Instructor Information:
Joanna Neel, Ed. D., Assistant Professor
Office: BEP 212 A (Biology, Education, Psychology Building)
Office Hours: 10:00-11:30 AM Mondays & Wednesdays
E-mail address jneel@uttyler.edu
Best Way to Contact Professor: #1: E-mail

Class schedule:
READ 4366 030 Corrective Reading Practicum; Mon. & Wed. 7:30-9:00 AM UT-Tyler/Caldwell Elementary School
EDUC 5306-062 Topics in Education; Online
EDUC 5351-.060 Assessment; Online

NOTE: This is the first time this course is taught in the School of Education at UT-Tyler. Revisions to the course may need to be made to maximize learning objectives. Students will be notified of any changes to the syllabus within the first week of the semester.

Course Purpose and Catalog Description:
Course Purpose:
The purpose of this course is to provide students with an overview of topics in education and to provide students needed information to successfully prepare for teacher preparation Assessment(s) in Texas.

Course Catalog Description:

Course Prerequisites and Co-requisites:

Census Date: January 27, 2015. Please note census date information in University Policy section listed later in this syllabus.

Study Day: May 5, 2014
Final Exam Date: Week of May 6-10, 2015.
Spring Break: March 10-14, 2015
First Day of Class: January 12, 2015
Student Learning Outcomes & Assessments:

By the end of this course students will be able to;

- Demonstrate understanding of human development processes and apply this knowledge to plan instruction and ongoing assessment in a variety of subjects.
- Conduct effective instruction and assessment based on appropriate learning goals and objectives by examining a variety of assessment data, state requirements, Texas Essential Knowledge & Skills, district curriculum maps, district benchmarks, report cards, writing samples, running records, reading and writing assessments.
- Understand and apply instructional differences for varied students learning needs and preferences through individual instructional lessons.
- Demonstrate through teaching, knowledge of students with diverse personal and social characteristics through teaching and assessments.
- Demonstrate understanding of assessments that drive teacher instruction for individual students.
- Monitor progress of students by keeping accurate records of student progress, specific to grade level and content area.

Assessment:
Assessment of the above indicators will be measured according to grade level, content area.
- Texas Essential Knowledge & Skills for appropriate grade level.
- District Curriculum Map
- Lesson Plan Template for School District
- Testing/ Assessment Calendar for (1) State (2) School District ;(3) Grade Level.
- Completion of Texas Code of Ethics and Mental Health Training Modules.

Evaluation Methods and Grading

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Code of Ethics – Completion of Videos &amp; Worksheet</td>
<td>100</td>
</tr>
<tr>
<td>Lesson Plans- Completion of Grade &amp; Content Appropriate Lesson Plans</td>
<td>75</td>
</tr>
<tr>
<td>Discussion Participation in Blackboard Discussion Board</td>
<td>125</td>
</tr>
<tr>
<td>Mental Health Training (SB460) Module(s)</td>
<td>75</td>
</tr>
<tr>
<td>Synthesis of Articles (Articles will be posted on Blackboard)</td>
<td>200</td>
</tr>
<tr>
<td>Completion of Study Guide Questions for Appropriate Texas Assessments</td>
<td>200</td>
</tr>
<tr>
<td>Data Collection- Each student is required to collect and organize the following data over the course of the semester.</td>
<td>225</td>
</tr>
</tbody>
</table>

Data Collection & Progress Monitoring Electronic Portfolio to include:

- Classroom Management Plan/ Emergency Procedures/ Discipline Plan
- Assessment(s) appropriate for grade, content area & TEKS
- Writing Samples appropriate for grade, content area & TEKS
- Vocabulary Development Plan for appropriate Content Area & Grade Level
- Reading List of Appropriate Texts in a Variety of Genres for Grade Level & Content Area
- District Scope & Sequence- Instructional Plan
- Communication Letter Samples to Parents
Grading Scale:
A = 900-1000 points
B = 800-899 points
C = 700-799 points
D = 600-699 points
F = 599 points and below
*Reminder anything below a D is not acceptable in your major.

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Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning Indicator</th>
<th>1.0</th>
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</thead>
<tbody>
<tr>
<td>Content Knowledge</td>
<td>1.1 Conduct lessons with accurate information</td>
</tr>
<tr>
<td></td>
<td>1.2 demonstrate knowledge of the discipline’s models of inquiry</td>
</tr>
<tr>
<td>Professional Knowledge</td>
<td>2.3 use a variety of research based instructional strategies</td>
</tr>
<tr>
<td></td>
<td>1.4 reflect on professional decisions</td>
</tr>
<tr>
<td>Diverse Populations</td>
<td>2.2 use instructional strategies and materials that accommodate individual variance</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Indicators</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>5.1</td>
<td>write lesson plans</td>
</tr>
<tr>
<td>5.3</td>
<td>use a variety of research based instructional strategies</td>
</tr>
<tr>
<td>5.4</td>
<td>use techniques that increase active participation</td>
</tr>
<tr>
<td>Social Consciousness</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td>8.2</td>
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<tr>
<td></td>
<td>10.1</td>
</tr>
<tr>
<td></td>
<td>10.2</td>
</tr>
<tr>
<td>Active learning</td>
<td>5.1</td>
</tr>
<tr>
<td>Creativity</td>
<td>6.1</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>6.2</td>
</tr>
<tr>
<td></td>
<td>7.1</td>
</tr>
<tr>
<td></td>
<td>8.1</td>
</tr>
</tbody>
</table>

Assessment of the above indicators will be measured according to work completed through the semester.

