EDUC 5303
Applied Learning Theories
Fall 2018, Online

Instructor: Christopher L. Thomas, Ph.D.
Office: BEP 212C
Office Hours: Tuesday and Thursday 8:00 – 9:30 am (& by appointment)
Email: cthomas@uttyler.edu (Best way to contact me)
Phone: (903)-566-7171

COURSE DESCRIPTION:
This course will provide the learner with an overview of major contemporary approaches to the study of human learning. The focus of the course will be the linkage between theory and educational practice.

STUDENT LEARNING OUTCOMES:
After completion of this course, students will be able to:

1. Understand, compare, critique, and apply key theories of learning and development.
2. Understand, synthesize, and apply key constructs in cognition and motivation.
3. Identify, understand, and use individual difference and contextual factors to promote student learning.
4. Analyze and develop classroom scenarios that apply components of key theories of learning and development to promote student learning

Required Student Resources:

Textbook:

Schunk, D. H. (2016). *Learning Theories: An Educational Perspective (7th Ed).* Columbus, OH: Pearson.

ISBN-13: 978-0-13-359975-5
ISBN-10: 0-13-359972-8

Available from the UTT bookstore or online.

Additional Readings:

Baddeley, A. (2012). Working memory: theories, models, and controversies. *Annual review of psychology*, *63*, 1-29.

Chinn, C. A., & Brewer, W. F. (1993). The role of anomalous data in knowledge acquisition: A theoretical framework and implications for science instruction. *Review of educational research*, *63*(1), 1-49.

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, *14*(1), 4-58.

Graham, S., & Weiner, B. (1996). Theories and principles of motivation. In D. C. Berliner & R. C. Calfee (Eds.). Handbook of Educational Psychology (pp. 63 – 84). New York: Simon & Schuster Macmillian

Mayer, R. E. (2009). Constructivism as a theory of learning versus constructivism as a prescription for instruction. In S. Tobias & T. M. Duffy (Eds.). *Constructivist instruction: Success or failure* (pp. 184 – 200). New York: Routledge

Mayer, R. E., & Moreno, R. (2003). 9 ways to reduce cognitive load in multimedia learning. *Educational Psychologist, 38,* 43 – 52.

Moreno, R., & Mayer, R. E. (2010). Techniques that increase generative processing in multimedia learning: Open questions for cognitive load research. *Cognitive load theory*, 153-177.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological science in the public interest*, *9*(3), 105-119.

Rescorla, R. A. (1988). Pavlovian conditioning: It's not what you think it is. *American Psychologist, 43,* 151 – 160.

Van Merrienboer, J. J., & Sweller, J. (2005). Cognitive load theory and complex learning: Recent developments and future directions. *Educational psychology review*, *17*(2), 147-177.

Supportive (Optional Readings – but potentially useful for projects/LRA's):

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191 - 215.

Bandura, A. (1989). Human agency in social cognitive theory. *American psychologist*, *44*(9), 1175.

Driscoll, M. P (2005). Psychology of learning for instruction (3rd Edition). Allyn & Bacon: Boston.

Miller, M. D. (2011). What college teachers should know about memory: A perspective from cognitive psychology. *College Teaching, 59,* 117 – 122.

Nairne, J. S., & Neath, I. (2013). Sensory and working memory. In A. F. Healy & R. W. Proctor (Eds.), *Comprehensive handbook of psychology, second edition, Vol. 4: Experimental Psychology* (pp. 419-445). New York: Wiley.

Neath, I., & Surprenant, A. M. (2005). Mechanisms of memory. In K. L. Lamberts, & R. L. Goldstone (Eds.), *Handbook of cognition* (pp.221-238). London: Sage Publications.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, *55*(1), 68.

Schunk, D. H., & Zimmerman, B.J. (2003). Self-regulation and learning. In W.M. Reynolds & G.E. Miller (Eds), *Handbook of Psychology (Volume 7: Educational Psychology),* (pp 59-78). Hoboken, NJ: Wiley.

Skinner, B. F. (1989). The origins of cognitive thought. *American Psychologist*, *44*(1), 13.

Zimmerman, B. J. (2011). Motivational Sources and Outcomes of Self-Regulated Learning and Performance In B. J. Zimmerman & D. H. Schunk (eds.) *Handbook of self-regulation of learning and performance* (pp. 49-64). Routledge.

