



UT TylerTM

THE UNIVERSITY OF TEXAS AT TYLER

School of Education

Literacy Assessment & Instruction I

READ 4320.060

Fall 2024

Semester:	Fall 2024-August 26th – December 14 th
Course Location:	Online (Zoom Sessions on Wednesdays 6:00pm to 7:20pm)
Credit:	3 hours
Instructor Information:	Dr. Jill Carter
Office:	BEP 248-A
Office Hours:	Mondays & Wednesdays 12:00 p.m. – 1:30 p.m. (in person) and by appointment (virtually and in person)
Office Phone:	903-565-5669
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**Please put your course number and section in your email subject (READ 4320.060)

The last day to withdraw from this course is Monday, November 4th.

Catalog Description

A course designed to afford the student the opportunity to implement the skills of assessment, instruction, and evaluation in a tutorial setting that utilizes a peer coaching model. Prerequisite: Admission to the School of Education. Must have completed the EC-6 Core Curriculum.

Knowledge Base(s)

This course introduces students to the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. Students will learn about the theories of early literacy development as well as research and

effective instruction practices that shape how teachers and others have approached their work with young children. Course content incorporates the following standards for the preparation of reading professionals:

1. *International Literacy Association* standards for the preparation of Pre-K and elementary teacher candidates (ILA, 2010);
2. *Texas State Board for Educator Certification* standards for the preparation of English Language Arts and Reading Generalist ED-6 teacher candidates (Texas State Board for Educator Certification, 2016);
3. *Texas Education Agency Reading Competencies*:

Domain I. Reading Pedagogy – Competencies 001-002

Domain II. Reading Development: Foundational Skills - Competencies 003-008

Domain III. Reading Development: Comprehension- Competencies 009-012

Domain IV. Analysis and Response- Competency 013

Student Learning Outcomes

Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promote reading, writing, and oral language development in young children.
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.

Artificial Intelligence 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 is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler’s Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

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.

Topic Table

Students will have multiple opportunities to practice & apply literacy theories & strategies including phonemic awareness, phonics, vocabulary, comprehension, fluency.

Week	Content	Readings	Assignments
<p>Week 1 8/26 - 9/1</p>	<p>Syllabus Course Overview</p> <p>What is literacy?</p> <p>Establishing a Literacy Community</p>	<p>TEKS K-5 ELPS K-5 Pre-K Guidelines</p> <p>Gurjar et al. (2023) Chapter 1- What is Literacy? Multiple Perspectives on Literacy</p> <p>Gurjar et al. (2023) Chapter 9- Literacy Instruction for Diverse Learners</p> <p>Jacobson, L. (2017). Building a culture of literacy: Ideas for making literacy the foundation in your school. <i>Literacy Today</i> 35(1), 20-24.</p>	<p>Multiple Perspectives on Literacy Discussion (Due 8/30 & 9/1)</p> <p>Start WIX Electronic Portfolio & Upload Syllabus & Topic Table (Due 9/1)</p> <p>Philosophy of Literacy (Due 9/1)</p>
<p>Week 2 Labor Day Holiday 9/2 9/3 - 9/8</p>	<p>How to Read and Understand a Reading Research Article</p> <p>Using Data to Inform Instruction</p>	<p>Smartt, S. (2020). Assessment Basics. In M. Hougen & S. Smartt (Eds.), <i>Fundamentals of literacy instruction and assessment: Pre-K-6</i> (pp. 34-40). Paul H. Brookes Publishing, Co.</p>	<p>Vocabulary Quiz #1 (In Zoom Class on 9/4)</p> <p>Download Acadience Assessment Materials (Due 9/3 by 6:00 p.m.)</p>