**Follow Disposition Policy Set Forth by the School of Education and Psychology** failure to do so may result in dismissal of the education program. See Student Handbook (located online) review pages A-8/A-27.

**Teaching Strategies:**
This course is designed to afford the student opportunity to implement the skills of assessment, prescription, and evaluation in a tutorial setting, which utilizes a peer-coaching model. This course will use the following strategies for instruction: Coaching, literacy demonstrations, videos, collaborative role play prior to tutoring students, class discussion, group work, and lecture.

**Field Related Experiences:** None;
**Required Texts:** None; Reading articles will be posted in Blackboard.
"A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer."

**Materials and Supplies: Course Policies:** (attendance, make-up assignments, etc.): ATTENDANCE, COMMUNICATION, AND PROFESSIONALISM:
ATTENDANCE: This class requires a great deal of in class participation. Students work toward achieving the objectives by attending class, doing assigned work, and participating often.

In-class assignments and Quizzes cannot be made up due to absences or tardiness.

MISSING CLASS: If you miss class and an assignment is due you will need to e-mail it to me that day, before the end of class time. Also hand in a hard copy during the next class period along with a copy of the email attached. If all of the procedures outlined are not completed, your assignment will not be accepted.

If you know of upcoming dates that you will need to miss class, please let me know prior to missing class, so that arrangements for class work can be discussed. If you have a special situation (hospitalization, etc.), you (or a family member) must contact the instructor immediately.

COMMUNICATION: Students are welcome and encouraged to communicate in class. Please feel free to schedule an individual appointment for further explanation of class topics, concerns, or clarifications of any kind.

PROFESSIONALISM: Students are expected to participate in class with consideration to the instructor and the other students. Failure to do so will result in a deduction of points in the final grade average. Cell phone, pagers, MUST BE SILENCED DURING CLASS. This means that no one in the class should be distracted by them (this includes text messaging).

Topical Outline: Please note the Syllabus Checklist Chart- posted in Blackboard at the beginning of the semester.

UNIVERSITY POLICIES
Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
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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 24, 2013) is the deadline for many forms and enrollment actions that students need to be aware of. 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)
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State-Mandated Course Drop Policy
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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, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

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

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Please note: InTASC Model Core Teaching Standards are incorporated into the READ 4366 Syllabus Checklist Chart at the end of this syllabus.

InTASC Model Core Teaching Standards:

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Texas Administrative Code                                      Title 19: Education
Part 7: State Board for Educator Certification           Chapter 247: Educator’s Code of Ethics

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:

1. the nature, purpose, timing, and amount of the communication;
2. the subject matter of the communication;
3. whether the communication was made openly or the educator attempted to conceal the communication;
4. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
5. whether the communication was sexually explicit; and
6. 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 TexReg7530; amended to be effective December 26, 2010, 35 TexReg 11242

**Evaluation Methods and Guidelines for Grading:** At the end of the semester your grades will be averaged together. The average percentage will make up your final grade. Students will be evaluated in the course by the following:

**Follow Disposition Policy Set Forth by the School of Education and Psychology failure to do so may result in dismissal of the education program. See Student Handbook (located on-line) review pages A-8/A-27.**

A = 100-90% accumulated work for the semester.
B = 89%-80% accumulated work for the semester.
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D = 69%-60% accumulated work for the semester.
F = 59%-0 accumulated work for the semester.

**Teaching Strategies:**
This course is designed to afford the student opportunity to implement the skills of assessments, prescription, and evaluation in a tutorial setting, which utilizes a peer-coaching model.
You must have a criminal background check completed to work with students. (See Bonnie Pearson or me if this has not been done for the school we are working in for this semester.) You will need to give me a copy of your student ID or copy of picture from drivers’ license before working with students as well.

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• 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.

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Please note: InTASC Model Core Teaching Standards are incorporated into the READ 4366 Syllabus Checklist Chart at the end of this syllabus.

InTASC Model Core Teaching Standards:

**Standard #1: Learner Development**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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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.

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**Texas Administrative Code**

**Title 19: Education**

**Part 7: State Board for Educator Certification**

**Chapter 247: Educator’s Code of Ethics**


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

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   (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.

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

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

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(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 TexReg7530; amended to be effective December 26, 2010, 35 TexReg 11242

**Evaluation Methods and Guidelines for Grading:** At the end of the semester your grades will be averaged together. The average percentage will make up your final grade. Students will be evaluated in the course by the following:

**Follow Disposition Policy Set Forth by the School of Education and Psychology failure to do so may result in dismissal of the education program. See Student Handbook (located online) review pages A-8/A-27.**

A = 100-90% accumulated work for the semester.
B= 89%-80% accumulated work for the semester
C= 79%-70% accumulated work for the semester
D= 69%-60% accumulated work for the semester
F= 59%-0 accumulated work for the semester

**Teaching Strategies:**
This course is designed to afford the student opportunity to implement the skills of assessments, prescription, and evaluation in a tutorial setting, which utilizes a peer-coaching model.

**You must have a criminal background check completed to work with students. (See Bonnie Pearson or me if this has not been done for the school we are working in for this semester.) You will need to give me a copy of your student id or copy of picture from drivers’ license before working with students as well.**
University Policies:

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date, January 24, 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.

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 27, 2014) is the deadline for many forms and enrollment actions that students need to be aware of. 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, September 9th.

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.

(iii) “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;
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