READ 3323
Children's Literature in the Classroom
The University of Texas at Tyler
School of Education

Course: READ 3323-003 (82241)
Semester & Year: Fall 2024
Location: WT Brookshire Hall rm #137 / Virtual

Instructor Information: Dr. Gina M. Doepker
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                              Zoom Virtual Office: Monday 1:00-4:00 or by appointment

Course Description: Study of features, history, selection, and use of Children's Literature. Designed for teachers in preparation in the Pre-K through elementary levels.

Knowledge Base(s) and Rationale: Children's Literature is a required course for everyone in teacher preparation programs, i.e., students preparing to teach EC-6. You're encouraged to take Read 3323 early in your program because its content provides very practical, useful support to everything you do in all your other teacher preparation coursework and clinical experiences. Most importantly, what you learn about children's literature and the books you read and hear about will help you throughout your teaching career, regardless of your job's content area or grade level. In addition, you'll also be able to use what you learn in READ 3323 in your personal life, as you share books with your own families or as you participate in community volunteer work.

This undergraduate level course builds upon the knowledge base and experiences gained in prior undergraduate coursework and toward which you will build in field experiences that address language and literacy issues. The course addresses Children's Literature and its effective educational use, selection, and history.

Course content incorporates the following standards for the preparation of reading professionals:
- *International Literacy Association* (ILA, 2017)
- *Texas State Board for Educator Certification Standards* (TSBECS, 2016)
- *Texas Educator Standards* (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),
- *Texas Essential Knowledge and Skills* (TEKS)
- *English Language Proficiency Standards* (ELPS 74.4),

- *Texas Prekindergarten Guidelines* (TPG 2015),
- *International Society for Technology in Education Standards for Educators* (ISTE)

Student Learning Outcomes (SLO)
Upon successful completion of the requirements of this course, students will:

1. Define children's literature and its qualities; acquire knowledge of the different genres and forms of children's literature, including the history and development of each type.
2. Appreciate and understand representative samplings of different genres/forms; review contemporary societal issues in children's literature; and analyze contexts of children's literature.
3. Develop awareness of differentiation of book selection for diverse student populations including make recommendations to specific students or to classes of students regarding quality children's literature for use in lesson planning in order to stimulate interest, increase motivation, tap prior knowledge, and activate engagement of students.
4. Apply knowledge gained to make judgements about children's books for literary and academic (e.g., disciplinary) value including reading level and grade level.

Standards Matrix:

Student Learning Outcome	Activities	Assessment	Standards Alignment
1. Define children's literature and its qualities; acquire knowledge of the different genres and forms of children's literature, including the history and development of each type	Genre Study Library Sessions Read Aloud Summaries Background Knowledge	Midterm/Final Exam Show Your Thinking Reader Response Library Sessions Discussions	*TES 3Ai; 3Aiii *InTASC 2e; 2g; 3n; 3o; 3p; 4j; 5c; 5i; 5j; 5k *TEKS b1A, b1F. b1G *PreK Guidelines IIIA1 *ISTE 1a; 1c *ELPS c1A; c1F *TxCCRS A2; A3; A6; A8; B1
2. Appreciate and understand representative samplings of different genres/forms; review contemporary societal issues in children's literature; and analyze contexts	Genre Study Library Sessions Read Aloud Summaries	Show Your Thinking Reader Response Library Sessions Discussions	*TES 3Biii *InTASC 1a; 3b; 4b; 5d; 9e; 9f *TEKS b4A; b4B; b5A-D; b7 *PreK Guidelines IIID2; IIID3 *ISTE 4a; 4b *ELPS c2A; c2D *TxCCRS D1; D2

of children's literature			
3. Develop awareness of differentiation of book selection for diverse student populations including make recommendations to specific students or to classes of students regarding quality children's literature for use in lesson planning in order to stimulate interest, increase motivation, tap prior knowledge, and activate engagement of students.	Genre Study Library Sessions Read Aloud Summaries Collective Poem	Bookshelf/Database Project Read Aloud Project Poetry Project Library Sessions Discussions	*TES 1Ci; 2Aii; 2Bii. 2Biii; 3Ci; 3Cii; 4Ai; 4Aii; 4Aiii; 6Ai; 6Bi *InTASC 1b; 1c; 1f; 1i; 2b; 2d; 4b; 8e *TEKS b5A-D; b8A-B; b9; *PreK Guidelines IIIE3 *ISTE 3a; 3b; 5a *ELPS c2E; c2F *TxCCRS C1; C2; C3; C4
4. Apply knowledge gained to make judgements about children's books for literary and academic (e.g., disciplinary) value including reading level and grade level.	Genre Study Library Sessions	Show Your Thinking Reader Response Bookshelf/Database Project Read Aloud Project Library Sessions	*TES 1Aiii; 4Bii; 4Di; 5Ai; 5Aii; 6Ai; 6Bi *InTASC 1c; 4f; 4g; 5q; 5r 7e; 7f; 7g; 9e; 9f *TEKS b6A-D; b10A-D; b11A-B *PreK Guidelines IIID4 *ISTE 4a; 4d; 7a; 7b; 7c *ELPS c4F; c4G *TxCCRS A1; A5; A7; B3; C4