		<p>Good, R. H., Kaminski, R. A., Cummings, K. D., Dufour-Martel, C., Petersen, K., Powell-Smith, K. A., Stollar, S., & Wallin, J. (2011, Revised 2020). <i>Acadience Reading K–6 Assessment Manual</i>. Acadience Learning Inc.</p> <p>Chapter 1, pp. 1-10 and 12-13</p> <p>Shanahan, T. (2023, March 8). <i>The Science and Unscience of Reading</i> [PowerPoint slides]. Retrieved from The Science and Unscience of Reading-Slides 1-38</p>	Vygotsky Video Assignment (Due 9/8)
<p>Week 3 9/9 – 9/15</p>	<p>Pre-Reading Skills</p>	<p>Gurjar et al. (2023) Chapter 2-Foundations of Early Literacy</p> <p>Reading Rockets-Basics: Alphabet Knowledge</p> <p>Shanahan (2023) The Science and Unscience of Reading-Slides 61-69</p> <p>Heggerty, M. (2020). <i>Phonemic awareness (Primary version): 35-weeks of daily explicit and systematic phonological and phonemic awareness lessons</i>. River Forest, IL: Literacy Resources, Inc: Selected Lessons for Practice</p>	<p>Vocabulary Quiz #2 (In Zoom Class on 9/11)</p> <p>Differentiation Video and Question (Due 9/15)</p>
<p>Week 4 9/16 – 9/22</p>	<p>Pre-Reading Skills</p>	<p>Gurjar et al. (2023) Chapter 8: Writing</p>	<p>Vocabulary Quiz #3 (In Zoom Class on 9/18)</p>

		<p>Acadience Reading K-6 Assessment Manual Chapters 5 First Sound Fluency, Chapter 6 Letter Naming Fluency, Chapter 7 Phoneme Segmentation Fluency, pp. 50-75</p> <p>Heggerty (2020) Selected Lessons for Practice</p>	<p>Content Quiz #1 (Due 9/22)</p>
<p>Week 5 9/23 – 9/29</p>	<p>Reading Fluency</p>	<p>Gurjar et al. (2023) Chapter 7: Fluency and Comprehension</p> <p>Acadience Reading K-6 Assessment Manual Chapter 8 Nonsense Word Fluency, pp. 76-88</p> <p>Heggerty (2020) Selected Lessons for Practice</p>	<p>Alphabet Knowledge Lesson Plan (Due 9/29)</p> <p>Vocabulary Quiz #4 (In Zoom Class on 9/25)</p> <p>3-2-1 Discussion Post on Oral Reading Fluency (Due 9/27 & 9/29)</p>
<p>Week 6 9/30 – 10/6</p>	<p>Reading Fluency</p>	<p>Acadience Reading K-6 Assessment Manual Chapter 9 Oral Reading Fluency, pp. 89-110</p> <p>Honig et al. (2018) Section IV: Fluency Instruction- Introduction & Chapter 10 Fluency Instruction, pp.360-373</p> <p>Heggerty (2020) Selected Lessons for Practice</p> <p>Serravallo (2023) Selected Goal 4 Strategies (Fluency)</p>	<p>5 Reading Research Articles with Questions (Due 10/6)</p> <p>Vocabulary Quiz #5 (In Zoom Class on 10/2)</p>
<p>Week 7 10/7 – 10/13</p>	<p>Creating Managed Independent Learning Stations</p> <p>Vocabulary</p>	<p>Gurjar et al. (2023) Chapter 6: Vocabulary</p> <p>Florida Center for Reading Research.</p>	<p>Vocabulary Quiz #6 (In Zoom Class on 10/9)</p>

		<p>(n.d.). <i>Teacher Resource Guide</i>. Retrieved from Florida Center for Reading Research Student Center Activities-Teacher Resource Guide</p> <p>Honig et al. (2018) Chapter 11 Specific Word Instruction, pp. 420-431; 434-452</p> <p>Heggerty (2020) Selected Lessons for Practice</p>	
<p>Week 8 10/14 – 10/20</p>	Vocabulary	<p>Sedita, J. (2018, December 6). <i>Using Morphology to Teach Vocabulary. Keys to Literacy</i>. Retrieved from Using Morphology to Teach Vocabulary</p> <p>Serravallo (2023) Selected Goal 11 Strategies (Comprehending Vocabulary and Figurative Language)</p> <p>Heggerty (2020) Selected Lessons for Practice</p>	<p>Strategy Talk #1 (Due 10/16 by 6:00 p.m.)</p> <p>Content Quiz #2 (Due 10/20)</p>
<p>Week 9 10/21 – 10/27</p>	Reading Comprehension-Literary Texts	<p>Review: Gurjar et al. (2023) Chapter 7- Fluency and Comprehension</p> <p>Honig et al. (2018) Section VI: Comprehension-Introduction, pp. 609-632 & Chapter 14- Literary Texts, pp.637-638</p> <p>Serravallo (2023) Selected Goal 5 Strategies</p>	<p>10 Managed Independent Learning Stations (Due 10/27)</p>

