UT Tyler
EDUCATION & PSYCHOLOGY

School of Education

Policies and Procedures Manual

2022-2023

Mission of College of Education and Psychology

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. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice, and respect for individual differences as a means of enhancing learning, service, leadership, and scholarship.

School of Education

The members of the School of Education are dedicated to addressing the pressing issues facing public education today such as closing the achievement gap, increasing literacy levels, meeting the unique needs of diverse learners, teaching and learning in a 21st century global and technology-rich society, and working to increase the number of highly qualified teachers. Addressing these issues and problems allow School of Education faculty to put our commitment to social justice into action.

The School of Education is dedicated to providing relevant and rigorous educator preparation through high-quality undergraduate and graduate programs designed to enhance teaching and learning across varied learning environments. The School of Education educator preparation programs have a rating of Accredited, the highest rating, from both the Texas Education Agency (TEA) and State Board of Educator Certification (SBEC). Moreover, The University of Texas at Tyler holds accreditation from the Southern Association of College and Schools(SACS).

The School of Education: We Dream, We Think, We Do!

VISION: Our vision is to be a leading educator preparation program through flexible and forward-thinking practice- and research-based teaching and learning.

MISSION: The mission of the School of Education is to prepare professional educators who are knowledgeable, skillful, caring, and ethical. We do so by working collaboratively to resolve pressing educational challenges local, statewide, and beyond.

CORE VALUES: We embrace the core values of respect, responsibility, teamwork and collaboration, discovery, and excellence. These values are infused in the entirety of our work as teachers, scholars, and community members.

- o *Respect.* We value, support, promote and encourage diversity, equity, acceptance, and community.
- o *Responsibility.* We take seriously our charge for making a difference in teaching, service, and research and promoting educational equity and access.

- o *Teamwork and collaboration.* We encourage and value interdisciplinary and collaborative endeavors, within and outside of our college, institution, state, and beyond.
- o *Discovery.* We are committed to continuous improvement in our teaching, service, and scholarship that facilitates discovery, and innovation.
- o *Excellence.* We strive for excellence by fostering rigorous and responsive academic programs.

Operations

A. Hours of Operation
  1. School of Education offices are open and operate from 8:00 a.m. to 5:00 p.m. Monday through Friday.
  2. Social Media Accounts: Information will be sent to students and faculty via email and our social media outlets.
     - Facebook: UTTylerSOE
     - Twitter: UTTylerSOE
     - Instagram: UTTylerSOE

B. Branding

  1. The only sanctioned logotype is the UT Tyler logo and School of Education logo. The School of Education logo is available in pdf and jpg formats.
  2. The School of Education has electronic letterhead provided by the University. Use this or official UT Tyler letterhead.

C. Web Pages
  1. Faculty information is available on the SOE website.
     - Faculty are responsible for making sure their individual page is updated on a semester basis (http://www.uttyler.edu/education/faculty/).
     - Faculty must maintain an updated vita through Faculty180.
  2. Degree Pages: Every program within the School of Education will have a suite of webpages providing relevant and timely information to prospective students, current students, and external stakeholders. It is the responsibility of the program areas to ensure accurate content on the webpages.
  3. All web sites will be updated by the CEP Webmaster(s).

D. Advertising
  1. When funds allow, advertisement can be done to promote degree programs and School of Education events. All advertisements must have accurate and current information and be approved by the Director's office and follow UT Tyler Marketing procedures. The advertising budget, when available, is allocated by the Director's Office.
  2. Potential advertising possibilities:
     a. Printed Documents (i.e.: brochures, posters, etc.):
        A. School of Education

   B. Undergraduate/Graduate Programs, Post-Baccalaureate
   C. Centers
   D. Grants
  b. Pop-Up Display to be used at job/career fairs, freshman orientation, and other opportunities to advertise our programs.
  c. Electronic Picture Frames can be utilized to display a repeating montage of School of Education activities, faculty, and current events.
  d. Complimentary Items: Small tokens (cups, pencils, pens, rulers, key chains, etc.) to give interested candidates at job/career fairs, Freshman Orientations, etc., will be available from the advertising budget when funds permit.