Course Policies and Expectations:

Course Environment: This is an online course that is delivered through the Canvas Learning Management System. As such, it is imperative that you check Canvas for necessary information and course materials. If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu. When you email IT Support, be sure to include a complete description of your question or problem including: (1) the title and number of the course, (2) the page in question, (3) If you get an error message, a description and message number, and (4) what you were doing at the time you got the error message

Written Assignments: All written assignments should be typed and submitted by midnight Central Standard Time on the due date. All written assignments should be submitted through the assignment link that I will provide. Please name written assignments using the following convention: last name, first initial, assignment title (ex. Last_F_Assignmenttitle). If your web connection is down for some reason, please contact me by phone to make arrangements to get the assignment submitted within the posted time constraints. Late assignments **will not be accepted and will receive a score of 0.** Assignments completed for other courses may **NOT** be turned in for this course and will be considered **academic dishonesty**.

Email: Questions and concerns about course content and assignments should be submitted to my email. I will make every effort to respond quickly to your emails. Generally speaking, I check email twice a day during the workweek and less frequently on the weekend. If my schedule makes me unavailable to answer emails for an extended period, I will try to post an announcement so that you can plan accordingly. My priority is communicating with you and providing you with the tools needed to be successful in the course, so if there are any problems, we will work to solve them.

Student Assignments & Projects:

The course is designed to be delivered in a "module format." This means that there will be a few different modules that you will work through that include their own readings, assignments, quizzes, and tests. The modules will be presented in a standardized format. The following are standard activities that will be included in the modules:

Readings: This course requires a considerable degree of independent reading to ensure that you develop content mastery. There will be two main reading requirements throughout the semester. Specifically, you will be required to read selections from the course textbook and research articles that I will assign. All research articles will be available on the Canvas site. I will also be posting supplemental readings for many of the topics that we will cover this semester. These readings are optional and are provided for those who would like to explore the course topics in more detail.

Lecture Videos: Each week, I will post short lecture videos to the Canvas site to support the development of content mastery. The topic of each lecture video(s) will be related to key concepts found within the readings for that week. The lecture video(s) for each topic will be available on the Canvas site each Monday morning beginning at 9:00 am Central Standard Time.

Quizzes: There will be several short quizzes in the semester (roughly one per chapter). These will be delivered online and will serve to provide a check of your understanding. The quizzes will also provide you with an idea of the types of questions you may see in the tests). Late quizzes **will not be accepted and will receive a score of 0.**

Discussion Boards: You will participate in 11 discussion forums across the semester. The topic for each discussion forum will be the related to the content of the reading and lecture for that week so finishing the reading and watching course lectures early in the week is advisable. The forum postings will be assessed primarily by looking to see that you have contributed your thinking to the topic of the week and can make meaningful connections among topics covered in the course. Late discussion board postings **will not be accepted and will receive a score of 0.**

Tests: There are three multiple choice tests in this course (one per module). The tests will require a full understanding of the theories and applications of those theories, the ability to synthesize the theories presented in the course readings, and the ability to apply the content to examples. Late tests **will not be accepted and will receive a score of 0**

Learning Reflection Assignments: There are also in-depth written assignments for each module (these are called "Learning Reflection Assignments"). There is one LRA for each module. These assignments are used to ensure that you can analyze, summarize, and apply the theories in each module. These will be outlined in more detail for each specific project but are generally short analysis and reflection papers that require the *explanation* **and** *application* of specific theories, personal philosophy statements and defenses for theories of learning and motivation (EX: "what do YOU believe…why? Who agrees with you from the field?"). Remember, your task with these LRAs is to "show me" that you know and understand the content covered – make that clear in your writing! Late LRA's **will not be accepted and will receive a score of 0.**

Community Engagement Project*:* One method of improving learning involves asking learners to connect course content to real-world situations. For this class, you will complete one project where you will connect with your local community in an effort to demonstrate the principles and theories of this class in real action. More details about the Community Engagement Project will be provided later in the semester - but basically, you will identify a "problem" in a real-world setting, propose a solution, then identify how well the solution worked (providing evidence), and finally reflect on what may have promoted greater change. Across the semester **you will submit a project planning document, a final report summarizing your problem/solution/outcomes and will be asked to provide feedback on another project.** Late community engagement projects **will not be accepted and will receive a score of 0.**

Due Date: Unless stated otherwise, all assignments are due before Midnight on Sunday the week that they appear on the course schedule. Stated another way, each week's assignments are due before Midnight on Sunday.

