

The University of Tennessee at Martin  
Department of Educational Studies  
COURSE SYLLABUS  
Add Semester/Add Year

Course Section: [Insert subject, course number, section number]

Course Title: [Insert course title]

Meeting Time and Place: [Insert meeting and place if applicable]

Course Credit Hours: [Insert course credit hours]

Faculty Contact Information:

[This section includes office hours, office location, phone number, email address, instructor web page URL and it may include any other contact instructions.]

Course Communications:

[This section details how you will communicate with students. How quickly they can expect a response to email. Who to contact for technical issues: Contact [UTM Help Desk](#)

Textbooks and Other Required Materials:

[List pertinent information about text and supplemental materials. Also, any important information such as additional fees associated with the course such as background checks, travel, proctoring of exams, uniforms, etc. If *LiveText* is required for your course include the statement below]

**All students are required to purchase a *LiveText* subscription in order to participate in the Educator Preparation Program. You only need to purchase ONE subscription during your tenure in educator preparation program. *LiveText* subscriptions are valid for 5 years.**

Catalog Description including Prerequisites **[including does this course require admission to the EPP?]:**

Rationale:

**The purpose of the course is to\_\_\_\_\_**

## Mission:

The mission of the Education Preparation Program (EPP) at the University of Tennessee at Martin is to prepare educators in initial and advanced programs as facilitators of active learning for P-12 learners in diverse and inclusive communities. This mission encompasses excellence in a variety of learning and field placement settings, fosters an innovative and student-focused learning community through coursework that is rigorous and standards-based, and integrates evidence-based educational practices in teaching and learning.

## Performance-based Outcomes

All EPP programs designed for licensure adequately address the general education standards, professional education standards and relevant specialty area standards.

The learning outcomes for this course are based on CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) standards, Teacher Professional Education Licensure Standards, International Society for Technology in Education (ISTE) standards and if applicable national specialized professional association (SPA) standards. EPP candidates are prepared to deliver instruction that enables P-12 students to master Tennessee Student Academic standards.

(Faculty use only. This link will take you to the [TN Educator Preparation Programs Policy](#) and links to standards for each content area if you need to add additional standards.  
see p.117 of document for specific standards links)

## InTASC Standards

[InTASC Standards at a Glance](#)

### Learner Development & Learning Differences

Standard # 1: The teacher understands how learners grow and develop, recognizing that the 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: 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.

### Learning Environment

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

### **Content Knowledge**

Standard # 4: The teacher understands how to connect 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.

### **Application of Content**

Standard # 5: 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.

### **Assessment**

Standard # 6: 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.

### **Planning for Instruction**

Standard # 7: 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.

### **Instructional Strategies**

Standard # 8: 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.

### **Professional Learning and Ethical Practice**

Standard # 9: 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.

### **Leadership and Collaboration**

Standard # 10: 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.

## **ISTE Standards**

[International Society for Technology in Education Standards \(ITSE\)](#)

### **Standard # 1:**

### Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. a. Promote, support, and model creative and innovative thinking and inventiveness, b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources, c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes, d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

### **Standards # 2:**

#### Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•

Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress, c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources, d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teach

### **Standard # 3:**

#### Model digital age work and learning

Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations, b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation. c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats, d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

### **Standard # 4:**

#### Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.a.

Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources, b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources, c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information, d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

**Standard # 5:**

Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. a. Participate in local and global learning communities to explore creative applications of technology to improve student learning, b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others, evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning, d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

## Teacher Professional Education Licensure Standards

**Standard 1: Discipline Taught.**

Candidates know, understand, and use the ventral concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

**Standard 2: Student Learning and Development.** Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

**Standard 3: Diverse Learners.** Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

**Standard 4: Teaching Strategies.** Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills.

**Standard 5: Learning Environment.** Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**Standard 6: Communication.** Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

**Standard 7: Planning.** Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment and Evaluation.** Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

**Standard 9: Reflective Practitioner.** Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

**Standard 10: Colleagues, Parents, and Community.** Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

**Standard 11: Technology.**

- a. Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.
- b. Candidates use technology to enhance their professional growth and productivity.
- c. Candidates effectively use and manage all technology available to them and explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources.

### **Teacher Candidate Diversity Proficiencies**

**The Teacher Candidate will:**

1. Identify and address his/her own biases. (Reflective Practice RP)
2. Consider diversity when planning and implementing instruction. (RP)
3. Consider diversity when wording questions and responses. (RP)
4. Be completely comfortable with classroom discussion on diversity topics. (Professional Ethical Behavior PEB)
5. Consider ethnicity when designing instruction. (RP)
6. Explicitly include a variety of ethnic groups in the curriculum. (KSA)

7. Interact with students, parents, and colleagues of varied ethnicities in an equitable manner. (PEB)

**Race** (Caucasian, African American, Asian or Pacific Islander, Native American, and other)

1. Value racial diversity as an integral component of educational systems (RP)
2. Understand how the culture of race affects learning. (KSA)
3. Interact with students, parents, and colleagues of all races in an equitable manner (PEB)

**Socioeconomic Status**

1. Consider socioeconomic status when designing instruction. (RP)
2. Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups. (KSA)
3. Understand the unique needs of children of poverty. (KSA)
4. During field experiences, demonstrate a knowledge of how poverty affects student learning (PEB)

