EDUC 3313.001: Integrating Arts and Movement
Semester: Fall, 2014
Day and Time: M W F -9:05-10:00 a.m.
Location: HPR 135
Instructor: Priscilla Gilpin, M.Ed.
Office: BEP 244
Office Hours: Monday 9:30-12:30 and Wed. by appointment only.
Email: pgilpin@uttyler.edu (best method to contact instructor)

Course Description:
This class is designed to give an overview of current theory and practice of an integrated arts and physical education curriculum for elementary classroom teaching. Subject matter will include teaching with, about, in, and through the arts and physical education. Students will explore elements of the arts and physical education and incorporate these elements into exercises and lessons appropriate for the elementary classroom.

Student Learning Outcomes and Assessments: No Key Assessments

<table>
<thead>
<tr>
<th>Outcome: The Learner will:</th>
<th>Standard</th>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the characteristics of creative thinking in young children.</td>
<td>04</td>
<td>Classroom activity</td>
<td></td>
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<tr>
<td>Understands children learn differently, multiple intelligences, learning styles.</td>
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<td>Classroom activity</td>
<td></td>
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<td></td>
<td></td>
<td>Exam</td>
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<tr>
<td>Understand how creative activities build critical thinking.</td>
<td>02</td>
<td>Reading/Reflection Assignments</td>
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<tr>
<td>Understands state standards (EC-6) on process oriented, creative, open-ended activities and materials in art, drama, music, physical education and movement that meet the needs of diverse learners in the classroom and allows for differentiation of learning.</td>
<td>03</td>
<td>Activity Plans/File</td>
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<td>Story with Props / Health/Physical Education activities</td>
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<td>Exam</td>
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<tr>
<td>Use research, theory, professional resources, state standards, and curriculum guides to plan for learning and learning environments that facilitate</td>
<td>01</td>
<td>Classroom activities / outside assignments</td>
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</tbody>
</table>
creativity in the areas of art, drama, music, physical education and movement.

Develop instructional goals, objectives, and assessments that address creativity in the areas of art, drama, music, physical education and movement according to developmentally appropriate practice guidelines.

Create classroom environments of respect and rapport that fosters a positive climate for learning, equality, and excellence.

Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies and actively engage students in the learning process.

Evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

**Course Objectives:**

- To imbue future elementary educators with an understanding and appreciation of the Arts and PE, which they will in turn convey to their own students.
- To explore and experiment, with the aim of creating strategies for elementary teaching which build upon rather than stifle the natural creativity of children.
- To help the student identify her or his own areas of creativity, and to use these strengths in teaching.
- To acquaint the future teacher with traits commonly found among creative individuals.
- To encourage the use of elements of the Arts in teaching across the curriculum.
- To increase self-awareness and comfort with artistic and creative expression in teacher candidates.
• To increase teacher candidates understanding of the connection between creative and critical thinking.
• To understand and demonstrate connections among the arts and between the arts, other subjects matter and disciplines.
• Practice collaborative learning, questioning and problem solving through project-based experiential learning.
• Practice the arts and Physical Education as a tool for holistic experiential learning in a variety of subjects.
• Demonstrate an understanding of multiple intelligences in relationship to artistic and kinesthetic practice.
• Acquaint teacher candidates with TEKS in art, music, movement and physical education.
• Access local and national art and PE resources.

Evaluation and Grading:

1. Performance is accessed through the creation of a portfolio that includes course activities, instructor evaluations, and reflective statements. Class participation, professionalism, and quizzes will also be used for assessment purposes.

2. Actively and enthusiastically participate in class discussions and small group activities. You will begin the semester with all points assigned. If I notice repeated tardiness, lack of responsiveness in class, disrespectful attitude, etc., points will be deducted.

