, email <a href="mailto:itsupport@patriots.uttyler.edu">itsupport@patriots.uttyler.edu</a> .
Facebook	<a href="http://www.facebook.com/UTTylerSOE">http://www.facebook.com/UTTylerSOE</a>
Library	Located on Campus Drive, the Muntz Library is open throughout the semester. Check the website for library hours: <a href="http://library.uttyler.edu/">http://library.uttyler.edu/</a>
SBEC	State Board for Educator Certification: website— <a href="http://www.tea.texas.gov">http://www.tea.texas.gov</a>
Student Counseling Center	UTT's Student Counseling Center assists students who are experiencing difficulties related to stress and anxiety, learning strategies, coping skills, etc. The center is located in UC 3171 (903-566-7254).
TEA	Texas Education Agency: <a href="http://www.tea.texas.gov">http://www.tea.texas.gov</a>
TEXES Preparation Manuals	These may be found at <a href="http://www.texas.ets.org/">http://www.texas.ets.org/</a> . It is recommended that the candidate download the appropriate manuals for the certification being sought. Each candidate needs the appropriate PPR and the appropriate content exam.
Writing Center	Located in BUS 202. The center is committed to assisting students in improving their written communication. Check the website for Center hours. <a href="http://www.uttyler.edu/writingcenter">http://www.uttyler.edu/writingcenter</a>