		(Comprehending Plot and Setting) Heggerty (2020) Selected Lessons for Practice	
Week 10 10/28 – 11/3	Reading Comprehension- Literary Texts	Acadience Reading K-6 Assessment Manual Chapter 10 MAZE pp. 111-115 Serravallo (2023) Selected Goal 6 Strategies (Comprehending Character) Selected Goal 7 Strategies (Comprehending Theme) Heggerty (2020) Selected Lessons for Practice	Vocabulary Quiz #7 (In Zoom Class on 10/30) STR Constructed Response (Due 11/3)
Week 11 11/4 – 11/10	Reading Comprehension- Informational Texts	Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). <i>How to Teach Expository Text Structure to Facilitate Reading Comprehension. Reading Rockets</i> . Retrieved from How to Teach Expository Text Structure to Facilitate Reading Comprehension Reading Rockets Sedita, J. (2023). <i>Question Generation: A Key Comprehension Strategy. Reading Rockets</i> . Retrieved from Question Generation: A Key Comprehension Strategy Reading Rockets	Vocabulary Quiz #8 (In Zoom Class on 11/6) 5 Literacy Lesson Plans (Due 11/10)

		<p>Heggerty (2020) Selected Lessons for Practice</p> <p>Serravallo (2023) Selected Goal 8 Strategies (Comprehending Topics and Main Ideas)</p>	
<p>Week 12 11/11-11/17</p>	<p>Reading Comprehension- Informational Texts</p>	<p>Gurjar et al. (2023) Chapter 10. Reading and Writing Across Content Areas – Disciplinary Literacy</p> <p>Serravallo (2023) Selected Goal 9 Strategies (Comprehending Key Details)</p> <p>Serravallo (2023) Selected Goal 10 Strategies (Comprehending Text Features)</p>	<p>Vocabulary Quiz #9 (Due 11/17)</p> <p>Strategy Talk #2 (Due 11/13 by 6 p.m.)</p> <p>Content Quiz #3 (Due 11/17)</p>
<p>Week 13 11/18 – 11/24</p>	<p>Data & Assessment</p>	<p>Texas Education Agency. (n.d.). <i>Special Education</i>. Retrieved from TEA-Multi-Tiered Systems of Support Fact Sheet</p> <p>Reading Rockets. (n.d.). <i>Looking at Writing</i>. Retrieved from Looking at Writing</p> <p>Honig et al. (2018) MTSS for Reading Success, pp. 744-754</p> <p>Serravallo (2023). Selected Goal 13 Strategies (Writing About Reading)</p> <p>Heggerty (2020) Selected Lessons for Practice</p>	<p>5 Literacy Intervention Plans (Due 11/24)</p> <p>MTSS Discussion & Peer Response (Due 11/24)</p>

Thanksgiving Break			
11/25 – 11/29			
Week 14 12/2 – 12/8	Data & Assessment		Final: WIX Portfolio (Due 12/5)
Week 15 12/9 – 12/13	Finals		

COURSE EVALUATION AND GRADING

The assignments and projects outlined below are designed to contribute in different, yet complimentary ways in achieving the stated learning outcomes.

Class Participation & Assignments (20 points or 20% of course grade).

Throughout the semester, you will be expected to attend every class, complete assigned textbook, and other readings, and engage actively in class discussions and related learning activities. Your contribution to assigned class work is an important part of the course grade and a vital component of your growth as a classroom reading teacher.

Quizzes (20 points or 20% of course grade). There will be scheduled quizzes throughout the semester. Quizzes will cover material addressed in lectures, discussions, assigned readings, and key vocabulary. The content of quizzes, which will consist of a mix of objective and/ or constructed response answers, is designed to probe your level of preparedness in understanding and using knowledge gained throughout the course to promote and support students’ literacy development in EC-6 classroom settings.

Projects

Project #1: Five Reading Research Articles with Questions (10 points or 10% of course grade). Students will learn to read a research article and identify the key elements.

Project #2: One Alphabet Knowledge Lesson Plan (5 points or 5% of course grade). You will create an alphabet knowledge lesson plan using a provided template. The plan will include teaching the letter name, letter sound and letter formation using explicit instruction and the gradual release of responsibility model.

Project #2: Design & Create 5 Literacy Lessons Based on ELAR Texas Essential Knowledge & Skills (TEKS); Science of Teaching Reading Competencies; and English Language Proficiency Standards (ELPS). (15 points or 15% of course grade). In this assignment, you will have an opportunity to gain knowledge, skills, and experience in using language & literacy standards to design and create relevant lessons for your future classroom. You will write five lesson plans for one grade level. You must include these elements in each lesson plan: phonemic awareness, alphabet knowledge, phonics, a read aloud, comprehension.

