The University of Texas at
TYLER

READ 4320.001 (80293)
Literacy Assessment & Instruction
The University of Texas at Tyler
School of Education
Dr. Joanna Neel

Course:	**READ 4320.001 Literacy Assessment & Instruction I**
Semester & Year:	**Fall 2021**
Time & Day:	**Mondays & Wednesdays 3:00-4:25 PM**
Location:	**HPR 253**
Instructor Information:	**Dr. Joanna Neel, Associate Professor**
Office:	**HPR 268**
Phone:	**(903) 565-5750**
Email:	jneel@uttyler.edu (preferred method of contact)
Office Hours:	**Mondays 11:00 AM-1:00 PM**
	Appointments available-please email to schedule.
First Day of Fall 2022:	**Monday, August 23, 2021**
First Day for READ 3320:	**Monday, August 23, 2021**
Census Date:	**September 3, 2021**
Last Day to Withdraw:	**November 1, 2021**
Study Day:	**December 6, 2021**
Final Exam:	**Finals Week December 7-11, 2021 (Specific Date TBD).**
Required Attendance	

*Last Day to Withdraw from Courses: November 1, 2021
Disability/Accessibility Services:
The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Like so many things this Fall, the need for accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible, to explore what arrangements need to be made to ensure access. During the Fall 2020 semester, SAR will be conducting all appointments via ZOOM. If you have a disability, you are encouraged to visithttps://hood.accessiblelearning.com/UTTyler and fill out the New Student Application. For more information, please visit the SAR webpage athttp://www.uttyler.edu/disabilityservices or call 903.566.7079.
Faculty Office Hours: These are times when you can meet with your faculty to ask questions about the content, better understand the discipline, make career connections and more. Make use of office hours. Faculty list three hours a week (minimum) that they are

available to you and also provide an appointment option if you have class or work during their office hours.

Writing Center: The Writing Center provides all undergraduate and graduate students a place to work on their writing projects and skills. There are tutoring options as well as workshops available to support you in your academic writing.

Math Learning Center: The Math Learning Center provides drop-in tutoring for lower-level math courses throughout the week. The MLC also has computer workstations for your use.

PASS Tutoring Center: The PASS Tutoring Center supports a variety of courses. Due to COVID-19, we are asking that you schedule an appointment for your face-to-face tutoring support. Tutoring is also available through Zoom tutoring sessions. Check the website to see the courses supported for the Fall 2020 term.

Supplemental Instruction (SI): SI is a series of weekly peer-assisted study sessions in courses identified by previous students as difficult. Due to COVID-19, SI sessions will be conducted face-to-face and via Zoom this fall. Check the website to see the support courses for the Fall 2020 term.

Upswing (24/7 Online Tutoring): Upswing is a free, confidential, and convenient way to receive help in nearly all of UT Tyler's undergraduate courses.

Robert R. Muntz Library Staff: UT Tyler has an incredible staff of librarians ready to assist you. Discipline/major library liaisons are available to support you and you can also schedule appointments for research consultations. In addition, the Robert R. Muntz library's Head of University Archives and Special Collections can assist you with scholarly communications, primary sources, and archive materials.

Canvas 101: This Canvas course provides you with a wealth of information – including how to navigate in Canvas, use ProctorU (and even take a practice test), tips for being a successful online and hybrid learner, how to use Zoom, and more!

Digital Support Toolkits: Digital Support Toolkits are supplemental materials generated by faculty to help you be successful in targeted courses typically taken by our freshman and sophomore population. Students registered in Digital Support Toolkits supported courses will find these in their Canvas dashboard. You don't have to register – just take advantage of this great resource.

UT Tyler Testing Center: The Testing Center provides securing testing opportunities to meet the needs of students and the community in an environment conducive to student and academic success.

[Student Accessibility and Resource (SAR) Office](#): The SAR Office works to provide students equal access to all educational, social, and co-curriculum programs through the coordination of services and reasonable accommodations, consultation, and advocacy.

[Student Counseling Center](#): The Student Counseling Center supports students in developing balance, resiliency, and overall well-being both academically and personally. They have in person and virtual counseling options. In addition, the Student Counseling Center offers [TAO](#), a selfhelp, completely private online library of behavioral health resources. Sign in to the TAO website using your UT Tyler credentials.

Catalog Description. A course designed to afford the student 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 have 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

   *Please refer to a detailed list of competencies Canvas for this course./.

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 promoted 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.