Course Evaluation:

<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>100</td>
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<tr>
<td>50</td>
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<td>150</td>
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<td>75</td>
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<tr>
<td>100</td>
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<tr>
<td>100</td>
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</tbody>
</table>

700 points TOTAL
Grading is based on your accumulated score as a percent of the total cumulative score available based on the following formula.

\[
\frac{\text{Total points you accumulated}}{\text{Maximum points possible (700)}} \times 100 = \% \\
\]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>90 to 100% = A</td>
<td>80 to 89% = B</td>
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<tr>
<td>70 to 79% = C</td>
<td>60 to 69% = D</td>
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<tr>
<td>59 &amp; Less = F</td>
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</tbody>
</table>

Keep track of your scores for the course through Blackboard’s Student Tools folder.
* Grades below a C do not count toward a certification.
Teaching Strategies:
The teaching strategies used in this course will be lecture utilizing power point slides, collaborative work groups in application activities, discussion groups, and videos.

Required Text, Materials/Supplies, and Related Readings


A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Policies:

Attendance Policy: Attendance is essential. Points are earned on in-class activities. Three absences will result in a 25 point deduction to your final grade. Arriving late or leaving early can also be unprofessional and distracting; therefore, two such events will be counted as an absence. Please refer to the link on Dispositions: http://www.utttyler.edu/education/documents/Dispositions.pdf

Preparation: Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor. The assigned materials are to be read before coming to class, allowing you to be prepared to participate fully. Exam questions will be taken from assigned reading material, presentations, and classroom discussions.

Participation: This class is a hands-on class that promotes active learning. It is very important that you attend each session. It is important that we listen and learn from each other; therefore, full and active participation is required as we create a community of learners. You are expected to add depth to discussions at each meeting. Lack of participation gives the appearance of lack of interest and/or preparation. Participation points may also be given during class at the instructor’s discretion. Activities cannot be made up if you are absent, unless specified by the instructor.

Written Assignments: Teachers must speak and write effectively; therefore, all written assignments must be in good form: check spelling, proofread, and staple or paper clip pages. Points may be deducted for inappropriate content and form. Typed work is expected unless otherwise specified. It is generally recommended that students keep photocopies of work turned in.
**Timeliness:** Complete all assignments by the due date listed on the Tentative Course Calendar. All assignments handed in past that date will result in a deduction of points.

**Cell Phone:** Cell phones are only to be utilized to research topics or ideas that will enhance student learning in EDUC 3313. Please discuss emergency circumstances with the instructor before class. Points may be deducted from your grade if this is not followed.

**Computers:** Computers may only be utilized in class for access to the text, power points, or class assignment ideas for EDUC 3313, only. Points may be deducted from your grade if this is not followed.

**Concerns:** Should problems or concerns arise it is your responsibility to solicit help. This is done before problems affect your grade, not afterwards.

**Assignments:**

1. **Reading/Reflection Assignments (5@10 points each)**

   Read and reflect on textbook readings and handouts given in class. You will be required to read all chapter assignments prior coming to class. You will be required to reflect on 5 assigned readings. These readings will include specific chapters in the Isenberg book, articles, or websites that pertain to the current topic. You are to bring your reflection to class or submit through Blackboard. The reflections should be typed, 1 to 2 pages, doubled spaced with 12” font. No reflections will be accepted late. In order to earn the 10 points, you will need to reflect a clear and precise understanding of the topic.

2. **Class Discussion questions: (5@10 points each)**

   There will be discussion questions to answer on specific chapters that have been assigned. You will answer these questions independently and with your group. In order to earn the 10 points, you will need to reflect a clear and precise understanding of the topic.

3. **Small Group Activities:**

   Each group will choose one area of creativity or physical education to present to the class. Student will bring materials necessary to do the activity with small groups of students. Be prepared for the number of students in the class. Bring a handout for each student written per specifications. Must be presented on the due date or will receive a grade no greater than 70. An example will be given in class by the instructor. There will be a peer evaluation with this.

4. **Class Assignments:**

   There will be five graded classroom activities. **During class an assignment will be given to the group to be completed and presented to the class. Students will be graded on PARTICIPATION, ENTHUSIASM, TEAMWORK, AND CREATIVITY!! You have to be present in class in order to receive these points. You will not be allowed to make these activities up.**
4. **Quizzes/ Reflection**
   There will be 5 quizzes = 20 points each, given throughout the semester and one final reflection = 50 points.

5. **Story with Props:**
   Students will be required to ACTIVELY present on story with at least 5 props based on a children’s book. A detailed outline will be provided.