E. Curriculum and Technology Lab (BEP 205)
 1. The Curriculum and Technology Lab (CTL), which contains various elementary, middle school and some high school literacy materials, math and science manipulatives, teacher resource guides, various pieces of educational technology (e.g. Smartboard, Podcasting system) for instructional materials preparation and practice, and equipment to prepare materials for the classroom (i.e. die cuts), is available to all School of Education students during normal School of Education operating hours. In addition, students and faculty may check out iPads for UT Tyler coursework only. iPad use must follow the iPad policy agreed upon by the faculty at the April 2013 SOE faculty meeting. Student workers will be School of Education majors. When possible, Work Study students will be hired. The Director's designee will oversee the Curriculum and Technology Lab. See job description for Curriculum and Technology Lab Coordinator.

F. Instructional Technology Support
 1. Faculty Computers: Faculty should report any instructional technology problems through Instruction Technology (IT). Email itsupport@uttyler.edu or call 5555. As per UT System requirement, all computers connected to the network must be encrypted.
 2. Laptops: Faculty must sign a property removal form. The Administrative Asst. will provide faculty with the form and will keep on file in the School of Education main office. As per UT System Requirements, all laptops must be encrypted.
 3. All devices (i.e. laptops, iPads, etc.) must have a UT Tyler inventory tag. Faculty must provide inventory tag information when requested.

4. Classroom Computers: Faculty may report any problems on classroom computers by calling the number located on the computer stand.
5. Software: Faculty may request the purchase of software through the purchasing process. All software purchase by the SOE will be placed in a secured closet for safekeeping if available on a permanent device (e.g. CD). (This will allow for re-installation when/if needed.) Software is the property of the SOE and UT Tyler.
6. Software support: Faculty will be provided with training on software applications used at the University and within the School of Education. Faculty must keep updated on applications used by the SOE and University that support instruction and university work.

G. Centers:
1. A center may be established when the best interest of the University will be served by providing a vehicle for bringing together personnel and resources to achieve a specific objective that addresses the mission of the University. The operation of a center should be well integrated into the academic objectives of a department(s) or college(s) or enhance the academic programs of the University.
2. Centers must submit a yearly report on research completed, papers published, grants submitted, etc. to the Director's Office. Faculty are required to develop funding for the establishment of centers. (3.3.4 HOP)

I. CEU Credit
1. CEU Credit can be issued by the College of Education and Psychology for institutes, workshops, etc. Documentation must be maintained to certify that the trainer meets the qualifications required for CEU Credit (Master's Degree and experience), and an outline of the course objectives and schedule. A charge of $10 per CEU Certificate should be assessed and submitted to the Administrative Assistant. Contact the School Director if you are involved in providing CEU credits.

Faculty Information/Procedures

A. Scheduling:
1. Faculty workload assignments are made according to UT System Requirements, Regents Rules, Texas Administrative Code, and the UT Tyler Handbook of Operating Procedures (HOP).
2. Assignments are determined by student needs, budgetary constraints, and enrollment data. A tentative listing of courses to be offered has been designed for use over two years with a set rotation of courses at the undergraduate and graduate level. This will facilitate student planning and completion, as well as staffing and budget issues. Every attempt will be made to match expertise with programmatic needs including use of tenure track faculty, instructors, and adjuncts.
3. Faculty and instructors assigned to teach courses must meet criteria established by The Commission on Colleges of the Southern Association of

Colleges and Schools (SACS) and have the knowledge, skills, and dispositions that the School of Education require of all faculty.

4. Summer teaching assignments may be available for faculty based upon student needs, budgetary constraints, and enrollment data. The Director will make every effort to be equitable in the summer teaching assignment. Unless absolutely necessary, no adjuncts or instructors will be used in the summer.

B. Research Release:

1. Applications for reassignments must be completed and approved prior to the preparation of the schedule for the semester for which the reassignment is requested. (Schedules are usually prepared in September for the following spring semester and in January for the upcoming summer and fall semesters.) If interested in a research release, faculty must make a request in writing using the Departmental Application for Reassignment from Teaching for Engaging in Scholarly Activities form. This form requires that you include a timeline, *deliverables*, and supporting documentation when appropriate. **In addition, all releases must fall under an approved UT Tyler workload policy and meet all the requirements for that category.**

C. Travel:

1. The Director must approve ALL travel PRIOR to your travel dates. This includes travel that is not funded by the School of Education. Faculty must submit a Request for Approval for Travel (this form is on the SOE website at http://www.uttyler.edu/education/forms.php). Submitting a Request for Approval for Travel allows you to be covered by insurance in case there is an issue that occurs during your travel.

