The University of Texas at Tyler
EDUC 4057.001
Spring, 2015

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Phone: 903.566.7175
Best contact: email
Office hours: by appointment

Student Teaching Seminar Dates, Times, and Location

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, January 5, 2015</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Ornelas Activity Center</td>
</tr>
<tr>
<td>Tuesday, January 6, 2015</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Ornelas Activity Center</td>
</tr>
<tr>
<td>Wednesday, January 7, 2015</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Ornelas Activity Center</td>
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<tr>
<td>Thursday, January 8, 2015</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Ornelas Activity Center</td>
</tr>
<tr>
<td>Friday, January 9, 2015 *</td>
<td>9:00 a.m. – 4:00 p.m.</td>
<td>HPR 134 – Secondary/All-Level and STEP students only</td>
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<tr>
<td>Secondary/All-Level Students only</td>
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<tr>
<td>Wednesday, February 4, 2015</td>
<td>6:00 – 8:00 p.m.</td>
<td>Ornelas Activity Center</td>
</tr>
<tr>
<td>Monday, March 2, 2015</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Ornelas Activity Center</td>
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<tr>
<td>Thursday, April 2, 2015</td>
<td>6:00 - 8:00 p.m.</td>
<td>Ornelas Activity Center</td>
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<tr>
<td>Thursday, April 30, 2015</td>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Ornelas Activity Center</td>
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</table>

NOTE 1: The last date to drop/withdraw from classes is March 23rd.
NOTE 2: Required Technology Training for Secondary and All-Level Students and STEP Students: Friday, January 9th from 9:00 – 4:00 in HPR 134. Dr. Chip Fischer will be teaching this session.

Catalog Course Description: Student Teaching Seminar: Demonstration of synthesis of the preservice teacher’s knowledge and skills through reflective activities, review of learner-centered proficiencies, review of certification competencies, study skills, and test-taking skills. A culminating experience that prepares students for the required State exams. CR/NC only. Co-requisites: enrollment in student teaching, internship or EDUC 4058.

Related Field Experiences: Student teaching is the culminating field experience. The student teacher seminar provides the foundation for this experience and offers support to reach the ultimate goal of teacher certification and obtaining a teaching position. The students have opportunities to discuss challenges and success through seminar meetings. Students are required to complete approximately 600 hours of fieldwork in an assigned classroom. Students are evaluated by a university supervisor as well as the cooperating teacher/mentor using the Clinical Observation Rubric (COR).

Course Objectives and Assessments

<table>
<thead>
<tr>
<th>Learning Outcome Description</th>
<th>InTASC Standard(s) Addressed</th>
<th>Assessment</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the semester, the student will:</td>
<td>1,6,7,8, 9, 10</td>
<td>*Practice PPR or TExES PPR</td>
<td>*TExES PPR score of 240</td>
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<tr>
<td></td>
<td>knowledge and skills</td>
<td></td>
<td>or greater or Practice PPR score of 80 or greater (EDUC 4057, certification only)</td>
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<tr>
<td>2</td>
<td>Demonstrate knowledge of special needs, learning styles, and student characteristics and be able to adapt teaching and instructional materials for diverse populations</td>
<td>1,2,3,4,8, 9, 10</td>
<td>*Practice PPR or TExES PPR * Clinical Observation Rubric (COR – EDUC 4640) *TeXES PPR score of 240 or greater or Practice PPR score of 80 or greater (EDUC 4057, certification only) *Clinical Observation Rubric (EDUC 4640)</td>
</tr>
<tr>
<td>3</td>
<td>Evaluate classroom management techniques/practices for use in the classroom</td>
<td>2, 3, 5, 9, 10</td>
<td>*Practice PPR or TExES PPR * Clinical Observation Rubric (COR – EDUC 4640) * Seminar Case Studies *TeXES PPR score of 240 or greater or Practice PPR score of 80 or greater (EDUC 4057, certification only) *Clinical Observation Rubric (EDUC 4640)</td>
</tr>
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<td>4</td>
<td>Demonstrate the ability to integrate technology to enhance teaching and learning</td>
<td>3,4,7,8</td>
<td>*Portfolio: lesson plans and/or activities (EDUC 4057) *Portfolio (EDUC 4057)</td>
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<tr>
<td>5</td>
<td>Demonstrate knowledge of learner-centered proficiencies, certification competencies, study skills, and test-tasking skills.</td>
<td>1,3,6,8</td>
<td>*Practice PPR or TExES PPR *TeXES PPR score of 240 or greater of Practice</td>
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<tr>
<td>6</td>
<td>Demonstrates an ability 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.</td>
<td>5</td>
<td>*Portfolio: lesson plans and/or activities (EDUC 4057) *Portfolio (EDUC 4057)</td>
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**Topical Outline for EDUC 4057:** The Student Teaching Seminar in conjunction with student teaching or internship will cover the following topics:

- **Expectations of Student Teaching**
  - Get questions such as: How many times will I be observed? By whom? For how long? How do I know my mentor teacher is qualified? And more!
- **Classroom Management**
- **Student Engagement**
- **Making Assessment Meaningful for Students and Teachers**
- **Ethical Behaviors and Responsibilities – Code of Ethics and Standard Practices for Texas Educators**
- **Getting A Job and First Year Teaching Information**
  - Exploring the Job Market in Texas
- **School Law and Mental Health Training (SB 460)**
- **Texas Assessment and Accountability Systems**
  - STAAR
  - PDAS – T-TESS
  - New Texas Teacher Standards
Preparing for the Job Market

Evaluation and Grading:

Credit (CR) for EDUC 4057: Student Teaching Seminar is earned through meeting all of the following:

- Passing score on all assignments
- Completion of 6 hours of TExES preparation (can be face-to-face or online, must have documentation of attendance)
- Pass TExES PPR with 240. NOTE: We certainly encourage you to take the Practice PPR so you will know what the test is like. However, remember that only passing the “real” TExES PPR will count toward your certification. We do not advise you to focus your energies on the Practice PPR.
- All assignments completed at an appropriate proficiency level
- Professional participation (punctual, on task, contributing to the seminar)
- **Full attendance in seminar. You are expected to attend ALL sessions of seminar.** There are NO “free” absences in student teaching seminar. All absences will have to be made up at a later time.
- Submitting weekly student teaching journals to your university supervisor.

No Credit (NC) for EDUC 4057: Student Teaching Seminar is earned if one of the following is true:

- Failing score on an assignment
- Assignments are not completed at an appropriate proficiency level
- Failure to complete 6 hours of TExES preparation
- Failure to pass TExES PPR with 240
- Display of unprofessional participation
- Absences in student teaching seminar that were not made up as determined by Dr. Swain.
- Insufficient number of days in student teaching
- Dismissal from student teaching
- Failure to consistently submit student teaching journals to your university supervisor.
- Unprofessional behavior in seminar or schools.

**NOTE:** A grade of No Credit will delay your certification but NOT your graduation from UT Tyler. You WILL NOT be able to get a teaching job without certification though. Certification matters in teaching!!!!

Teaching Strategies Used
Various teaching strategies will be used in the Student Teaching Seminars. These include but are not limited to: group activities, discussion, reflection, lectures, case studies, and role-playing.

Assignments:
Throughout this student teaching seminar, you will be evaluated based on your:

- Active, engaged, and appropriate participation in groups for all activities. Some of these activities count as graded assignments.
- Ability to meet criteria for all assignments
- Rationale and Artifacts for Program (InTASC) Standards for Portfolio
- Cover Letter and Resume
- Completion of TEA Ethics Videos and assessments

Throughout your student teaching experience (EDUC 4640), you will be evaluated based on:
• Teaching: Preparation of lesson plans, teaching the identified concepts, evaluating the effectiveness of lesson plans using students’ learning as one data point, professional behaviors, and collaboration with peers, supervisor, faculty, administration and parents.
• Weekly reflections/journals

You will be given details about each assignment in EDUC 4057 and/or by your University Supervisor.