Assessment and Standards Matrix:

Student Learning Outcomes	Topics/ Activities	Assessment (including performance-based)	Standards Alignment
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	Course Overview: TEKS K-6 Overview ELPS K-6 Overview Pre-K Guidelines Preview Literacy Lessons Developmental Stages for Reading and Writing	Posts in Canvas Review Key Topics	(1) **TES**: (A) (i) (ii) (iii) (B) (i) (ii) (iii) (C) (i) (ii) (D) (i) (E) (i) (ii) (F) (ii) (iii) (2) (B) (i) (C) (iii) (3) (B) (i) (ii) (iii) (C) (i)1Ai-ii. **TEKS:** ELAR K-6 **ELPS:** K-6 **Pre-K Guidelines:** all **College Readiness Standards:** ELAR: Reading & Writing **ISTE:** 1c **INTASC:** 2, 3, 4, 5, 7, 8
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promoted reading, writing, and oral language development in young children.	Literacy Development Theories Research Effective Instructional Practices Reading Writing Oral Language Development	Canvas Discussions Quizzes	**TES 1: all;** **2: all** **TEKS:** ELAR K-2 **ELPS:** K-2 **Pre-K Guidelines:** Overview **College Readiness Standards:** ELAR: Reading & Writing **ISTE:** 1a; 5a; 7b;7c **INTASC:** 2, 3, 4, 5, 7, 8

3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.	Develop, Implement, & Evaluate literacy instruction in EC-6 settings.	Literacy Articles Website, and Program Resources Running Records Small Group Discussions Quizzes/	**TES:** 3Ai-iii; **TEKS:** ELAR K-2 **ELPS:** K-2 **Pre-K Guidelines:** Overview **College Readiness Standards:** ELAR: Reading & Writing **ISTE:** 1c; 7b; 7c **INTASC:** 7, 8

Course Evaluation and Grading

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

1. **Class Participation** (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 activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom reading teacher. The following criteria will be used to evaluate your class participation and engagement.
   - 0-10 points = Low level of participation and engagement
   - 11-15 points = Moderate level of participation and engagement •
        16-20 points = High level of participation and engagement

2. **Project #1: Reading Workshop ARC of the Year Based on Analysis and interpretation of literacy assessment data** (20 points or 20% of course Grade). In this assignment, you will have an opportunity to gain knowledge, skills, and experience in using data-based decision-making techniques and procedures to gather, analyze, and make sense of various types of literacy assessment data. You will also learn strategies for using assessment data to identify EC-6 students' strengths and needs to develop goals for instruction. Based on assessment data, you will develop an ARC of the Year for Literacy. More details along with guidance will be provided throughout the course.
    (20 points or 20 % of course grade). Students will create an ARC of the Year focusing on Reading Workshop.

3. **Project #2: Videotaped Tutorial Lesson Plans: Using data to design literacy interventions for struggling readers and writers** (20 points or 20% of course Grade). In this assignment, students will spend approximately five hours developing authentic tutorial literacy lessons for reading & writing workshop. They will develop five or

more oral language, reading, writing, and phonemic awareness tutorial lessons for children differing in language background, socio-economic status, or educational achievement. Students will include patterns of language, reading, and/or writing development with recommendations for further assessment and instruction.
Technology & Literacy Integration: Students will develop a video artifact, recording five tutorial lessons to be uploaded into Canvas & WIX portfolios, and Pathbrite accounts. 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.

4. **Quizzes** (40 points or 40% of course grade). There will be four scheduled quizzes (10 points each or l0% of course grade) throughout the semester. Quizzes will cover material addressed in lectures, discussions, and assigned readings. 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.

5. Key Assignments:
1. Reading Workshop
2. Writing Workshop
3. Managed Independent Literacy Learning Stations
4. Read Aloud Activities & Videos
5. Guided Reading Lessons/ Tutorial Lesson Videotapes
6. Lesson Plan Writing: 20 Tutorial Lesson Plans Completed
7. Video of Five Tutorial Lesson Plans (Project #2)
8. Amazon Wish List of Class Library Sources
9. Phonemic Awareness Lessons
10. WIX Portfolio
11. Retelling with Props
12. Poetry, Songs, & Rhymes
13. Alphabetic Principle Activities

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 to 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 varied types of assignments, respond to feedback, and revise their work.
- Students 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 the professional electronic portfolio.

Course: READ 4320 Fall 2020
WIX Portfolio & Key Assignments:
Key Assignments to be included in the electronic portfolio:
1) Reading Workshop: 30 Lessons
2) Writing Workshop: 30 Lessons
3) Managed Independent Learning Stations:30 Stations & Routines
4) Read Aloud Activities & Videos
5) Guided Reading Activities & Videos
6) Lesson Plan Writing: 20 Tutorial Lesson Plans Completed
7) Five (5) Videos of Tutorial Lesson Plans (Project #2)
8) Amazon Wish List of Grade Level Appropriate Class Library Resources
9) Phonemic Awareness Lessons   (30)
10) Retelling Lessons & Artifacts (5)
11) Poetry, Songs, Rhymes Journal/ Activity
12) Alphabetic Principles Activities (15)
13) WIX Portfolio