2. Reimbursement: Fill out a Request for Travel Reimbursement Form available on the CEP webpage at http://www.uttyler.edu/educpsych/info_forms.php. Fill in the form on your computer and submit to the Administrative Assistant. The form must be complete before processing. Information omitted from the Reimbursement Form will result in delays. Make sure to include all travel receipts—including those for meals. Although there is a "per diem", we have been told that itemized receipts with food and drink items listed are required
and the total amount per day may not exceed the per diem. Tips are not reimbursable for food, services, and transportation. Prior to receiving your reimbursement, you will receive an email directing you to the UT Share system to review the expenses for your trip. Your reimbursement cannot be processed until you carefully review and approve (click on OK) the information submitted.

3. Prior to traveling, make travel arrangements following the university's procedures for travel. For all airline reservations, all UT System employees will be REQUIRED to use the following travel agencies: Corporate Travel Planners (CTOP) or Anthony Travel (ATI). Optional: A traveler may book reservations that are charged to their personal credit cards for car and/or hotel through CTP or ATI (a full service travel agency). Faculty may use the airline that meets his or her travel needs, however, use of one of the contract travel agencies to confirm and ticket the reservation is required. UT System has negotiated discounted rates with American, United, Southwest, and JetBlue.

CTP has two options for making reservations- the full service agent and the less expensive online booking tool, CONCUR (www.concursolutions.com). If using a rental car, employees will be REQUIRED to use the following car rental agencies: Enterprise/National, Avis/Budget, or Hertz. Car rental reservations may be made through one of the two travel agencies, by calling the car rental agency designated phone number or using the car rental agency online web site. Car reservations will be charged to your personal credit card. As a reminder, 12-passenger van specific training is REQUIRED through Campus Police.

4. You may use your own car for travel. HOWEVER, be aware: you will only be reimbursed for the amount that would have been paid for a rental car and an allocation for gas as determined by UT Tyler's calculation. You do not need to submit receipts for your gas as gas cost is included in the trip calculator for reimbursement.

5. Travelers can continue to refer to and use State Comptroller contracted hotels or use a hotel of choice as long as the lodging rates complies with State Comptroller per-diem guidelines. Management encourages the use of discounted rates that are available through the State. Those rates can be found at http://www.window.state.tx.us/procurement/prog/stmp/stmp-hotel- contract/. *The Tax Exempt Forms for hotels in Texas are located in the School of Education main office*. Texas state taxes on lodging will not be reimbursed so be sure to present the Tax Exempt Form upon check-in for in-state hotels.

6. Exceptions to using authorized travel agencies include: travel paid by an outside entity; emergency situations (flood, hurricane, etc.); when CTP or ATI is unable to provide airfare within $100 of a lower fare available from another source with an apples-to-apples comparison and proven to the Office of Business Affairs in advance of ticket purchase; meeting or conference airfares and discounts that cannot be obtained from UT Tyler's travel agencies, CTP and ATI. UT System has MANDATED the use of the car rental vendors, unless none of the vendors are able to provide the vehicle type necessary at the location and date required. Exceptions will require approval in writing from the VP for Business Affairs prior to travel and date required.

7. NON-COMPLIANCE: First violation- the Dean and VP of Business Affairs will provide a reminder and a copy of this travel policy. Second Violation- Same as above with notation that this is the SECOND VIOLATION and attending travel training will be necessary prior to any further travel. Travel arranger will be included if this is different than the traveler. A memo explaining why the proper channels were not used will be required from the traveler. THIRD VIOLATION – the traveler will not be reimbursed and the traveler will then be suspended from future travel until VP for Business Affairs lifts the sanction.

8. Clinical Travel: Fill out a Clinical Travel Reimbursement Form located on the CEP webpage (http://www.uttyler.edu/educpsych/info_forms.php) each month for travel to field sites. Mileage will be calculated from UT Tyler to the site for the designated field days only. Submit this document to the Administrative Assistant.

D. Purchasing

1. To request materials be purchased by the School of Education, please send an email to the Director with as much information as possible about the purchase OR use the School of Education Purchasing Request Form (found on the SOE website). If funds allow and the purchase supports the vision and mission of the School of Education, the Director will submit the information to the Administrative Assistant for purchasing.

