It is my desire that each of you profits from this course. Please contact me via e-mail or phone or meet with me during office hours if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

I. Course Description
A study of instructional techniques for use with learners with moderate/ severe disabilities. Addresses assessment and instructional methods, accommodations, adaptations, strategies, and materials appropriate for teaching individuals with exceptionalities in a variety of educational settings. Includes field and practicum experiences. Prerequisite: EDUC 2301 (previously EDSP 4350).

II. Student Learning Outcomes & Assessments
The following student learning outcomes are aligned with the standards as delineated by the Interstate New Teacher Assessment Standards Consortium (INTASC).

III. Student Learning Outcomes & Assessments

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>INTASC Principles</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the conclusion of this course, the student will be able to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate knowledge of special education as a system of service delivery, major legislation governing the delivery of services and the historical and legal background of the education of students with severe / multiple disabilities.</td>
<td>4, 5</td>
<td>Test, class discussion, chapter assignments</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of technical definitions, types, characteristics, causes, and prevalence of severe /</td>
<td>4, 5</td>
<td>Test, class discussion, chapter assignments</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>INTASC Principles</td>
<td>Assessment</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>At the conclusion of this course, the student will be able to</td>
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<tr>
<td>multiple disabilities.</td>
<td></td>
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</tr>
<tr>
<td>3. Exhibit an understanding of methods of assessment for the purpose of classification, educational planning and evaluation of individuals with severe/multiple disabilities including those from diverse ethnic and language groups.</td>
<td>4-7</td>
<td>Tests, class discussion, chapter assignments, chapter assignments, tests</td>
</tr>
<tr>
<td>4. Demonstrate an understanding of specialized safety measures, positioning, and body mechanics.</td>
<td>4, 5</td>
<td>Class assignments, tests</td>
</tr>
</tbody>
</table>
| 5. Demonstrate knowledge of the Scope and Sequence in Curriculum Planning for students with severe and multiple disabilities, analyze individual needs, and apply knowledge to the following areas:  
  - functional academic skills  
  - communication skills  
  - behavioral/self-help skills  
  - social/emotional development | 4-7               | Chapter assignments, chapter assignments, chapter assignments             |
| 6. Demonstrate knowledge in linking various types of assessment outcomes (formal, informal, TAKS) to the planning and delivery of educational services for individuals with severe/multiple disabilities and to communicate those plans to others. | 6                 | Tests, chapter assignments, chapter assignments, chapter assignments      |
| 7. Demonstrate ability to develop and use an Assessment–Based IEPs, lesson plans, modifications and instructional materials appropriate for students with severe and multiple disabilities | 6-8               | Tests, chapter assignments, chapter assignments                           |
| 8. Develop knowledge of and the ability to apply and use instructional methods and specific learning strategies, accommodations, modifications and adaptations of materials and environments, assistive/adaptive technology (including augmentative communication) in a continuum of educational placements. | 6-8               | Tests, chapter assignments, chapter assignments                           |
| 9. Demonstrate an understanding of (a) the principles of applied behavior analysis, including functional behavior analysis, as related to students with severe and multiple disabilities and (b) ability to implement behavioral control based on proven practices for managing self-stimulatory or self-injurious behaviors. | 1-5               | Tests, chapter assignments                                                |
| 10. Demonstrate an understanding of various school environments for serving students with low incidents including mental retardation and emotional/behavioral disorders with focus on strategies for serving students in inclusive environments. | 4-7               | Tests, class discussions, chapter assignments                            |
| 11. Develop an understanding of factors relevant in early identification of children with severe disabilities, services and educational programming related to post school outcomes, including life-skill instruction, and transitions across the life span for students with severe and multiple disabilities | 6-8               | Tests, class discussions, chapter assignments / group presentations       |
| 12. Exhibit an awareness of factors affecting collaborative                        | 10                | Tests, class                                                               |
Learning Objectives

At the conclusion of this course, the student will be able to

<table>
<thead>
<tr>
<th>Relationships between teachers, related service personnel, and families, particularly cultural factors and demonstrate strategies for building productive collaborative relationships.</th>
<th>INTASC Principles</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>discussions, chapter assignments</td>
</tr>
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</table>

13. Demonstrate an understanding of data based decision-making for determining student progress.

14. Develop a proclivity for advocating for individuals with severe and multiple disabilities and their families.

| | 1-6 | Tests, chapter assignments |
| | 10 | Tests, class discussions, chapter assignments |

IV. Evaluation and Grading

Students will be assessed according to the stated objectives in this syllabus including: written work, exams, discussions, projects and presentations.