COURSE EVALUATION AND REQUIREMENT DESCRIPTION
Performance Assessments

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities. The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

1. Show Your Thinking Reader Response (4 @ 5 pts each = 20 pts)

As we read books our thinking is in our heads. Our thinking cannot be seen. As teachers we want to be able to see what our students are thinking while they read. This assignment will push you to show your thinking by using different kinds of thinking and note taking tools. You will read different books throughout the semester. For this assignment you will:

1. Use ONE Kind of Thinking: Remembering, Wondering, Text to Self Connections, Noticing Feelings/Reactions
2. Use ONE Note Taking Tool: Think Aloud Stop and Jot, Diagramming, "Dear Diary" Entry, Double Entry Journal

First, read the first chapter of the book to get a feel for the book and see how your thinking evolves as you read. Second, use the kind of thinking assigned as you read the rest of the book. Third, use the note taking tool to show your thinking. Fourth, choose 10 intext quotes from the beginning, middle, and end of the book that are the most interesting to you, or that is most impactful to you, or that you had an emotional response to. Write your notes using your kind of thinking and note taking tool.

2. ONLINE DISCUSSIONS (7 @ 2pts each = 14 pts)

You will engage deeply with class texts. Active engagement entails completing assigned readings on time, asking critical questions, and exploring implications and applications of knowledge gained for your own professional work. Moreover, it is important that each person express him/herself fully and with supporting detail. Generally, each Canvas discussion post should be between 100 and 250 words of well-developed and coherent connection to and thinking about a given topic. In your replies to other students, you should strive to maintain a positive and appreciative tone. As professional educators, being able to disagree and maintain a positive relationship is a valuable skill well worth continuous development.

- **ON YOUR OWN DISCUSSIONS**: These discussions are meant for you to explore different resources related to children's literature.

3. MIDTERM EXAM (8 pts)

4. FINAL EXAM (8 pts)

5. PICTURE BOOK READ ALOUD PROJECT - (10 pts)

Select an award-winning picture book. Videotape yourself reading it aloud to a child. Try to get the child actively engaged in the read aloud. After the read aloud, write a reflection on how you did. Answer the following questions:

- Project Information:
  - Describe the child. Name, Age, Gender, Relationship to You? (*You must receive written permission to videotape this child. Permission forms are available in the Canvas course module.*)
  - Describe the book. APA Book Citation
- Contextual Information:
  - Describe where the read aloud took place?
  - Describe when the read aloud took place? Date/Time?
  - Describe if there were any external distractions during the read aloud.
  - Describe how you and the child were positioned during the read aloud.

- o Describe how long the read aloud took.
- Project Reflection:
  - o Why did you choose this book to read aloud?
  - o Describe the read aloud. What did you do? What did the child do?
  - o How did you try to get the child actively engaged in the read aloud (i.e. used character voices, used props, asked questions, make predictions, make connections)?
  - o How did the child respond to the read aloud?
  - o Were you surprised by the child's response? Why/Why not?
  - o On a scale of 1-3 (1 = negative experience, 2 = neutral experience, 3 = positive experience) rate your performance during the read aloud. Why did you give yourself this rating?
  - o If you could do the read aloud again, would you do anything differently? Why/Why not?
- Project Presentation:
  - o Upload the video and reflection in Canvas.