E. Grants
   1. School of Education faculty are highly encouraged to obtain external funding for various research and training projects.
   2. Create a Pivot account (Community of Science) to receive notification about available grants (pivot.cos.com)
   3. *When submitting a grant proposal, make sure to complete the Proposal Approval Form and have the Director sign off on the project prior to your proposal being submitted*. It is critical the Director review your budget to ensure you are submitting correct information related to personal and other SOE resources. You can find this form on the Office of Sponsored Research website (http://www.uttyler.edu/research/forms.php). Other grant related forms can also be found on this website.
   4. All grants should also be reviewed by the Office of Sponsored Research. For many grants, only personnel from the Office of Sponsored Research may submit the grant proposal.

Routine Faculty Procedures

Faculty members are the most critical and valuable resource in our educator preparation programs. Faculty members in the School of Education hold to a high standard of excellence in their teaching, research, and service. Faculty model best practices and adhere to the standards set forth in the *Texas Educator Standards* and in the *Code of Ethics and Standard Practices for Texas Educators*. (These documents are attached at the end of this manual.)

A. Absences:
   1. Faculty must turn in sick leave forms to report extended absences due to illness.
   2. Faculty should submit a Request for Approval of Travel even if the School of Education is not paying for your travel.
   3. If an emergency occurs and you must miss class, please make sure to email the Director so he/she is aware of the situation. Faculty should also schedule a substitute instructor when possible.

B. Office Hours:
   1. Each faculty member is to schedule a minimum of three (3) regular office hours per week, Monday through Friday, and be available for student conference at other times by appointment. In scheduling office hours, faculty members should consider the availability of all students including those who

attend classes only in the evenings. The schedule of hours shall be posted by each faculty member's door. A faculty schedule card noting each faculty member's teaching schedule and office hours will be created at the beginning of each semester. (HOP 3.2.4)

C. Email:
1. Faculty must check email daily, Monday through Friday. It is expected that faculty will check email and phone messages daily – even from home. If it is your policy to not check email over the weekend, please note that in your course syllabi. To access your email remotely, go to http://outlook.uttyler.edu or use the Faculty/Staff Email login from the UT Tyler website.

D. Telephone
1. Please keep your voicemail message current. Return voice mail messages as quickly as possible.
2. The phone system no longer requires a code for long distance calls. International calls require a code and the Director does not have this code.

E. Required SOE, CEP, and UT Tyler Meetings:
1. Faculty are expected to attend all SOE faculty meetings. SOE faculty meetings will be scheduled at least once a month.
2. Faculty are expected to attend all appropriate programmatic meetings.
3. Faculty are expected to attend all specialized and/or Ad Hoc committee meetings to which they are assigned, elected, or volunteer to support. These committees are important to the functioning of the School of Education.
4. Faculty are expected to attend CEP Assessment meetings, CEP Faculty meetings, UT Tyler graduation, and all other meetings called by university administrators.
5. **Starting in Spring 2018, UT Tyler will have a common meeting time on Thursday from 12:30 – 1:50. Faculty are expected to be available for meetings and professional development experiences held during this time.**

F. Professional Development:
1. Professional Development Meetings will be scheduled on relevant topics at convenient times for a majority of faculty. Faculty are expected to attend professional development opportunities to ensure they are current in their field and with the tools used in the discipline, teaching, and for productivity and accountability purposes.

G. Business Cards:
1. Faculty should keep updated business cards with current phone number, office location, email address, and title. Please turn in requests for current business cards to the Administrative Assistant.

H. Faculty180 Workloads and Vita:
1. Faculty should verify their semester workload and update their vita using Faculty180 each semester. This vita will be used in your annual evaluation. Also, make sure your SOE brief vita on the website provides timely information

about the work you are doing. (See http://www.uttyler.edu/education/faculty/ and click on your name to link to your page.) If you need additional support, Sharon Back is the CEP Faculty180 contact.

I. Consulting:
1. Consulting is limited to 8 hours per week and cannot interfere with SOE, College of Education and Psychology, or University responsibilities. When an individual's outside activities exceed the permitted limits (normally one day per week), or when a full-time faculty member's/researcher's primary professional loyalty is not to The University of Texas at Tyler, a conflict of commitment exists.

J. Conflict of Interest

1. UT System has policies regarding the requirements for outside employment, outside activities, and conflicts of interest (UTS180, UTS175). UT Tyler policies reflect these requirements.
    a. HOP 2.5.2 Conflict of Interest, Commitment, Outside Activities: http://www.uttyler.edu/ohr/hop/documents/2.5.1ConflictofInterest.pdf
    b. HOP 2.5.5 Conflicts of Interest in Research http://www.uttyler.edu/ohr/hop/documents/2%205%205%20Conflicts%20of%20Interest%20in%20Research.pdf
2. Employees needing to make requests or disclosures under the policies, and supervisors needing to review requests for approval, will utilize the UT System reporting tool (Outside Activity Portal)found at http://outsideactivity.utsystem.edu. Log on by using your regular UT Tyler username and password. This link will direct you to the Employee Portal to complete and submit the requested information.