Project #3: Creating 10 Managed Independent Learning Stations (10 points or 10% of course grade). You will create 10 managed independent learning stations aligned to the TEKS standards, STR competences, and the ELPS. Each station should take 15 minutes for students to complete **independently** and include clear directions for learners.

Project #4: Design & Create 5 Literacy Lessons Based on ELAR Texas Essential Knowledge & Skills (TEKS); Science of Teaching Reading Competencies; and English Language Proficiency Standards (ELPS). (15 points or 15% of course grade). In this assignment, you will have an opportunity to gain knowledge, skills, and experience in using language & literacy standards to design and create relevant lessons for your future classroom. You will write five lesson plans for one grade level. You must include these elements in each lesson plan: phonemic awareness, alphabet knowledge, phonics, a read aloud, comprehension.

Project #5: Writing Five (5) Literacy Intervention Lesson Plans based on student data provided by the professor. (15 points or 15% of course grade). You will incorporate assessment data drawn from measures such as, Letter Names and Sounds, Phonics Inventory, Phonological Awareness Survey, Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency, Oral Retelling, Cloze, etc.

Final

WIX Portfolio- Technology & Literacy Integration: (5 points or 5% of course grade). Students will develop a video artifact, recording five tutorial lessons to be uploaded into Canvas & WIX portfolios. Lessons will include Texas Essential Knowledge & Skills, Science of Teaching Reading, and International Literacy Association Literacy Standards. More details along with guidance will be provided throughout the course.

Assessment: Portfolios

Grading based on a collection of evidence that demonstrates mastery, comprehension, application, and synthesis of a given set of learning objectives. Students must prepare a high-quality portfolio and effectively communicate what they have learned through reflection.

Three Rationales integrated into the WIX Electronic Portfolio:

- Growth: Show growth or change over time, help identify strengths and weaknesses, and can help students with self-reflection and goal setting.
- Showcase Work: students prepare a sample of their best work to share with others.
- Evaluation: Document progress toward standards for grading purposes. **Student Learning Outcomes for the WIX Electronic Portfolio:**
- Students will be assessed on their ability to organize, synthesize, and clearly describe their achievements.
- Students will complete various types of assignments, respond to feedback, and revise their work.
- Students will be evaluated on the progress they make in a course throughout the semester.
- Dialogue and collaborative conversations will take place throughout the semester. The professor will encourage students to analyze, monitor, and update their professional electronic portfolios.

Evaluation and Grading Guidelines and Criteria

All written work should be typed (using a 12 pt. New Times Roman font, with one-inch margins, & page numbers). Properly labeled, and carefully proofread and edited. The criteria for determining your final course grade are outlined below. Course grades will be determined based on percentage.


READ 4320 Assignments & Grading:			
Key Assignment Summary:	% of grade:	Points:	Due Dates:
1. Class Participation & Assignments	20%	20	On-going
2. Project #1: 5 Reading Research Articles with Questions	10%	10	10/6
6. Project #2: Create One Alphabet Knowledge Lesson Plan	5%	5	9/29
5. Project #3: Creating 10 Managed Independent Learning Stations	10%	10	10/27
3. Project #4: Design & Create 5 Literacy Lessons	15%	15	11/10
4. Project #5: Write 5 Literacy Intervention Lesson Plans	15%	15	11/24
8. Quizzes (Vocabulary & Content)	20%	20	Various dates
Final: WIX Electronic Literacy Portfolio	5%	5	12/5
TOTAL=	100%	100	

Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	(Excellent) Superior
80-89.99	80%	B	(Good) Above Average
70-79.99	70%	C	(Undeveloped) Average
60-69.99	60%	D	(Poor) Below Average
00-59.99	59% or below	F	(Unacceptable) Mediocre