Here is a brief description of the MAJOR assignments/tasks you will engage in during the Student Teaching Seminar and Student Teaching Experience this semester.

Weekly Journal Reflections: Your University Supervisor will let you know the deadline for your weekly reflection in student teaching. This MUST be submitted to your University Supervisor on time. Do not underestimate the importance of this assignment.

Resume and Cover Letter: The resume and cover letter are often the first impression a principal or hiring committee will have of you. It needs to present you in the best light as a professional educator. For this task, you will create and refine your cover letter and resume.

Rationale and Artifacts Reflecting the SOE Program Standards: You will find an example of how you meet the SOE Program Standards, which are the InTASC standards. [Note: Your supervisor might refer to these standards as your SLOs (student learning outcomes) but we are talking about the 11 SOE Program Standards.]

TEA Ethics Videos: You will watch a series of videos on ethical situations for teachers and complete assessments on the videos. We will also discuss various ethical dilemmas in seminar.

Case Studies of Classroom Management and Ethical Dilemmas that Teachers Face – in these activities, you will discuss how you might handle various classroom management and ethical scenarios. We will use different protocols to discuss the scenarios and then debrief as a large group.

Teaching: Throughout the semester, you will be responsible for teaching the students in your assigned classroom(s). Teaching involves planning the lessons based on student needs and curriculum guides for the grade and subject, teaching the lessons using strategies that will motivate students and demonstrate the relevance of the concept to students’ lives, evaluating the success of the lesson both in terms of students’ learning and self-reflection of the methods used and the goals achieved. Your University Supervisor will assist in guiding the teaching schedule appropriately and conduct observations of your teaching.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1st Rationale and Artifact for Standards</td>
<td>Friday, January 9th by midnight</td>
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<tr>
<td>TEA Ethics Videos</td>
<td>Friday, January 16th by midnight</td>
</tr>
<tr>
<td>2nd Rationale and Artifact for Standards</td>
<td>Friday, January 23rd by midnight</td>
</tr>
<tr>
<td>3rd and 4th Rationale and Artifact for Standards</td>
<td>Friday, January 30th by midnight</td>
</tr>
<tr>
<td>Cover Letter and Resume</td>
<td>Friday, February 13th by midnight</td>
</tr>
<tr>
<td>5th and 6th Rationale and Artifact for Standards</td>
<td>Friday, February 27th by midnight</td>
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<tr>
<td>7th, 8th, 9th Rationale and Artifact for Standards</td>
<td>Friday, March 27th by midnight</td>
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<tr>
<td>10th and 11th Rationale and Artifact for Standards</td>
<td>Friday, April 10th by midnight</td>
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<tr>
<td>Journal Entries to Supervisors</td>
<td>Weekly (Supervisor will give due dates)</td>
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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

COURSE POLICIES

Act professionally, respectful, and with honor. You represent the teaching profession. You never get to “stop” being a teacher to be a student, a parent, etc. You are ALWAYS a teacher and represent the teaching profession.

Email/Blackboard Announcements: You will be notified at various times/dates during the semester with needed information. It is very important and your responsibility to check your UT Tyler email, the Education Clinical Experiences Organization and the Education Testing and Certification Organization in Blackboard©, and the EDUC 4057 Blackboard on a regular basis. It is suggested that you do this at least weekly.

Attendance: You are required to attend ALL seminar sessions. There are no “excused” absences from student teaching seminar. You will be required to make up all absences in student teaching seminar. If something does come up that will cause you to miss seminar, you must contact me immediately. If you have a question, please contact me. If you are ever going to miss student teaching, you must notify your university supervisor and mentor teacher in advance.

Academic Etiquette: Please be sure to silence your cell phone and other communication devices and use them as appropriate during class or when requested by the instructor. It is critical to maintain a respectful teaching and learning environment that is conducive to collaboration, cooperation, and learning. To do so, we must demonstrate courtesy to one another and to speakers and presenters in our class. Talking to one’s neighbors, chronic lateness, and leaving class early are inherently disruptive and thus, adversely affecting the rights of others to learn. Therefore, it is unacceptable.