K. Annual Evaluations:
1. Evaluation materials for the previous calendar year should be submitted to the Director typically by October 1.

L. Duplication of Materials:
1. Do your best to minimize copying costs in the School of Education. Provide links for your course documents, syllabus, handouts, etc. When possible, create pdf documents, give students a link to the article in an online format, or put the article in electronic reserve at the library. Syllabi are required to be posted prior to the start of class so send this information to students via email before your class begins. NOTE: The copier in the hallway can create pdf documents.

2. Patriot Printing Center: Please submit materials to the Administrative Assistant at least 48 hours in advance of when the materials are needed.

M. Helpful Teaching Task Checklist

Prior to the Start of Each Semester
1) Email a copy of your syllabus to Administrative Assistant two weeks prior to the start of the semester.
2) Office Hours posted
3) Textbooks ordered at Barnes & Noble Faculty Enlight (https://www.facultyenlight.com)
4) Open and publish courses in Canvas
5) Email students for expectations for first day of class
6) Instructional materials ordered

During Semester:
1) Submit attendance information for all students (including those who have dropped your course) prior to the census date. Remember to Select the ALL roster and make sure there is a checkmark for each student listed on your roster (including those who have dropped your course.)
2) Provide outstanding instruction and feedback to students.
3) Respond to students in a timely manner.
4) Update your Faculty180 to reflect the great work you are doing.
5) Participate in the SOE Peer Observation system.

Conclusion of Semester:
1) Submit grades prior to deadline through my.uttyler.edu
2) Submit SACS assessments to Sharon Back prior to leaving for the semester break
3) Address student issues (e.g. incomplete grades, etc.) as quickly as possible. Incompletes should be resolved within a month when possible.
4) Alert the Director to any problems or student issues, including a list of students that performed poorly in your class, from your course(s).

N. Adjuncts:
1. Adjuncts will be hired only as needed. It is expected that full time faculty will be responsible for the majority of the classes taught through the SOE. Adjuncts will work with the lead faculty member for that course, follow the approved syllabus for the course assigned, and include all Program Assessments. Full time faculty who teach the same course will order textbooks for courses being taught by adjuncts. Faculty must work closely with adjuncts to assure the quality and fidelity of SOE programs.

SOE Standing Committees

All School of Education faculty comprise the ***Curriculum Committee***. Materials that are to be reviewed by other curriculum governing bodies are approved in SOE faculty

meetings. All full-time School of Education faculty members have a voice and vote on these matters. All faculty are eligible for ad hoc committees.

The following are standing committees comprised of a smaller body of the School of Education faculty.

A. Graduate Studies Committee:
1. The SOE Graduate Studies committee consists of the Coordinator of Graduate Studies, graduate program coordinators, and the Director of the School of Education, who will serve in an ex officio capacity. The purpose of the Graduate Studies Committee is to coordinate, develop and support graduate programs within the SOE and to make recommendations to the Director regarding graduate program issues.
2. Specifically, the committee will:
   a. Consider policies regarding graduate programs that are consistent with the University Handbook of Operating Procedures as well as policies that are unique to the SOE.
   b. Coordinate scheduling of courses to maximize use of resources and to facilitate student progress through SOE programs.
   c. Coordinate recruitment/advertising activities for SOE graduate programs.
   d. Consider mutually beneficial collaborative efforts with graduate programs outside of the SOE.
3. The Graduate Studies Committee will meet at least once per semester and more frequently if necessary.

B. Tenure and Promotion Committee:
1. The purpose of the SOE Tenure and Promotion Committee is to provide faculty input on SOE Tenure and Promotion policies. These policies will comply with section 3.3.4 of the UT Tyler Handbook of Operating Procedures (HOP, Revised, 2001). If a University procedure or guideline as stated in the HOP conflicts with a procedure of the School of Education, the HOP will prevail.
2. All School of Education tenured faculty are part of the Tenure and Promotion Committee.
3. The School of Education will have a third-year review for junior faculty to determine progress in working toward tenure and promotion. This is in accordance with UT Tyler policy.
4. The University of Texas at Tyler requires a post tenure review of tenured faculty every six years as noted in section 3.3.6 of the UT Tyler Handbook of Operating Procedures. A sub-committee of tenured faculty members at the required rank will compose the review for faculty involved in the post-tenure process.

