Summer 1: 2024
(Term dates: June 3—July 6, 2024)
School of Education
The University of Texas at Tyler

Syllabus READ5305.060
Teaching Disciplinary Literacy to Adolescents
100% Online -- 3 Credits

Last Day to Withdraw from Course: Summer I: June 25, 2024

A. Instructor Information

Name:	Annamary L. Consalvo, Ph.D., Associate Professor, Literacy
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B. Course Description

From the catalog: *"Examination of the research, policy, and effective practices aimed at preparing adolescents for the reading, writing, and thinking required by advanced disciplinary coursework."*

C. Course Rationale and Knowledge Base(s)

This graduate level course builds upon the knowledge base and experiences gained in prior graduate and/or undergraduate coursework addressing language and literacy development issues. Particular focus is placed on the integration of the language arts (reading, writing, listening, and speaking) within and across disciplines such as science, mathematics, and social studies.

Course content incorporates the International Literacy Association (ILA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches.

ILA standards pertain primarily to elements of Standard 1: Foundational Knowledge; Standard 2: Curriculum and Instruction; and Standard 5: Literate Environment.

TExES Standards pertain primarily to Domain 2: Instruction and Assessment-Components of Literacy, Domain 3: Instruction and Assessment: Resources and Procedures, and Domain 4: Professional Knowledge and Leadership.

D. Student Learning Outcomes (SLO) Aligned with State and National Standards and Assessments

#	Learning Outcome	ILA Standards	Texas Examination of Educator Standards	Assessment
SLO 1	Develop a deeper understanding of the theoretical and research foundations of language and literacy processes that support instruction in content area classrooms.	ILA 1.3*; ILA 2.1 (SLO 1) & ILA 5.4**	Domain 4	**Weekly Learning Journal (readings and discussions)

				*1.3 Rationale Text Set-Student provides section for theoretical support (see Wk2). *1.3 Rationale Text Set – Student provides section on historical views of reading instruction for adolescents (see Wk1).
SLO 2	Apply research-based approaches, methods, and materials for designing, implementing, and evaluating instruction to promote effective reading, writing, and content learning.	ILA 2.2* ILA 2.3** ILA 1.3** ILA 2.4***	Domain 2	*Text Set: ILA 2.2 candidates design a "text set" using multimodal texts that include both informational as well as narrative texts. Candidates specifically choose a collection of short, high interest texts (e.g., images, videos, music, articles, chapters, poems) that they will use in designing activities to inform and engage secondary level students in a topic related to content area disciplines. **Strategy Re-Design ** ILA1.3 Weekly Writing/Discussion: Student provides section on evidence-based vocabulary acquisition and use (see Wk3); and student addresses vocabulary in Rationale *** ILA2.4 Strategy Redesign: Model in small groups
SLO 3	Gain knowledge and experience in developing and implementing integrated literacy units, lessons, methods, and materials aimed at improving content area teaching and learning.	ILA 2.1 (SLO 3)	Domain 2 & Domain 3	Text Set*; Strategy Re-Design**
SLO 4	Gain knowledge and skill in differentiating instruction for all students, including those with varied literacy levels, socio-cultural, and linguistic backgrounds.	ILA 4.1*; **	Domain 3	Weekly Learning Journal (readings and discussion); *Text Set; Strategy Re-Design **Diversity section in Text Set Rationale (see Gay, 2018, Ch. 5)
SLO 5	Develop an understanding of the research foundations for classroom management practices that best serve adolescent learners.	ILA 5.4*	Domain 1	Weekly Learning Journal (readings and discussion); *Strategy Re-Design

E. Course Projects, Evaluation and Grading: The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

    <u>**Tasks, and Points/Percentages (T=100 points=100%)**</u>

        a. **Bolded** and <u>underlined</u> numerals are what add up to **100 points**

        b. Course grade is calculated on total ***percentage*** (%) of overall grade.

        c. Grades available to you through Canvas online grade center

      * E-learning Activities. Including for example such activities as Meet & Greet; Readings Discussions; and other activities **25 points (25/25-=100%)**