One-Minute Surveys: In this course, my primary goal is to help you develop an understanding of key theories of learning and development. To ensure that I am providing you with high-quality educational experiences, I like to incorporate informal feedback opportunities into the course. Periodically, I will post a link to an anonymous Qualtrics survey. The Qualtrics survey provides you the opportunity to share your thoughts about that week's content and activities. I use this information to make "midstream" alterations to the course (if needed) to ensure that I am meeting your needs. These surveys are optional, but I highly encourage you to share your thoughts and opinions about the course over the course of the semester.

Grade Item	Total Points
Quizzes	10 points each X 12 quizzes = 120 total points
Tests	50 points each X 3 = 150 points
Learning Reflection Assignments	25 Points each X 3 = 75 points
Discussion Board Posts	10 points each X 11 DB posts = 110 total points
Community Engagement Project Proposal	25 Points
Community Engagement Project Report & Peer Feedback	75 Points
Course Total	555 points

Please note: The number, content focus, and point value of all assessments and assignments is an approximation and may change.

Letter Grades: Letter grades will be assigned using the following guidelines:

A: 90.00% of points or above
B: 80.00% -89.999% of points
C: 70.00% - 79.999% of points
D: 60.00% -69.999% of points
F: 59.999% of points or below

Proposed Semester Schedule					
Date	**Topic(s)**	**Required Reading(s)**	**Supplemental Readings (Optional)**	**Discussion Board Post**	**Assignments**
Module 0					
Jan 14th – Jan 20th	Introduction to the Study of Learning	Schunk: Chapter 1		Introductions	Quiz #1: Perspectives on Learning
Module 1					
1.1 Brain-Based Learning					
Jan 21st – Jan 27th	The Neurological Basis for Learning	Schunk: Chapter 2		Brain-Based Learning	Quiz # 2 Quiz: Neuroscience of Learning
1.2 Behavioral Views of Learning					
Jan 28th – Feb 3rd	Pavlovian Conditioning	Schunk: Chapter 3 (pgs. 72 – 87) Rescorla, 1988		Rescorla: Main Points	Quiz # 3: Pavlovian Conditioning

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
Feb 4th – Feb 10th	Operant Conditioning	Schunk: Chapter 3 (pgs. 87 - 115)	Driscoll, 2005 (Chapter 2) Skinner, 1989	Operant Conditioning Application	Quiz #4: Operant Conditioning
1.3 Social Cognitive Theory					
Feb 11th– Feb 17th	Reciprocal Interactions, Observational Learning, Self-Efficacy	Schunk: Chapter 4	Bandura, 1977 Bandura, 1989	Application of Triadic Reciprocal Causation	Quiz #5: Social Cognitive Theory
Module 1 Wrap-up					
Feb 18th– Feb 24th					LRA #1 Module #1 Test
Module 2					
2.1 Basic Memory Components					
Feb 25th – Mar 3rd	Information processing Theory: Encoding and Storage	Schunk: Chapter 5 Baddeley, 2012	Neath & Surprenant, 2005 Nairne & Neath, 2013	Baddeley: Main Points	Quiz #6: Encoding & Storage
Mar. 4th – Mar. 10th	Information Processing Theory: Retrieval and Forgetting	Schunk: Chapter 6	Miller, 2010		Community Engagement Project Proposal Quiz #7: Retrieval & Forgetting

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
Spring Break!					
Mar. 11th – Mar. 17th					
2.2 Cognitive Learning Processes					
Mar. 18th – Mar. 24th	Complex Cognitive Processes, Concept Learning & Conceptual Change	Schunk: Chapter 7 Chinn & Brewer, 1993		Chinn & Brewer: Main Points	Quiz: #8: Cognitive Learning Processes
2.3 Constructivism					
Mar. 25th – Mar. 31st	Piaget's, Bruner's, & Vygotsky's Theory	Schunk: Chapter 8 Mayer, 2009		Constructivism in Practice	Quiz #9: Constructivism
Module 2 Wrap Up					
Apr. 1st – Apr. 7th		Van Merrienboer & Sweller, 2005 Mayer & Moreno, 2003 Moreno & Mayer, 2010			LRA #2 Module #2 Test