Texts and Materials

Textbook Cover:	Title:	Author:	ISBN #:	Publisher:
	<p>REQUIRED</p> <p>Methods of Teaching Early Literacy (Open Educational Resource)</p>	<p>Nandita Gurjar, Sohyun Meacham & Constance Beecher</p>	<p>Download/Read Text Here</p>	<p>Iowa State University</p> <p>Pressbooks Iowa State University Digital Press</p> <p>Publication Date: July 19, 2023</p>
	<p>HIGHLY RECOMMENDED</p> <p>Teaching Reading Sourcebook (Core Literacy Library) Third Edition</p>	<p>Bill Honig, Linda Diamond, & Linda Gutlohn</p>	<p>978-1-63402-235-4</p>	<p>Arena Press</p>
	<p>RECOMMENDED</p> <p>The Reading Strategies Book 2.0</p> <p>Be sure you are purchasing the 2.0 version of the book and not an older version.</p>	<p>Jennifer Serravallo</p>	<p>9780325170770</p>	<p>Heinemann</p>
	<p>RECOMMENDED</p> <p>Shifting the Balance</p>	<p>Jan Burkins & Kari Yates</p>	<p>9781625315106</p>	<p>Stenhouse Publishers (Now Taylor & Francis)</p>

	<p>RECOMMENDED</p> <p>Shifting the Balance, Grades 3-5: 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom</p>	<p>Katie Cunningham, Jan Burkins, & Kari Yates</p>	<p>9781625315977</p>	<p>Routledge Publishing</p>
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*Additional readings to supplement course content may be selected from various journal publications book chapters and reports. These will be provided at no extra cost to students.

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.*

Course Policies

- **Attendance.** Your attendance and participation are important and required to do well in this course. Students are expected to come to class and be well prepared to engage in scholarly discussion on the day's scheduled subject matter. A student will not be able to do well in the class without prompt and regular attendance. Class attendance and participation is expected. Arriving late or leaving early is considered an absence. If you are absent on the day an assignment is due, you are still expected to submit the assignment on time (e.g., via email or through another student). Daily attendance is part of your Class Attendance, Participation, & Learning Activities grade. Points will also be deducted from the final grade due to excessive absences. Students will not be penalized for religious holidays (see policy below). Deductions from your final grade due to excessive absences will be treated as follows:

3 Absences = 20 Point Deduction

4 Absences = 30 Point Deduction

- **Make-Up Exam.** There will be NO make/up exams for vocabulary quizzes for this course unless absence is due to an emergency. Students are expected to submit relevant documentation (e.g., doctor's note, funeral notice, tow-truck receipt, etc.) when requesting a make/up activity.

- **Written Assignments.** Written assignments MUST be typed using **double spaced lines and have page numbers**. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores. **Type assignments in an easily readable 12-point font (e.g., Times New Roman, Helvetica, Tahoma)**
- **Late Assignments** (turning in after due date) You will be permitted to turn in one assignment late (up to 48 hours) with no reduction in your grade. **After 48 hours, the assignment will not be accepted.**

After that, assignments that are turned in one day after the due date will be lowered 15%. Assignments that are turned in two days after the due date will be lowered 30%. **No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.**
- **Academic Dishonesty.** To be successful in this class, you must invest time in studying. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e., plagiarism), or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabus.
- **Canvas:** Students will access class notes, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts. **All assignments will be submitted through Canvas on the designated assignment page.**
- **Cell Phone:** Cell phones or similar electronic devices are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cellphones or other electronic communication devices during exams is prohibited. **Text messaging should be done before or after class!** If you have an emergency or special situation that requires you to attend to your messages, please discuss this with me before class.
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use "people first" language at all times. For example, refer to "a student with autism" and not "an autistic."

- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues, and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in READ 3320 will adhere to and demonstrate these teacher candidate dispositions at all times.
- **Safe Zone**
The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that students conduct themselves in a manner that ALL students are able to consider the classroom a safe environment.

UNIVERSITY POLICIES & RESOURCES

Use the following link to review important university policies and information:

[University Policies](#)

Resources to assist you in this course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office.](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center.](#)
- [UT Tyler PASS Tutoring Center.](#)
- [UT Tyler Supplemental.](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas.](#)
- [Robert Muntz Library.](#) and [Library Liaison.](#)
- [Canvas 101.](#) (learn to use Canvas, proctoring, Unicheck, and other software)
LIB 422 -- Computer Lab where students can take a proctored exam

Resources available to UT Tyler Students

- [UT Tyler Counseling Center.](#)(available to all students)
- [My SSP App.](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center.](#)
- [Military and Veterans Success Center.](#)(supports for all of our military-affiliated students)
- [UT Tyler Patriot Food Pantry.](#)
- [UT Tyler Financial Aid and Scholarship.](#)
- [UT Tyler Registrar's Office.](#)

- [Office of International Programs.](#)
- [Title IX Reporting.](#)
- [Patriots Engage.](#) (available to all students. Get engaged at UT Tyler.)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION & MISSION

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

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](#).