**Gender**

1. Consider gender when designing instruction. (RP)
2. Understand gender related issues relating to teacher questioning strategies. (KSA)
3. Integrate a knowledge of gender related issues into classroom management. (PEB)

**Language**

1. Value linguistic diversity as an integral component of educational systems. (RP)
2. Understand the unique needs of linguistically diverse learners. (KSA)
3. Adapt instruction to the needs of linguistically diverse learners. (PEB)

**Exceptionalities** (Intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired)

1. Consider these exceptionalities when designing instruction. (RP)
2. Understand strategies to address differentiated instruction and make accommodations in the classroom. (KSA)
3. Understand classroom management strategies which may be appropriate for a variety of exceptional students. (KSA)
4. Recognize the need for appropriate accommodations during field experiences. (PEB)

**Religion**

1. Increase personal tolerance for religious diversity. (RP)
2. Consider religious diversity when designing instruction. (RP)
3. Understand legal issues regarding the expression of religion in the public schools. (KSA)
4. Interact with students, parents, and colleagues of all religions in an equitable manner. (PEB)

**Sexual Orientation**

1. Increase personal tolerance for persons of all sexual orientations. (RP)
2. Understand issues related to sexual orientation that may affect learning (KSA)

3. Interact with gay or lesbian students, parents, and colleagues in an equitable manner. (PEB)

**Geographic Area**

1. Consider geographical diversity when designing instruction. (RP)
2. Understand variations in regional speech and attitudes. (KSA)
3. Interact with students, parents, and colleagues from both rural and urban settings in an equitable manner. (PEB)

Course Objectives/Outcomes (Note – connect each of the standards above to each objective/outcome to which each standard applies by including each standard at the end of an objective in a parentheses.) For example, after your Objective 1: Students will XXXXXXXXX (InTASC Standard 1, 3, & 5; ISTE Standard 5, and Diversity Proficiency 1.)]

Upon completion of this course, the students should have sufficient knowledge, skills and dispositions to satisfy the purpose of the course.

- Knowledge – The student will: \_\_\_\_\_
- Skills – The student will: \_\_\_\_\_
- Dispositions – The student will: \_\_\_\_\_

Class Policies (Online courses may include netiquette here)

Learning Activities/Assignments

Dates for class topics and due dates for assignments  
(May have a syllabus addendum)

Assessment:

Students will be evaluated on the number of points for each of the assignments described herein. The final grade will be based on the following percent of total points earned:

Assignment	Due Dates	Points
Additional rows may be added or table deleted		



Grading Scale: \_\_\_\_\_

Other Resources: \_\_\_\_\_

Faculty Frequently Teaching Course: \_\_\_\_\_

**Programs in Which the Course is Required:** \_\_\_\_\_

University Policies:

[This required section includes information about discrimination, scholastic dishonesty, cheating, and plagiarism policies (e.g., honor statement, consequences, examples, etc.).]

### **Academic Integrity:**

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students.

### **Academic Honest:**

All assignments submissions are expected to be the original work of the student. Submitted papers and e-mail from your ID to your instructor are equivalent to your signature – i.e., your word of honor. [Plagiarism](#) is a serious offense, both for the student who submits plagiarized work and for any student who might assist another student in the submission of plagiarized work. It is UTM policy that all student work may be analyzed electronically for violations of the University’s academic integrity policy and may also be included in a database for the purpose of testing for plagiarized content. Instructors for this course employ various techniques to perform digital comparisons of student work to information located on the Internet and to pervious students’ work.

Instructors in TEP courses may use SafeAssign in Blackboard. Please submit your assignments for review as directed. Assignment will be checked by SafeAssign for plagiarism/intellectual property issues. You will have the opportunity to correct these issues before the final version of your paper is submitted.

### **Standard of Conduct:**

When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the University community. Specific conduct attributes can be found:

### **Disability Services:**

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and

university programs for students with disabilities. Students who are eligible for and who request accommodations through the Disability Services office must provide instructors with a letter of accommodation. The Disability Services office is located in the [Student Success Center](#), 203 Clement Hall, 731.881.7605.

### Incllement Weather:

The University of Tennessee at Martin and its four centers in Jackson, Parsons, Ripley, and Selmer will remain open except in the most severe weather conditions. The Chancellor may officially close or suspend selected activities of the University because of extreme weather conditions. When a decision to close is made, the campus and appropriate radio and TV stations will be notified so that announcements may be made. Closing information will also be posted on the UT Martin home page at [www.utm.edu](http://www.utm.edu), social media and through an optional text messaging system. If the University is officially closed, certain essential activities such as food services, physical plant, public safety, computer services and telephone services will continue to operate. Some facilities, such as the Paul Meek Library, Student Recreation Center, and Boling University Center, will, if possible, continue to function as a service to students and faculty. Students will be responsible for any academic work that they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work, and it is the instructor's responsibility to provide a reasonable opportunity for students to complete assignments or examinations missed due to such absences.

***NOTE: For universal accessibility, always use the "Styles" feature in Word to differentiate headings and normal text. This was already done in this syllabus template, so you can just fill in the text specific to your course.***

***NOTE: For accessibility, use the table feature in Word to create a table. Repeat headings at top and create a new table for each week or class session.***

***NOTE: For universal accessibility, if you insert a photo of yourself and a map of your office location, be sure to click on those images and add "alt text" to describe both the photo and the map (right click and select "Format Picture").***

Djg January, 2017