      *Strategies Re-Design Project **30 points (30/30=100%)**

      *Library Lessons & Quizzes **10 points (10/10=100%)**

      *Text Set (30) **30 points (30/30=100%)**

*Portfolio Update or Structured Reflection **5 points (5/5=100%)**

Performance standards			
Points	**Percent**	**Grade**	**Standard**
93-100	93%	A	Superior
84-92	84%	B	Above Average
75-83	75%	C	Average
66=74	66%	D	Below Average
00-65	65% or below = "F"	F	Mediocre

F. Two Required Texts, Materials/Supplies, and Related Readings
   Get the editions noted. All readings and course expectations are based on the noted edition and not an earlier one.

#1) Fisher, D. & Frey, N. (**2020).** *Improving adolescent literacy: Content area strategies at work*, **(5th edition).** Pearson.
ISBNs and link updated to reflect 2020, 5th edition:

ISBN-10 : 0135180872

ISBN-13 : 978-0135180877

https://www.amazon.com/Improving-Adolescent-Literacy/dp/0135180872/ref=sr_1_2?crid=301LS4EHB4B5F&dchild=1&keywords=fisher+and+frey&qid=1622924141&s=books&sprefix=fisher+and+%2Cstripbooks%2C187&sr=1-2

(get paperback or kindle; do not get supplemental digital package).

#2) Stobaugh, R. (2019). *Fifty strategies to boost cognitive engagement: Creating a thinking culture   in the classroom.* Solution Tree Press.
ISBN: 9781947604773
https://www.amazon.com/Fifty-Strategies-Boost-Cognitive-Engagement/dp/1947604775
(get paperback or kindle; do not get supplemental digital package).

UT-Tyler Bookstore & Finding your Textbooks:
- Homepage: https://uttyler.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65060&catalogId=10001
  - Click on upper tab that says "Textbooks" -- that will take you to a pull-down menu that says "Find Textbooks"
    - The "Find Textbooks" click will take you to a page with four columns.
      - You will see four columns -- one for Term (choose Summer 2018); one for Department (choose READ); one for Course (choose one you are enrolled in e.g. 5305); and, last, one for Section (usually only one choice -- but if there is more than one section, be sure you click on the section in which you are enrolled).

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.*

Excellent E-Book available at our library:
Hinchman, K. A., Appleman, D. A. (Eds.) (2017). *Adolescent literacies: A handbook of practice-based research.* New York: Guilford.
 ➢ **Link to e-book at UT-Tyler Muntz Library:**
 http://uttyler.eblib.com.ezproxy.uttyler.edu:2048/patron/FullRecord.aspx?p=4717769

NOTE: Faculty and students will have to log in to their Patriots accounts to get access since it is an EBL ebook. That's even if you have already logged into a library database.
 Muntz Library http://www.uttyler.edu/library/
 phone: 903-566-7343 or library@uttyler.edu .

Live Chat with a librarian: LibChat can be found on our homepage (uttyler.edu/library) below the search box in a gray box titled "Chat Online".

REQUIRED and FREE:
Articles/chapters from various professional journals: Various articles pertinent to weekly topics, written by experts in various disciplinary area, as instructed in weekly modules.

Professional journals include (but not limited to) the following:	
Journal of Adolescent & Adult Literacy	*Mathematics Teacher*
The Reading Teacher	*Mathematics Teaching in the Middle School*
Language Arts	*Middle School Journal Science Scope*
Voices from the Middle	*The Science Teacher*
English Journal	*Journal of Science Teacher Education*
Reading & Writing Quarterly	*Journal of American History*
Reading Improvement	*OAH Magazine of History*
Library Media Connection	*Educational Leadership*
Harvard Educational Review	

PROFESSIONAL ORGANIZATION MEMBERSHIP
Looks great on a resume!
A student membership is very inexpensive in your content area's national professional organization:
 National **Science** Teachers Association **(NSTA)** http://www.nsta.org/membership/student.aspx
 National Council of Teachers of **Mathematics (NCTM)** http://www.nctm.org/membership/
 National Council of Teachers of **English (NCTE)** https://secure.ncte.org/store/individual-membership
 National Council of Teachers of **Social Studies (NCTSS)**
 http://www.socialstudies.org/membership

[National Association for Sport and Physical Education](#)
[http://www.playgroundprofessionals.com/encyclopedia/n/national-association-sport-and-physical-education](#)
[National Association for Music Educators http://www.nafme.org](#)
[National Association for Art Educators http://www.arteducators.org](#)

A membership in your discipline's national organization will give you access to your Specialized Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson plans, journals, invitations to professional engagement, and much more (NCTE, NCTM, etc.).