Position Descriptions

NOTE 1: It is the job of each faculty and staff member within the School of Education to advance the mission of the SOE and to diligently work on recruitment and retention efforts.

NOTE 2: All of the following position descriptions describe a role in the School of Education that assists with accomplishing our mission

A. Director of the School of Education

The Director is responsible for the organization and operation of the School of Education. He/she oversees curriculum development, budget planning, preparation of course schedules, formation of policies and procedures that facilitate an effective academic environment and the continued success of the teaching process. The Director shall work with the faculty to establish a vision and mission for the School of Education to ensure the continued advancement of the School of Education. The Director may delegate responsibilities or appoint other faculty to assist in the execution of the duties tasked to the Director. These responsibilities include:

1. Advising the Dean on key issues related to the operation of the SOE policies and procedures that will promote and improve the College's efficiency and effectiveness; recommending ad hoc committees to explore and address important issues; and, identifying items that need to be taken to the faculty for consideration and/or action.
2. Work with the Dean to design a budget that will allocate funds for required personnel, equipment, and materials needed to facilitate an effective academic environment.
3. Organize course schedules to best meet the needs of all students enrolled.
4. Provide a forum for effective communication that is both vertically and horizontally oriented; serve as a vehicle through which faculty/staff can present ideas and issues for action and resolution that impact the SOE; and stay informed about matters that directly affect them.
5. Serve as a representative and advocate for the faculty and staff in the SOE on College and University Committees.
6. Conduct evaluations related to the College's assigned mission and recommend changes for improvement across the School of Education.
7. Oversee activities to promote the SOE and its programs.
8. Coordinate secondary coursework with other colleges and departments at UT Tyler.
9. Provide professional development opportunities for SOE Faculty to assure all faculty stay current in needed knowledge and skills related to concepts such as 21st century pedagogy, technology to advance teaching and learning, grant writing, writing for publication, and research based effective practice.
10. Oversee and support senior faculty members as mentors to freshman faculty.
11. Convene SOE faculty meetings on a consistent basis to promote communication and collaboration on issues that relate to the SOE.
12. Work with faculty in the tenure and promotion process.
13. Address all issues that relate to students, i.e. progress in program, appeals, scholarships, etc.
14. Establish deadlines for committee reports, data collection, etc.
15. Coordinate the initial teacher preparation programs
16. Coordinate the SACS accreditation process in the School of Education
17. Coordinate TEA accreditation efforts and ensure compliance of TEA policies.

18. Coordinate the professional development and training of faculty and staff.
19. Represent the School of Education in the East Texas area.
20. Annually develop, review, and update in concert with programs, a strategic plan as well as short- and long-term goals that are in harmony with the assigned role and mission of the College of Education and Psychology.
21. Conduct annual evaluations of the faculty, staff, and adjuncts within the School of Education and College of Education and Psychology staff as requested by the Dean.
22. Chair the University Council on Teacher Education (UCOTE) to facilitate cooperation and communication with our colleagues across the university.
23. Conduct stakeholders' meetings for degree and certification programs within the School of Education.
24. Work to address the teacher shortage using a multi-pronged approach.
25. Serve on the East Texas Center for School-Based Research & Instruction.
26. Other duties as assigned by Dean, Provost, or as needed.

B. Assistant Director of the School of Education

The Assistant Director of the School of Education will support the Director in the tasks and duties required to run and guide the School of Education. The tasks assigned to the Assistant Director will align with his or her strengths. This assignment will be done in consultation with the Director and Assistant Director. This position is a .25 administration position with a course release provided in the fall and spring terms. A stipend will be provided during the summer term. Specific tasks for the Assistant Director include:
1. Serve as the SOE Graduate Coordinator.
2. Serve as the SOE representative on the Graduate Council.
3. Act as liaison between the School of Education and adjuncts.
4. Serve as the initial administrative contact for student issues
5. Coordinate scheduling needs from program coordinators.
6. Other duties as assigned by the Director.

B. Graduate Program Coordinators

Each graduate program will have a Program Coordinator. Tasks for program coordinators include:
1. Organize graduate course schedules to best meet the needs of students within the program. The Director will make the final decision on the schedule.
2. Coordinate advisement for graduate students. Programs may distribute advising to faculty within the program area or all advising can be done by the program coordinator.
3. Complete administrative tasks associated with the graduate programs and graduate student issues.
4. Develop recruiting and retention plans for students in the program area.
5. Implement recruiting and retention plans.
6. Other duties as assigned by the Director.