Summary of Course Assignments: Maximum Points

| Attendance & Participation Required |
|---|---|
| In-Class/Online Activities | 100 points |
| Unscheduled Assessments (5 x 25 points) | 125 points |
| Exams (2 x 100 points) | 200 points |
| Video Reflection | 25 points |
| Social Story | 25 points |
| IEP Project | 50 points |
| Group Presentations | 75 points |

Total Points Available 600 points

Grading is based on your accumulated score as a percent of the total cumulative score available.

Grading Rubric:

<table>
<thead>
<tr>
<th>A (90-100%)</th>
<th>B (80-89%)</th>
<th>C (70-79%)</th>
<th>D (60-69%)</th>
<th>F (less than 60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Earned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum Points x 100 = Final Grade</td>
<td></td>
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</tr>
</tbody>
</table>
Course Assignments

1. Course Attendance and Participation

Attendance. Your attendance and participation are important and required to do well in this course. Students are expected to come to class and be well prepared to engage in scholarly discussion on the day’s scheduled subject matter. A student will not be able to do well in the class without prompt and regular attendance. You must sign in before class begins. An attendance sheet is at the front of the classroom. Attendance will again be taken following our classroom break.

Class attendance and participation is expected. Arriving late or leaving early is considered an absence. If you are absent on the day an assignment is due, you are still expected to submit the assignment on time (e.g., via email or through another student). Points will be deducted from the final grade due to absences. Students will not be penalized for religious holidays (see University Policies). Absences will be treated as follows:

1 Absence = No Point Loss
2 Absences = 10 Point Deduction* Must schedule conference after 2nd absence
3 Absences = 25 Point Deduction
4 Absences = 40 Point Deduction

2. In-Class Activities – 100 maximum points

Throughout the semester, you will be expected to participate with your peers in class activities. These activities are extensions of the topic being discussed during the class session. You must be present during class to receive these points. No extra credit will be awarded to make up these points. Due Date: Unscheduled

3. Unscheduled Assessments (5 x 25=125 points):

During our class session short pop quizzes will be given sometime during the class period. These short quizzes will be unannounced to provide you the opportunity to demonstrate your understanding of the assigned readings for the day or from the class discussion from the previous class period. As Pop Quizzes are unscheduled and intended to probe your preparation for the class students WILL NOT be allowed to make-up missed items. This includes assessments that are already started when you arrive in class-so be on time

4. Exams (2 x 100):

Page 4 of 18
These are intended to measure student comprehension of course material (lectures, handouts, class discussions, and assigned readings). See Course Schedule for exam dates.

5. **Video Reflections (25 points)**

During the semester, you will view videos which highlight individuals with severe and profound disabilities. You will write a two page reflection on the videos. Specific reflection guidelines will be presented prior to the assignment. **Due Date: See Schedule Page**

6. **Social Story: 25 points maximum**

You will create a social story to address a specific problem behavior. See Appendix B for specific directions for creating a social story. **Due Date: See Schedule Page**

7. **IEP Project: 25 points maximum**

You will create a standards-based IEP for a student who demonstrates a significant disability. **Due Date: See schedule page**

8. **Group Presentations: 75 points maximum**

Your group will prepare and present the important information from a selected chapter in the book to present to the class. This will include a Power Point presentation and an activity.

V. **Teaching Strategies**

The following instructional strategies will be employed during this class:

- Lecture, multimedia, and simulations
- Demonstration and case studies
- Cooperative learning
- Written assignments

VI. **Related Field Experiences**

Supervised field experience is not required for this class.

VII. **Required Text and Related Readings**

**Required Texts**


**NOTE:** 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.

**VIII. Code of Conduct**

- Please see section 2.098 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct. It is the responsibility of the student to bring to the instructor’s attention any question, misunderstanding or confusion he/she has concerning classroom policy or course requirements BEFORE an adverse effect on student’s grade results.