6. POETRY CAFÉ – Collaboration Project (10 pts)

Poetry is meant to be read aloud and enjoyed. With a partner, select an award-winning children's poet from a list provided in class. Research this poet. Create a one-page handout that showcases the life and work of the poet. Submit the handout in Canvas at least one week in advance of the POETRY CAFÉ. During the POETRY CAFÉ be prepared to masterfully read aloud at least two poems (1 poem for each partner). Each of you will also be writing and reading your own "Where I'm From" poem as well. Prior to the poetry café you will meet with the course instructor to practice reciting the poems. Bonus points will be awarded to anyone that memorizes their poems. The POETRY CAFÉ is an opportunity to be exposed to many different poets and see how you can make poetry meaningful and exciting for your future students. You will not be college students on this day. You will be transformed into poets, so you will be expected to act and dress appropriately. More detailed directions will be shared in class.

7. CLASSROOM BOOKSHELF/DATABASE PROJECT (20 points)

You need to familiarize yourself with the children's section of the library and make friends with your librarian! You will choose 25 children's books from various genres/forms to create a simulated/virtual future classroom bookshelf – the beginnings of your own classroom library over which you will create an annotated bibliography. These books will coincide with the different genres/forms that we will study throughout the semester. Entries for each book should include book picture and book title, the author/illustrator, copyright date (2014-2024), genre/form, reading level, TEKS standards for classroom use, and book summary (in your own words). This is an opportunity for you to start thinking about your classroom library collection of children's literature and explore their potential use as a future teacher. You will also complete a project reflection. Submit your complete annotated bibliography and reflection in Canvas.

- **PRESENTATION OF BOOKSHELF PROJECT (5 points)**
  The goal of the Classroom Bookshelf Project is for you to have an actual artifact to use as you start to build your classroom libraries. In a word doc, you will 1) submit (in Canvas) at least five of your favorite books to the class, 2) discuss why you chose to include these books in your collection, and 3) offer suggestions as to how you could use the books in

your instruction. 4) Peruse through your classmates' posts and save/print your favorites. 5) Leave a message for your classmates regarding their 5 favorite books and instruction suggestions. As a result of this project, you will walk away with many recommended books for your future classroom libraries.

8. LIBRARY WORK SESSIONS (5 @ 1 pt each – 5 pts)

We will periodically meet in the Robert R. Muntz Library (see schedule of activities). We will work closely with the Children's Literature Librarian, Vandy Dubre, and will undertake a number of hands-on/minds-on activities associated with helping you become familiar with genres, texts, authors, illustrators, grade levels, and more. You are expected to be on time, participate fully, and to stay with the class for the duration of the session, unless instructed specifically to do otherwise. Preparation for each library session includes reading/previewing the library lecture notes and taking the subsequent library session quiz prior to each library session. Library work instructions will be given at the beginning of each library session.

Projects & Grading Criteria

Class Projects	Points
4 Show Your Thinking RR	(20 points – 5 pts each)
7 Discussions	(14 points – 2 pts each)
On Your Own	(Participation)
Midterm Exam	(8 points)
Final Exam	(8 points)
Read-aloud Project	(10 points)
Poetry Café	(10 points)
Classroom Bookshelf Project	(25 points)
5 Library Work Sessions	(5 points + Participation)

Note: Course grade is calculated on total percentage of overall grade.

Performance standards			
Points	**Percent**	**Grade**	**Standard**
90-100	90%	A	Superior
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
00-59	59% or below = "F"	F	Mediocre

Last day to Withdraw from Course: November 4th

Required Texts, Materials, & Supplies:
1. Tunnell, M. O.; Jacobs, J.S.; Young, T. A.; and Bryan, G. (2020). *Children's Literature, Briefly, 7th Edition.* Boston: Pearson.
   ISBN-10: 0133846555
   ISBN-13: 978-0133846553

2. Fox, M. (2008). *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever, 2ⁿᵈ Edition.* New York: Houghton Mifflin.
    ISBN-10: 0156035103
    ISBN-13: 978-0156035101

REQUIRED TRADEBOOKS:
1. Self-selected picture books representing various genres/forms.

2. **CHOOSE ONE** - *Cinderella* variant

3. **CHOOSE ONE** - **Fantasy**
    a. DiCamillo, K. (2003). *The Tale of Despereaux being the story of a mouse, a princess, some soup, and a spool of thread.* Scholastic Inc.
    b. Babbit, N. (1975). *Tuck Everlasting*. Scholastic Inc.
    c. White, E. B. (2001). *Charlotte's Web.* Harper Collins.

4. **CHOOSE ONE** – **Realistic Fiction**
    a. Cleary, B., (Reprint 2009). *Beezus & Ramona.* Harper Collins.
    b. Cleary, B., (Reprint 2009). *Ramona & Her Father.* Harper Collins.
    c. Cleary, B., (Reprint 2009). *Ramona the Brave,* Harper Collins,
    d. Cleary, B., (Reprint 2009). *Ramona the Pest*. Harper Collins.