The Director of the School of Education will provide a summer stipend for graduate program coordinators.

C. Coordinator of Clinical Experiences

1. Coordinate activities with the administrative assistant in the Office of Clinical Experiences
2. Update all forms and written communication for district educators and SOE students.
3. Work with the Office of Clinical Experiences' Administrative Assistant to ensure that appropriate and proper paperwork is sent to students and school personnel.
4. Provide information to supervisors and to the SOE Administrative Assistant to make sure each supervisor has been appropriately appointed.
5. Train supervisors on how to submit mileage reports
6. Train supervisors on student and supervisor requirements for each Phase/Block.
7. Train supervisors on use of all required forms for each Phase/Block.
8. Train mentor teachers in all levels on expectations of mentor teachers.
9. Update and provide a handbook for mentor teachers and supervisors that includes expectations and requirements of each phase
10. Determine load for each supervisor
11. Serve as Liaison to public schools.
12. Work closely with school principals and assistant principals in schools that UT Tyler students are placed to plan appropriate placement of students for each certification level.
13. Manage the required paperwork regarding district partnership agreements.
14. Ensure that EC-6 students receive field experiences in general education classrooms as well as ESL and Special Education environment
15. Work with schools to provide opportunities for teacher candidates to go to departmental and school faculty meetings.
16. Work with schools to provide opportunities for teacher candidates to observe an RTI meeting to discuss differentiated instruction for individual students if possible.
17. Communicate with each school's administration prior to school starting to clarify expectations of students, mentor teachers, and UTT supervisors.
18. Listen to concerns expressed by principals and districts so that the School of Education can make informed responses.
19. Communicate with SOE administration and faculty about field placements.
20. Work with supervisors and Phase teams on clinical concerns and issue.
21. Collect data for evaluations of supervisors and submit to the Director.
22. Assist with recruitment and retention efforts.
23. Other duties as assigned by Director.

D. Curriculum and Technology Lab Coordinator
1. Post job opening for student worker positions on Handshake in the summer for the fall and spring semesters, and again in the spring for any summer positions available. All students hired must go through Handshake. Limit applicants to Education majors.
2. Review applications on Handshake. Set up interviews with students. Students may only work a maximum of 19.5 hours per week. When finances allow, it is best to hire three students to cover all the time that the CTL is open.

3. Hire student worker(s). Complete the process on Handshake, and take the applicant to SOE Administrative Assistant. She will have them give her information and will guide them to Human Resources.
4. Students should sign in daily in the SOE Administrative Assistant's office.
5. Students already working in the CTL can train any new student workers on the way the system operates.
6. Update the written instructions for student workers each semester.
7. Be available to students (in your office, or by email or phone) for questions and problem solving.
8. Assure that materials are amply stocked. Students can make list of materials that need replenishing.
9. Order any new materials, books, testing kits etc. Fill out purchase order request and give to the Director for approval.
10. Keep technology up and running. If problems arise, contact IT for computer issues.

E. Staff: SOE Administrative Assistant
The Administrative Assistant will provide the following faculty support:
1. Order copies from printing services. Make sure to submit a minimum of 24 hours in advance.
2. Provide necessary forms for faculty (i.e.: Grade Change Form).
3. Fax materials.
4. Distribute mail.
5. Maintain supplies for successful operation of networked printers.
6. Collect syllabi from faculty.
7. Process Request for Approval for Travel forms.
8. Process faculty reimbursements.

Administrative Assistant will complete the following Administrative support tasks:
1. Enter the course scheduling into the UT Tyler system.
2. Maintain faculty records.
3. Enter faculty, adjunct, supervisor, and student worker appointments.
4. Enter faculty work load reports.
5. Request room assignments per semester.
6. Assist with the logistics associated with faculty searches.
7. Prepare teaching contracts.
8. Maintain and update graduate student files.
9. Maintain inventory records for SOE.
10. Process Professional and Clinical Travel (see Travel Procedure attached).
11. Purchase materials for the SOE.
12. Pay all bills for the SOE.
13. Conduct monthly Budget and ProCard Reconciliations for the SOE, Literacy Center, and grant programs.
14. Enter time for SOE part-time workers.
15. Request bids for needed equipment, software, etc.
16. Take minutes for faculty and stakeholders' meetings.
17. Other duties as assigned by the Director.