 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.

|	**Projects & Grading Criteria**		
Class Projects	Percentage of grade	Points	Due Dates
1. Class Participation	20%	20	On-going

2. Project #1: Reading Workshop ARC of the Year & Assessment	20%	20	Week 6
3. Project #2: Five Videotaped Tutorial Lesson Plans	20%	20	Week 12
4. Quizzes	40%	40	Weeks 3,7, 9, 11,13
TOTAL=	100%	100 Points	

Performance standards			
Points	**Percent**	**Grade**	**Standard**
90-100	90%	A	(Excellent) Superior
80-89	80%	B	(Good) Above Average
70-79	70%	C	(Undeveloped)Average
60-69	60%	D	(Poor) Below Average
00-59	59% or below	F	(Unacceptable)Mediocre

Required Texts and Materials:

Core Readings: The core readings selected for purposes of this course consist of required texts and recommended materials. These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

- Required Text: Reutzel, R., & Cooter, R. (2016). *Strategies for Reading Assessment & Instruction: Helping Every Child Succeed.* New York: Allyn & Bacon. ISBN: 9780133488814
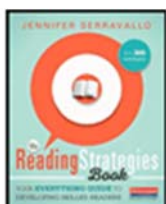
READING STRATEGIES BOOK **REQUIRED** |*By SERRAVALLO* **EDITION:** 15

PUBLISHER: HEINEMANN

ISBN: 9780325074337

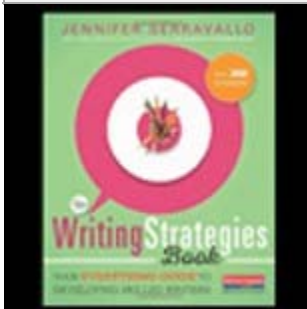

FOUNTAS+PINNELL LITERACY CONTINUUM
REQUIRED |*By FOUNTAS*

- **EDITION:** 17
- **PUBLISHER:** HEINEMANN •   **ISBN:** 9780325060781

WRITING STRATEGIES BOOK
RECOMMENDED |*By SERRAVALLO*

- **EDITION:** 17 •   **PUBLISHER:** HEINEMANN
- **ISBN:** 9780325078229
- Clay, M. ,Running Records for Classroom Teachers Heinemann, ISBN: 9780325002996
- Fountas, I., Pinnell, G. (2016). Literacy Continuum K-8, Heinemann ISBN: 9780325060781.
- Additional readings to supplement course content may be selected from various journal publications, book chapters, and reports (See sample resources in attached references).

> **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.*

Bibliography:

Bransford, J., Brown, A., & Cocking, R. (2000). How people learn: Brain, mind, experience, and school (expanded edition). Washington, DC: National Academy Press.

Darling-Hammond, L, & Bransford, J. (Eds.). (2005). Preparing teachers for a changing world. What teachers should learn and be able to do. San Francisco, CA:Jossey- Bass.

Nutta, J., Mokhtari, K., & Nutta, J. (Eds.). (2012). Preparing every teacher to reach English learners: A practical guide for teacher educators. Cambridge, MA: Harvard Education Press.

Tomlinson, C.A. (2014). The differentiated classroom: Responding to the needs of all learners (2nd edition). Alexandria, VA: ASCD.
Vygotsky, Lev S. (1986). *Thought and language.* Newly revised and edited by Alex Kozulin. Cambridge, MA: The MIT Press.

Wormeli, R. (2007). Differentiation: From planning to practice grades 6-12. Portland, ME: Stenhouse Publishers.

Topical Outline & Schedule

Learning Outcomes:	Course Topics:	Readings & Project Due Dates:
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	• Literacy processes: reading, writing, listening, and speaking • Stages of language development • Stages of reading development • Stages of writing development • Stages of spelling development • Theoretical orientation to reading profile (pre-assessment)	Morrow- Chapter 1: Foundations of early literacy development • Morrow- Chapter 2: Assessment in early literacy • Morrow- Chapter 3: Literacy and diversity • Morrow- Chapter 4: Language & vocabulary development

2. Explore 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.	• Essential components of reading: Phonemic awareness, phonics, fluency, vocabulary, comprehension • Factors impacting literacy development among diverse learners • Understanding student needs relative to oral language, reading, and writing development	• Shanahan- Phonemic Awareness • Strategies to figure out words: Phonological awareness, phonics, and more • Shanahan- Phonics • Assessment in early literacy • Shanahan-Oral reading fluency • Writing, spelling, and literacy development • Shanahan- Vocabulary
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.	• Applying knowledge gained to understand students' needs relative to language, reading, and writing development • Applying knowledge gained to understand the students' contexts for instruction. • Theoretical orientation to reading profile (postassessment) Applying knowledge to develop • List of technology sites and games that integrate early literacy strategies.	• Shanahan-Comprehension strategies • Morrow- Chapter 8: Motivating reading and writing with well-known and new literacies Morrow- • Chapter 9: Organizing and managing the literacy program Morrow- Chapter • 10: Family literacy partnerships

Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. Class Participation	20 %	20 points	On-going
2. Project #1	20 %	20 points	Week 7
3. Project #2	20%	20 points	Week 13
4. Quizzes	40%	40 points	Weeks 3,7,9,11,13
Totals		100%	100 points

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	Mediocre

NOTE: Daily Attendance, Class Participation, and Strategy Grades will be Taken during each class session.

READ 4320: Assignment, Quiz & Project Due Dates Schedule:

Assignment	Due Date:	Date:	Completed:
Start Wix Electronic Literacy Portfolio	Week 1	Online Sun. 8/29	
Philosophy of Literacy	Week 1	Online Sun. 8/29	
Upload Syllabus & Topic Table into Portfolio	Week 1	Online Sun. 8/29	
Science of Teaching Reading Practice Test	Week 1	Online Sun. 8/29	
ILA & STR Vocabulary Quiz #1	Week 1	Online Sun. 8/29	
Retelling with Props.	Week 2	Online Sun. 9/5	
ILA & STR Vocabulary Quiz #2	Week 2	Online Sun. 9/5	
Content Quiz #1	Week 3	Online Sun. 9/12	
ILA & STR Vocabulary Quiz #3	Week 3	Online Sun. 9/12	
Read Aloud Activities & Videos	Week 3	Online Sun. 9/12	
Phonemic Awareness Lessons	Week 4	Online Sun. 9/19	
ILA & STR Vocabulary Quiz #4	Week 4	Online Sun. 9/19	
Project #1	Week 5	Online Sun. 9/26	
ILA & STR Vocabulary Quiz #5	Week 5	Online Sun. 9/26	
Content Quiz #2	Week 6	Online Sun. 9/26	
ILA & STR Vocabulary Quiz #6	Week 6	Online Sun. 10/3	
Video of Five Tutorial Lesson Plans	Week 7	Online Sun. 10/10	
Managed Independent Literacy Learning Stations	Week 7	Online Sun. 10/10	
ILA & STR Vocabulary Quiz #7	Week 7	Online Sun. 10/10	
Lesson Plan Writing: 20 Tutorial Lesson Plans Completed	Week 8	Online Sun. 10/17	
ILA & STR Vocabulary Quiz #8	Week 8	Online Sun. 10/17	
Content Quiz #3	Week 9	Online Sun. 10/24	

Science of Teaching Reading:	Week 9	Online Sun. 10/24	
ILA & STR Vocabulary Quiz #9	Week 9	Online Sun. 10/24	
ILA & STR Vocabulary Quiz #10	Week 10	Online Sun. 10/31	
Amazon Wish List of Class Library Sources	Week 11	Online Sun. 11/7	
Guided Reading Lessons/ Tutorial Lesson Videotapes	Week 12	Online Sun. 11/14	
Content Quiz #4	Week 13	Online Sun. 11/21	
Reading/ Writing Workshop Arc of the Year	Week 13	Online Sun.11/21	
Project #2: Wix Electronic Literacy Portfolio	Week 13	Online Sun.11/21	
Thanksgiving Holiday	Week 14		
Make Up Work	**Week 15**		

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. <u>Arriving late or leaving early is considered an absence.</u> 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). <u>Points will be deducted from the final grade due to absences</u>. Students will not be penalized for religious holidays (see policy below). Absences will be treated as follows:

  1 Absence = No Point Loss
  2 Absences = 10 Point Deduction* **Must schedule conference after 2nd absence** 3 Absences = 25 Point Deduction
  4 Absences = 40 Point Deduction

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

- **Written Assignments.** Written assignments MUST be typed using **<u>double spaced lines and have page numbers</u>**. 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 <u>only materials with minimal or no errors will receive high scores.</u> **Type assignments in an easily-readable 12 point (e.g. Times New Roman, Helvetica, Tahoma)**

  Late Assignments (turning in after due date) Assignments are due at the beginning of class. **Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 50%. <u>No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.</u>**

- **Academic Dishonesty.** To be successful in this class, you must invest time for study. 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 syllabi.

- **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.

o **Cell Phone / Pager / PDA / Blackberry usage:** Cell phones, pagers, etc., are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phone or other electronic communication devices during exams is prohibited. ***Text messaging should be done before or after class!***

o **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. "People First" language always refers to the person first and not as a label or a category. 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 EDSP 4269 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 ALL students consider the classroom a safe environment.

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 here.
- 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.