5. **CHOOSE ONE** - **Poetry**
    a. Hesse, K. (1997). *Out of the Dust*. Scholastic Inc.
    b. Reynolds, J. (2017). *Long Way Down*. Simon & Schuster Children's Publishing,
    c. Lewis, J. P. (2005). *Heroes and She-Roes: Poems of Amazing and Everyday Heroes.* Penguin.

6. **CHOOSE ONE** – **Sixties Trilogy: Documentary Novel/Historical Fiction**
    a. Wiles, D. (2010). *Countdown.* Scholastic Inc.
    b. Wiles, D. (2014). *Revolution.* Scholastic Inc.
    c. Wiles, D. (2019). *Anthem.* Scholastic Inc.

7. Fleischman, P. (1997). *Seedfolks.* Harper Collins.

8. **CHOOSE ONE** - **Fables**
    a. Lobel, A. (1980). *Fables*. Harper & Row.
    b. Scieszka, J., & Smith, L. (1998), [Squids will be squids](#). Viking Press.

Note: *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.*

READ 3323: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule Fall 2024

Topical Outline & Schedule: The following tentative course calendar is subject to change. Adjustments to class sessions will be made as determined by progress made in accomplishing the objectives of each class session.

DATES	TOPICS	ASSIGNMENTS DUE	LIBRARY DAY
Week 1 8/28 **F2F**	Course Introduction What is children's literature?	Get your Textbooks **ONLINE Discussion:** Meet and Greet + Book Selfie	
Week 2 9/4 **ONLINE**	Read, Read, Read What is a Good Book?	**READ:** Tunnell et al., **Ch. 1** **READ:** Tunnell et al., **Ch. 2** **ONLINE Discussion:** Two (2) entries "Childhood Friends"	
Week 3 9/11 **F2F** **LIBRARY SESSION #1 of 6**	Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever Teaching with Children's Books	**READ:** Tunnell et al., **Ch. 17** **READ:** Fox, *Reading Magic* **ONLINE Discussion:** EPIC Website **LIBRARY WORK: PRIOR TO CLASS** Topical video lecture (Content Levels) +**Online Quiz**	**MEET IN CLASS Content vs Reading Level** **Credible sources for reading levels** Hands-on practice, exercises, and assessment with books on shelves and at your tables.
Week 4 9/18 **F2F** **LIBRARY SESSION #2 of 6**	How to Recognize a Well-Written Book How to Recognize a Well-Illustrate Book Children's Book Awards	**READ:** Tunnell et al., **Ch. 3** **READ:** Tunnell et al., **Ch. 4** **READ:** Tunnell et al., **Appendix D** **ONLINE Show Your Thinking:** Fox, *Reading Magic* **LIBRARY WORK: PRIOR TO CLASS** Topical video lecture (illustrations) +**Online Quiz**	**MEET IN CLASS Illustrations**: Hands-on practice, exercises, and assessment with books on shelves and at your tables.
Week 5 9/25 **ONLINE**	Children's Books: History and Trends	**READ:** Tunnell et al., **Ch. 5** **ONLINE**: Read Aloud Video + Reflection	
Week 6 10/2 **F2F** **LIBRARY SESSION #3 of 6**	Poetry	**READ:** Tunnell et al., **Ch. 9** **READ:** Poetry Book of Choice **ONLINE:** Poetry Café Handout **LIBRARY WORK: PRIOR TO CLASS** Topical video lecture (Poetry) +**Online Quiz**	**Poetry in the Classroom** Hands-on practice, exercises, and assessment with books on shelves and at your tables.

Week 7 10/9 **ONLINE**	Folk Literature: Stories from the Oral Tradition Modern Fantasy	**READ:** Tunnell et al., **Ch. 10** **READ:** Tunnell et al., **Ch. 11** **READ:** Fable Book of Choice **ONLINE Discussion:** Cinderella Compare & Contrast **ONLINE Discussion:** 3-2-1 Fables **POETRY PRACTICE WEEK**	
Week 8 10/16 **F2F**	Poetry	**POETRY CAFÉ WEEK** • **Where I'm From Poem** **ONLINE MIDTERM EXAM:** Tunnell, **Ch. 1,2,3,4,5,9,10,11** **ONLINE Discussion:** Poetry	

Week 9
10/23
F2F
 	
**LIBRARY
SESSION
#4 of 6**
	Picture Books
	
	Organizing
	Children's Literature
	by Genre
		READ: Tunnell et al., **Ch. 7**
		READ: Tunnell et al., **Ch. 8**
		READ: Fantasy Book of Choice
		
		LIBRARY WORK: PRIOR TO CLASS
		  Topical video lecture (Genre/Form)
		   +**Online Quiz**
			Genre vs Form
			Hands-on practice,
			exercises, and
			assessment with books
			on shelves and at your
			tables.