F. Office of Clinical Experiences

The Administrative Assistant in the Office of Clinical Experiences is responsible for:
1. Coordinating paperwork associated with all clinical experiences (undergraduate and graduate levels).
2. Distributing communications to students, teachers, schools, and faculty concerning clinical experiences.
3. Distributing and maintaining all legal requirements for placements with school districts.
4. Coordinating materials for Committee on Students.
5. Updating the Clinical Experiences database.
6. Updating the Clinical Experiences Canvas Organization to facilitate communication with students.
7. Other duties as assigned by the Coordinator of Field Experiences, Graduate Program Coordinators, and the Department of Psychology and Counseling Chair or SOE Director.

I. The Director of Educator Certification and Accountability is responsible for:
1. Updating administration and faculty regarding rules and regulations concerning Teacher Certification in the State of Texas.
2. Advising students in the post –baccalaureate certification program (STEP).
3. Creating and updating the STEP handbook.
4. Approving and documenting TExES Examinations.
5. Representing UT Tyler SOE on State Committees when needed.
6. Making recommendations for certification.
7. Serving as Title II manager.
8. Completing state and national accountability reports regarding certification issues as well as data collection for these reports as needed.
9. Verifying that interns meet all the TAC requirements for an internship.
10. Making recommendations for probationary certifications when agreed upon by Director of Teacher Certification, Director of the School of Education, and Dean.
11. Communicating with districts on placements requirements and certification issues.
12. Collaborating with the Coordinator of Clinical Experience, Office of Clinical Experiences, graduate program coordinators, and School Director about internship and or practicum needs/requirements.
13. Collaborating with graduate program coordinators and the School Director on new requirements and accountability needs.
14. Other duties assigned by the Dean or School Director.

The Administrative Assistant in the Office or Educator Certification and Accountability is responsible for supporting the Director of Educator Certification and Accountability in completing the duties listed. Specifically, the Administrative Assistant has the following duties to be completed in a timely manner:
1. Respond to student, faculty, and district emails with accurate information in timely and professional manner.
2. Engage in accurate and timely communication with visitors (e.g. in person, on the telephone, etc.) to the Office of Education Certification and Accountability.
3. Maintain testing requirement records in FileMaker Pro.

4. Assist in granting testing approval to candidates who met Permission to Test requirements.
5. Assist in the scheduling of the Director of Certification and Accountability's appointments with students.
6. Maintain certification records and update in FileMaker Pro.
7. Maintain post baccalaureate and ACP students' records.
8. Ensure documents and webpages related to testing and certification have accurate information.
9. Create and monitor bulletin boards with accurate testing and certification information.
10. Other duties as assigned by the School Director, the Director of Certification and Accountability, or other faculty or administrators.

J. SOE Academic Advising and Recruiting Office

The Advisor/Recruiter in the SOE advising office is responsible for:
1. Advising all undergraduates toward teacher certification and degree completion.
2. Developing an active schedule for recruiting undergraduate students.
3. Implementing the recruiting schedule for the School of Education.
4. Serving as liaison to Tyler Junior College, Kilgore Junior College, Trinity Valley Community College, UT Tyler Palestine Campus, and UT Tyler Longview Campus, and other community colleges.
5. Establishing and maintaining retention efforts for undergraduate students.
6. Creating handouts and speaking at orientations to assist with prospective students' entry into the School of Education.
7. Updating SOE information on advising handouts and SOE documents.
8. Updating SOE student handbooks with the Director.
9. Providing monthly emergency contact information for students to the Director of the School and Field Experience Coordinator.
10. Maintaining accurate overall and pedagogical GPAs for accountability purposes.
11. Attending professional development sessions on advising, customer service, etc. that will advance the work in the Advising Office.
12. Utilizing the EAB database and other Student Success initiatives to track the academic needs and records of SOE students.
13. Recommending purchases for promotional give-away items.
14. Serving as SOE liaison to Student Success work.
15. Other duties as assigned by the Director.

<center>Appendices</center>

Appendix A: Texas Educator Standards

<center>**Texas Educator Standards**</center>

<center>**Title 19: Chapter 149, Subchapter AA**</center>

<center>**Rule: 149.1001**</center>

(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)

(ii) 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.

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

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

(v) 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.

Appendix B: Code of Ethics and Standard Practices for Texas Educators

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