6. **Arts and Physical Education Activity File:**
   Compile a file box of art activities that can integrated into content areas, and physical education activities for elementary aged children that can be integrated into each of the content areas. You will have 2 activities for each area, one for grades K-2 and one for grades 3-6.

**TOTAL OF 28 ACTIVITIES.**

A. Creative Visual Arts - divider
   1. Crayons, markers, pencils, chalk, pens
   2. Paint, watercolors
   3. Sculpting
   4. Fabric/Weaving
   5. Printmaking
   6. Collage

B. Drama
   1. Puppetry
   2. Role playing

C. Dance
   1. Movement with objects
   2. Movement with music
D. Music and movement

1. Whole group activities

2. Transition activities – can include rhymes, music and movement, brain challenges, chants, question of the day, ideas for early finisher.

E. Physical Education: Whole group activities which include:

1. Movement related to a skill development (movement patterns)

2. Aerobic activities

All borrowed materials must be returned or an “Incomplete” will be reported to the university. If you receive an “I” please note that it will convert to “F” in time if the materials are not returned.

Topical Outline:

**EDEC 3313.001: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES**

**Tentative Schedule Fall 2014, MWF: 9:05-10:00 a.m.**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/Class Activities</th>
<th>Reading Assignments due!</th>
</tr>
</thead>
</table>
| 8-25 M | Introductions
Review Syllabus                                                                 |                          |
| 8-27 W | Getting to Know You!
Chapter 1 /Power point and discussion.
*Understanding Children’s Creative Thought and Expression* | Chapter 1 in Isenberg |
| 8-29 F | *Continued: Understanding Children’s Creative Thought and Expression*
Building activity                                                                 |                          |
| 9-3 W | Presentation of work!                                                                    |                          |
| 9-5 W | Promoting Creativity;
The Concept of Creativity                                   | Chapter 1-2 Mayesky       |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>9-8</td>
<td>Concept of Creativity</td>
<td>Chapters 3-4</td>
</tr>
<tr>
<td></td>
<td><strong>Class Activity #1</strong> (painting)</td>
<td></td>
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<tr>
<td>9-10</td>
<td>Finish Painting Activity</td>
<td>Mayesky 3-4</td>
</tr>
<tr>
<td></td>
<td><strong>Mayesky</strong></td>
<td><strong>Presentation of Work</strong></td>
</tr>
<tr>
<td>9-12</td>
<td><strong>On-line Website</strong></td>
<td></td>
</tr>
<tr>
<td>9-15</td>
<td>Children, Teachers, and Creative Activities</td>
<td><strong>Assignment #1 due</strong></td>
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<tr>
<td></td>
<td>(Mayesky 5)</td>
<td></td>
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<tr>
<td></td>
<td>Sign up sheet for Small Group Activities</td>
<td>This One’s for you!</td>
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<td></td>
<td></td>
<td>Choose website to bring to class and share</td>
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<td></td>
<td></td>
<td>Mayesky 5</td>
</tr>
<tr>
<td>9-17</td>
<td><strong>Class Activity #2 Developmental levels of Art</strong></td>
<td>Mayesky 12,13</td>
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<td></td>
<td><strong>Art in Nature</strong></td>
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<tr>
<td>9-19</td>
<td><strong>Class Activity #2 continued</strong></td>
<td>Mayesky 8 and 12</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>9-22</td>
<td>Promoting children’s art/ group art activity. Reggio Emilia</td>
<td>Read Isenberg (3)</td>
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<tr>
<td>9-24</td>
<td>Small Group Presentations (Creative Visual Arts)</td>
<td>Isenberg Chapter 10 Assignment #2 due</td>
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<td>Reflection on hand out Open-Ended Materials</td>
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<td></td>
<td></td>
<td>7 principles</td>
</tr>
<tr>
<td>9-26</td>
<td>QUIZ on Chapters Isenberg and main concepts from Mayesky chapters.</td>
<td>On-line</td>
</tr>
<tr>
<td>9-29</td>
<td>Creative Thought and Expression Project Work</td>
<td>Isenberg 6</td>
</tr>
<tr>
<td>10-1</td>
<td>Project work continues</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>10-3 F</td>
<td>Presentation of Project</td>
<td></td>
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</tbody>
</table>
| 10-6 M | Creative language experiences  
Class Activity #3, Poetry  
Bring favorite children’s poem to class. Mayesky 18, |
| 10-8 W | Poetry continued |
| 10-10 F | Quiz # 2 On-line |
| 10-13 M | Small Group Presentation (Music and Movement)  
Activities related to Music and Movement.  
Chapter 4 Isenberg/Chapter 17 (M) Assignment #3 due Page 193 |