**Course Policies:**

- **Attendance.** Your attendance and participation are important and required to do well in this course. Students are expected to come to class and be well prepared to engage in scholarly discussion on the day’s scheduled subject matter. A student will not be able to do well in the class without prompt and regular attendance. Class attendance and participation is expected. Arriving late or leaving early is considered an absence. If you are absent on the day an assignment is due, you are still expected to submit the assignment on time (e.g., via email or through another student). Points will be deducted from the final grade due to absences. Students will not be penalized for religious holidays (see policy below). Absences will be treated as follows:

  1 Absence = No Point Loss
  2 Absences = 10 Point Deduction* Must schedule conference after 2nd absence
  3 Absences = 25 Point Deduction
  4 Absences = 40 Point Deduction

- **Make/Up exam.** There will be NO make/up activities or exams for this course unless absence is due to an emergency. Students are expected to submit relevant documentation (e.g. doctor’s note, funeral notice, tow-truck receipt, etc.) when requesting a make/up activity.

- **Written Assignments.** Written assignments MUST be typed using double spaced lines and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.
Type assignments in an easily-readable 12 point (e.g. Times New Roman, Helevicta, Tahoma)

Late Assignments (turning in after due date) Assignments are due at the beginning of class. Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 50%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.

- **Academic Dishonesty.** To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another’s work as one’s own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabi.

- **Blackboard:** Students will access class notes, assignments, grades and course information through Blackboard 8. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Blackboard. Students are expected to regularly check blackboard for updates and to download any class handouts. Please refer to [http://www.blackboard.uttyler.edu](http://www.blackboard.uttyler.edu) for more information.

  - **Cell Phone / Pager / PDA / Blackberry usage:** Cell phones, pagers, etc., are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phone or other electronic communication devices during exams is prohibited. *Text messaging should be done before or after class!*

  - **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degradin
g
terminology will not be tolerated. In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic”.

- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website:
www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDSP 4269 will adhere to and demonstrate these teacher candidate dispositions at all times.

Safe Zone

The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment.

IX Topical Outline:
See Class Schedule (last page of syllabi) for a tentative schedule and due dates for all assignments.

Final Exam: April 27th.

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

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://www.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 Spring 2015, the Census Date is January 26th.) 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 (January 26th) 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  
EDUCATION

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

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**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 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice 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 Teacher Practice Standards: 1.5*
The School of Education has worked out an agreement with Certify Teacher to provide you with additional online TExES preparation resources for your content area(s) and the PPR TExES exams for a minimal cost. Certify Teacher provides online support in many ways: test taking tips, two different types of study modes, exam modes, flashcards and more. This program evens times your work in the session so you can earn a certificate documenting your six hours of TExES Preparation.

We have worked out an agreement with Certify Teacher where you get a greatly reduced rate (over 50% off) to access resources for your content area and the PPR. (With this reduced pricing, your cost for most tests will be $25 per test.) Here are the steps to get access to the Certify Teacher Materials.

How Does It Work?
1. Go to http://www.certifyteacher.com
2. Select the study guide you need* – make sure to select the online version option – access is granted every 30-35 days up to three years or until you receive a passing grade from the state. You just have to click on your renew button to continue your access to the tests for which you select.
3. Select Login under the Apply Promo Code option in the My Shopping Cart page
4. You will be asked to create an account – make sure to create an account using your patriots.uttyler.edu email address – the promo code will not work for any other e-mail.
5. Enter the Promo Code TYLER4728 when prompted. The price will drop to the discount price after that.
6. Select Accept in the Six Clock-Hours Requirement window for your promo code to be validated.
   Note: If you do not agree to have your name added to the Control Panel by clicking Accept to the Six Clock-Hours Requirement, you will not get the discounted price. This is also how they track your time so you can get the certificate showing that you have completed six hours of TExES preparation.
7. Complete the purchase transaction by providing your credit card information. You will be able to access your online readiness review solution seconds after the purchase transaction is complete
8. When you’re ready, click the Online Practice Exams tab at the top of the home page to access your solution. You will be able to study from any computer, iPad or mobile device connected to the Internet.

*Study guides are available for: Math 4 – 8, Science 4 – 8, ELAR 7(8)-12; History 7(8)-12, Science 7(8)-12, Educational Diagnostician, ESL-Supplement, PE EC-12, Special Education EC-12, Music EC-12, EC-6 Generalist, Math 7(8)-12, PPR, and the Bilingual Target Language Proficient Test-Spanish (download option only).
You will still have access to all the resources that the School of Education provides. You can find this on our TExES Information webpage (http://www.uttyler.edu/education/texes/index.php). This is just another additional resource available to you at a very economical price.

Appendix A

Social Story

Objective: The learner will create a social story to address a specific problem behavior.

Directions:

1. Identify the problem behavior you wish to address (e.g., compliance, stealing, following directions, transitions to PE/Music, etc)

2. Using the directions for creating a social story (see below), create a social story addressing the problem behavior or social situation identified.