Week 10 10/30 **F2F** **Last day to withdraw 11/4** **LIBRARY SESSION #5 of 6**	Contemporary Realistic Fiction	**READ:** Tunnell et al., **Ch. 12** **READ:** Realistic Fiction Book of Choice **ONLINE Discussion:** TEKS **ONLINE Show Your Thinking:** Fantasy Book	**Classroom Bookshelf Project**
Week 11 11/6 **F2F** **LIBRARY SESSION #6 of 6**	Multicultural and International Books	**READ:** Tunnell et al., **Ch. 6** **READ:** Fleischman, *Seedfolks* **ONLINE Show Your Thinking:** Realistic Fiction Book **LIBRARY WORK: PRIOR TO CLASS** Topical video lecture (Multicultural) +**Online Quiz**	**Utilizing Multicultural Books in the Classroom** Hands-on practice, exercises, and assessment with books on shelves and at your tables.
Week 12 11/13 **ONLINE**	Historical Fiction	**READ:** Tunnell et al., **Ch. 13** **READ:** Sixties Trilogy Book of Choice **ONLINE Discussion:** Fleischman, *Seedfolks*	

Week 13 11/20 ONLINE	Biography Informational Books	**READ:** Tunnell et al., **Ch. 14** **READ:** Tunnell et al., **Ch.15** **READ:** [NCTE Position Statement on the Role of Nonfiction Literature (K-12)](#) **ONLINE Discussion:** Information Books **ONLINE Show Your Thinking:** Sixties Trilogy	
11/27		**THANKSGIVING BREAK** **NO CLASS**	
Week 14 12/4 ONLINE LAST WEEK CLASSES	Controversial Books	**READ:** Tunnell, et al., **Ch. 16** **ONLINE –** Classroom Bookshelf Book List **ONLINE –** Annotated Bibliography **LIBRARY WORK:** Banned Books	
Week 15 12/11 ONLINE	Final Exam	**ONLINE FINAL EXAM** Tunnell, **Ch. 6,7,8,12,13,14,15,16** **ONLINE Discussion:** "Censorship" **ONLINE** – Course Evaluation	

COURSE POLICIES:

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

- o "Academic Dishonesty" includes, but is 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 without giving sufficient credit, taking an examination for another person, falsifying academic records, and any act designed to give unfair academic advantage to the student (such as, but not limited to: submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act.
- o Plagiarism" is the appropriation of material that is attributable, in whole or in part, to another source **without any indication of the original source**, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit or in conjunction with a program course or degree requirement(s).

AI Policy Statement:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools'

ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. For this course, students can use AI platforms to help prepare for assignments and projects. While most of the submitted work should be your original effort, you are allowed to use AI tools for revision and editing tasks, such as identifying logical flaws, clarifying confusing or underdeveloped sections, and correcting citations. If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.

CANVAS/EMAIL:

You will need Canvas learning management system; sound capacity; and to check your Patriot email on a daily basis for schedule change or announcements. A Canvas course has been created for this class, and all the information, including the syllabus, course schedule, and any changes thereto, will be posted. **Students are responsible for accessing and reading all materials.** In addition, students are **responsible** for checking **school email** as it is the primary method of communication for the course. This means students are **responsible** for 1) **immediately contacting the Information Technology services** to be certain any problem with email and/or access to Canvas is completely resolved; and, 2) contacting me if either Canvas and/or email (gdoepker@uttyler.edu) become a problem. If you experience technical problems or have a technical question about this course, you can obtain assistance by email **itsupport@patriots.uttyler.edu or phone (903)565-5555 Option 2.**

TURNING IN WORK:

Unless otherwise stated, all work will be turned in completed via Canvas (as specified in each assignment's instructions) on the date/time it is due.

LATE ASSIGNMENTS:

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating (e.g., emergency) circumstances may result in a lowering of the assignment grade.

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

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

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

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

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

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the **Code of Ethics and Standard Practices for Texas Educators**.