| 10-15 W | Music and Movement Activities continued  
Small Group Presentation(Dance)  
Class discussion questions |
<p>| 10-17 F | On-line assignment |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-20</td>
<td>Chapter 5 - Isenberg/ PP</td>
<td></td>
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<tr>
<td>10-22</td>
<td><strong>Small Group Presentation (Drama)</strong></td>
<td>Assignment #4 due; Isenberg 5–Drama Isenberg, Pg. 237. Answer questions #2 and #3.</td>
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<tr>
<td></td>
<td>Class Discussion</td>
<td></td>
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<td>10-24</td>
<td><strong>TABLEAU</strong></td>
<td>Chapter 15 (M)</td>
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<tr>
<td>10-27</td>
<td><strong>Small Group Presentation (Health/ Physical Education</strong></td>
<td>Mayesky 23</td>
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<td>Class Activity #4 Health and Safety</td>
<td></td>
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<td></td>
<td>Sign up for SWP</td>
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<tr>
<td>10-29</td>
<td>Health/ Physical Education continued..</td>
<td>Mayesky 9 and 23</td>
</tr>
<tr>
<td></td>
<td>Share the website and explain how you could integrate the activity/activities into your classroom curriculum</td>
<td>Assignment #5 due Website on P.E. Bring to class (10 points)</td>
</tr>
<tr>
<td>10-31</td>
<td><strong>Quiz #3</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>On-line assignment</strong></td>
<td></td>
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<tr>
<td>11-3</td>
<td>Chapter 9 (I) and chapter 6 (M) in class. Video clip in class.</td>
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<td></td>
<td>Outdoor environments/ classroom environment</td>
<td></td>
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<tr>
<td>11-5</td>
<td><strong>Classroom environment continued. Article Review</strong></td>
<td>Read Chapters 9(I), 6 (M) Bring classroom design</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Chapter/Source</td>
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<tr>
<td>11-7 F</td>
<td><strong>On-line assignment</strong> / Creative Social Studies</td>
<td>Mayesky 22</td>
</tr>
</tbody>
</table>
| 11-10 M | #1 Story with props  
TEKS/Assessing the Creative Process | Chapter 7 (Isenberg)                |
|        | Class Activity                                                           |                                     |
| 11-12 W | 2 Story with Props                                                       | Chapter 7                           |
|        | Class Activity / Assessment                                              |                                     |
| 11-14 F | Quiz # 4  
On-line assignment                                                 |                                     |
| 11-17 M | # 3 Story with props  
Class Activity # 5 Creative Mathematics                               | Mayesky 20                          |
|        | #4 Story with Props  
Math activity completed  
Activity File Due!!                                                       | Mayesky 20                          |
| 11-21 F | #5 Story with Props                                                       |                                     |
| 12-1 M  | #6 Story with Props                                                       |                                     |
| 12-3 W  | Creative Science  
Activity File Due!!                                           | Mayesky 19                          |
| 12-5 F  | Quiz # 5  
Creative Multicultural Curriculum ideas.  
Class Activity  
Children’s Creative Work in Diverse Families and Communities |                                     |
| 12-8 M  | STUDY DAY                                                                |                                     |
Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For fall 2014, the Census Date is Sept. 8.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (September 8) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu
Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. 

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: 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. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19  EDUCA TION
PART 7  STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247  EDUCATORS’ CODE OF ETHICS
RULE §247.2  Purpose and Scope; Definitions

(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

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 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—new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

**Standard #1: Learner Development**
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.

**Standard #2: Learning Differences**
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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.