Social Stories

A Social Story is a tool for teaching social skills to children with autism and related disabilities. Social stories provide an individual with accurate information about those situations that he/she might find difficult or confusing. The situation is described in detail and focus is given to a few key points:

- The important social cue.
- The events and reactions the individual might expect to occur in the situation.
- The actions or reactions that might be expected of him, and why.

The goal of the social story is to increase the individual’s understanding of, make him more comfortable in, and possibly suggest some appropriate responses for the situation in question.

Directions for Writing a Social Story

1. Determine the problem behavior/social situation one wishes to focus on.
2. Write a behavioral objective for the student with regards to the targeted behavior.
3. Write the social story in first-person, present-tense while providing the student with as much information about a social situation as possible.
4. Four types of sentences are used to present this information in a Social Story.
   a. Descriptive sentences objectively address the “wh” questions: where the situation takes place, who is involved, what they are doing and why they may be doing it.
   b. Perspective sentences give a peek into the minds of those involved in the story: they provide details about the emotions and thoughts of others.
   c. Directive sentences suggest desired responses tailored to the individual.
d. *Control sentences* are authored by the student himself as something of a mnemonic device—a sentence to help him remember the story or deal with the situation. These are not used in every story and are typically used only with fairly high functioning students.

See next page for an example of a social story

**Sitting on the Carpet**

*(Social Story)*

Sometimes our class sits on the carpet. *(descriptive)* We sit on the carpet and listen to stories and for group lessons. *(descriptive)* My friends are trying hard to listen so they can enjoy the story or learn from the lessons. *(perspective)* It can be hard for them to listen if someone is noisy or not sitting still. *(descriptive)* I will try to sit still and stay quiet during our time on the carpet.

*(descriptive)*

Wallin, 2006
### Class Schedule

**EDUC 3356**

*(Tentative Schedule – subject to announced changes)*

Refer to Blackboard for additional reading requirements or changes to the following course calendar.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 12</td>
<td>Course Overview/Introduction Syllabus Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 19</td>
<td>Dr. Martin Luther King, Jr. Holiday</td>
<td></td>
<td></td>
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<tr>
<td>Jan 26</td>
<td>Overview</td>
<td>Read Chapter 1</td>
<td></td>
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<tr>
<td>Feb 2</td>
<td><strong>ONLINE</strong> Standards-Based Individual Education Plans</td>
<td>Read Chapter 3</td>
<td>Online Assignment</td>
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<tr>
<td>Feb 9</td>
<td>Evidenced Based Practices</td>
<td>Read Chapter 4</td>
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<tr>
<td>Feb 16</td>
<td><strong>ONLINE</strong> Sensory, Physical, and Health Care Needs</td>
<td>Read Chapter 10</td>
<td>Online Assignment</td>
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<tr>
<td>Feb 23</td>
<td><strong>Group Presentation</strong> Communication Skills</td>
<td>Read Chapter 11</td>
<td><strong>Video Reflection Due</strong></td>
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<tr>
<td>March 2</td>
<td><strong>ONLINE</strong> EXAM I (Chapters 1, 3-4, 10-11)</td>
<td></td>
<td>Online Assignment</td>
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<tr>
<td>March 9</td>
<td>SPRING BREAK</td>
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<td>NO ASSIGNMENTS</td>
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<tr>
<td>March 16</td>
<td><strong>Group Presentation</strong> Alternate Assessment</td>
<td>Read Chapter 2</td>
<td>Guest Speaker</td>
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<tr>
<td>March 23</td>
<td><strong>Group Presentation</strong> Social Skills and Positive Behavioral Supports</td>
<td>Read Chapter 12</td>
<td>Online Assignment</td>
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<td>March 30</td>
<td><strong>ONLINE</strong></td>
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<td>April 6</td>
<td><strong>Group Presentation</strong> Personal and Daily Living Skills</td>
<td>Read Chapter 13</td>
<td><strong>Social Story Due</strong></td>
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<td>April 13</td>
<td><strong>ONLINE</strong> Community and Job Skills</td>
<td>Read Chapter 14</td>
<td>Online Assignment</td>
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<tr>
<td>April 20</td>
<td><strong>Group Presentation</strong> Literacy and Comprehension</td>
<td>Read Chapters 5-6</td>
<td>IEP PROJECT DUE</td>
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<tr>
<td>April 27</td>
<td><strong>ONLINE</strong> Final Exam</td>
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