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
Module 3					
3.1 Motivation & Affect					
Apr. 8th – Apr. 14th	Expectancy/Value, Attribution, Self-Determination, & Goals	Schunk: Chapter 9 Graham & Weiner, 1996	Ryan & Deci, 2000	Motivation Analysis	Quiz #10 Motivation & Affect
3.2 Cognitive Factors in Motivation					
Apr. 15th – Apr. 21st	Self-Regulated Learning, Cycle of Self-Regulated Learning, Learning Strategies	Schunk: Chapter 10 Dunlosky et al., 2013	Schunk & Zimmerman, 2003	Applications in Cognitive Learning	Quiz #11 Self-Regulated Learning
Contextual Influences					
Apr. 22nd – Apr. 28th.	Effective Learning Environments, Contextual Influence's, & Learning Styles	Schunk: Chapter 11 Pashler et al. 2008		Learning Styles: Fact or Fiction?	Quiz #12 Contextual Influences
Finals Week					
Apr. 29th - May 3rd					Community Engagement Project Test # 3

Note: All dates subject to change.

Assessment and Standards Matrix

Learning Outcomes	Assessment (including performance-based)	Standards
Understand, compare, critique, and apply key theories of learning and development	Quizzes Exams Discussions Learning Reflection Assignments Community Engagement Project	**TES**: 1Ai-iii; 1Bi-ii; 1Cii-iii; 1Di; 1Fi-iii; 2Bi-iii; 2Ci-ii; 3Ai-iii; 3Bi- iii; 3Ci; 4Ai-ii; 4Bi-ii; 4Cii-iv; 4Dii-iv; 5Ai-ii; 5Bi-iii; 5Ci-ii; 6Ai-iii;6Bi-ii; 6Dii-iii **ISTE:** 1b, 1c **INTASC:** 1, 2, 3, 4, 5, 8, 9, 10 **PPR:** EC-12 I, II, III
Understand, synthesize, and apply key constructs in cognition and motivation	Quizzes Exams Discussions Learning Reflection Assignments Community Engagement Project	**TES**: 1Ai-iii; 1Bi-ii; 1Cii-iii; 1Di; 1Fi-iii; 2Bi-iii; 2Ci-ii; 3Ai-iii; 3Bi- iii; 3Ci; 4Ai-iii; 4Ci-iii; 4Dii-iv; 5Ai-ii; 5Bi-iii; 5Ci-ii; 6Ai-iii;6Bi-ii; 6Dii **ISTE:** 1b, 1c, 2c, 3b **INTASC:** 1, 2, 4, 7, 8 **PPR:** EC-12 I, II, III
Identify, understand, and use individual difference and contextual factors to promote student learning.	Quizzes Exams Discussions Learning Reflection Assignments Community Engagement Project	**TES**: 2Bi-iii; 2Ci-ii; 3Ai-iii; 3Bi- iii; 3Ci; 4Ai-ii; 4Bi-ii; 4Cii-iv; 4Dii-iv; 5Ai-ii; 5Bi-iii; 5Ci-ii; 5Di-ii; 6Ai-iii;6Bi-ii; 6Dii-iii **ISTE:** 1a, 1b, 1c, 1d, 2a, 2b, 3b **INTASC:** 3, 4, 5, 6, 7 **PPR:** EC-12 III, IV
Analyze and develop classroom scenarios that apply components of key theories of learning and development. to promote student learning.	Quizzes Exams Discussions Learning Reflection Assignments Community Engagement Project Quizzes	**TES**: 1Ai-iii; 1Bi-ii; 1Cii-iii; 1Di; 1Fi-iii; 2Bi-iii; 2Ci-ii; 3Ai-iii; 3Bi- iii; 3Ci; 4Ai-ii; 4Bi-ii; 4Cii-iv; 4Dii-iv; 5Ai-ii; 5Bi-iii; 5Ci-ii; 6Ai-iii;6Bi-ii; 6Dii-iii **ISTE:** 1b, 1c **INTASC:** 1, 2, 3, 4, 5, 8, 9, 10 **PPR:** EC-12 I, II, III

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

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit http://www.uttyler.edu/tobacco-free

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. 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 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. 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.
UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

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.
UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS
Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.
Texas Educator Standards
Title 19: Chapter 149, Subchapter AA

Rule: 149.1001

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

(b) Standards.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

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

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

Texas Administrative Code
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