All work must be submitted by the due dates indicated by your instructor, your supervisor, and/or your cooperating teacher.
All written work is expected to be of the highest scholarly level. You are not only representing yourself as a professional educator but also the teaching profession, the School of Education at The University of Texas at Tyler, your school, and the school district in which you are student teaching.

You want to be very careful of errors in spelling, grammar, punctuation, and word choice as poor choices will result in an unsatisfactory grade. In addition, as a teacher you will be observed by your students, administration, peers, and the parents and community. Thus, you are expected to model high quality work at all times, including all of your writing opportunities – notes on papers, notes sent to parents, email, etc. For this reason, all written materials should reflect the highest possible standards.

If you want assistance in improving your writing, please consider using The Writing Center located in BUS 202. The Writing Center (http://www.uttyler.edu/writingcenter) provides professional writing tutoring for all students in all disciplines. For appointments, call 903.565.5995. You may also come to me for assistance if you would like.

Participation: You are expected to demonstrate the highest level of professionalism in your class participation as judged by your instructor’s expectations. The highest level of participation means you often contribute constructive comments and questions that expand and enrich our class discussions and activities. Participation does not include long conversations that are off-track, self-focused, or distract from presentations, discussions, etc.

Plagiarism and/or Collusion: Submission of another’s work as one’s own, unauthorized collaboration with another in preparing academic assignments offered for credit, or a violation of any section of the rules on scholastic dishonesty will result in a failing grade (NC) for the semester. Remember when planning lessons and activities, give credit for ideas obtained online or from others. Later in this syllabus is a clear description of plagiarism and/or collusion.

Things to Remember During Your Student Teaching

- Teacher candidates take their assigned school’s holidays—not The University of Texas at Tyler holidays.
- Professionalism cannot be overstated. While on your assigned school campus, it includes but is not limited to:
  - Dress
  - Behavior
  - Respect
  - Preparedness
  - Flexibility
  - Enthusiasm
  - Professional collaboration skills
  - Confidentiality
  - Being a team player
  - Timeliness
- While at The University of Texas at Tyler for EDUC 4057, it includes, but is not limited to:
  - Participation
  - Respect
  - Flexibility
  - Dress – consider the visiting speakers, such as principals and other professionals

NOTE: This syllabus is subject to change at the instructor’s discretion. If that occurs, you will be notified by email and via Blackboard.

Other Helpful Information and Dates Related to TExES exams:
Contact Ms. Hansen (bhansen@uttyler.edu) for additional information on TExES preparation.
Remember you must have completed six (6) hours of TExES Preparation in order to graduate. This is Texas Administrative Code—not a UT Tyler requirement. UT Tyler has face-to-face sessions and you can also participate in online options through T-CERT (http://pact.tarleton.edu/tcert/). There are also great resources for test preparation in the T-CERT website.

PPR Prep Sessions at UT Tyler Dates:
* January 15th from 4:30 – 7:30
* February 12th from 4:30 – 7:30
* March 19th from 4:30 – 7:30
* April 16th from 4:30 – 7:30
* May 7th from 4:30 – 7:30

You can also take Practice Exams (PPR) on the following dates. Remember that you must register for the Practice PPR by 5 p.m. on the Tuesday before the Saturday Practice Exam.
* January 17th from 9:00 a.m. – 1:00 p.m.
* February 21st from 9:00 a.m. – 1:00 p.m.
* March 21st from 9:00 a.m. – 1:00 p.m.
* April 18th from 9:00 a.m. – 1:00 p.m.
* May 9th from 9:00 a.m. – 1:00 p.m.

We also have another way for you to prepare for TExES exams. This is with Certify Teacher.

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.uttler.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.ttyler.edu/education/texes/index.php). This is just another additional resource available to you at a very economical price.

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.ttyler.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.ttyler.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.

(iii) “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.

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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