You may also join International Literacy (Reading) Association [(ILA /formerly IRA)](#) [http://www.reading.org/General/Default.aspx](#) – which is very teacher friendly – at all levels and through all content areas.

SOME ADDITIONAL RESOURCES

Access ERIC - a non-peer-reviewed, free database of educational research[http://www.eric.ed.gov](#)
American Association for School Librarians – Best Websites for Teaching and Learning.
[http://www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsitestop25](#)
Edutopia: What Works in Education. The George Lucas Foundation [http://www.edutopia.org/](#)
Top Ranked Websites for Teachers: http://websites4teachers.com/
Texas Essential Knowledge and Skills (TEKS): [http://www.tea.state.tx.us/teks](#)
TEA's Clearinghouse for Best Practices: [http://www.tea.state.tx.us/bestprac/](#)

Recommend that you Bookmark:
*UT-Tyler student portal (e.g. Canvas, Bookstore, etc.): [https://www.uttyler.edu/students/](#)

G. Assignment Descriptions & Course Policies

#1)_ E-learning DISCUSSIONS and other activities (25/25=100% grades taken incrementally)

Description: As graduate students, it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) in order to grow. Through weekly assigned opportunities for asynchronous (and possibly sometimes synchronous) activities.

Guidelines for all discussions:
Because this is a graduate level course, expectations are high for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions (of the readings, of yourself, of colleagues), collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work.

When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a *general guide for organizing your responses*:
   a. What are the main point(s) made or issue(s) raised in the assigned readings?
   b. What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?
   c. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?
   d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?

e. What are you thinking about *differently* as a result of this/these reading(s)? What questions does it raise for you?

Etiquette for Discussions:

(this is a PSA) >Face to Face: A pedagogical stance that values dialogue, will propel a teacher (you) to find meaningful ways to incorporate talk into his/her class. By *talk*, I mean open-ended connections, queries, and extensions -- not fill-in-the-blank, right/wrong kinds of responses. By *dialogic*, I mean that a discussion is not one that the teacher strictly controls. Instead, the teacher initiates and guides a topic; responses should be from and between students (two to four "pongs" between students before moving on). It is this *student voice* factor that is critical. To this end, we will hold discussions in various formats. You will be required to be prepared to engage in an informed, interesting, and expansive discussion by bringing in talking points participate fully in this construction of meaning.

(this is "us") > Online: In general, it is imperative that any online discussion maintain a polite and collegial tone. Moreover, it is important that each person express him/herself fully and with supporting detail. Generally, each post in response to weekly readings/articles should be between 300-500 words of well-developed and coherent connection to and thinking about a given topic. Or, think about it in terms of two well-developed paragraphs. Be sure to reference the chapters, articles, videos that you are mentioning. You do not have to stick strictly to APA 7 for this, but it is important to use page #s if you've found a delicious quote. In a nutshell, your readers need to be able to follow you and understand where you are getting your ideas/information.

In your replies to other students, we should strive to maintain a positive and appreciative tone.
    What if I don't agree? If you do not agree with someone – then own it (by using "I"-statements) – rather than saying, "that's ridiculous!" try something more like, "I appreciate that you were in a very challenging situation". Or, "Could you say a little more about how part "a" connects to part "b"?", or, "That's an interesting perspective. In my experience – I saw it a little differently" (then, explain). As professional educators, being able to disagree and maintain a positive relationship is a valuable skill.

> **Evaluation:** Your discussion responses will be evaluated on the level of engagement contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).

#2) Strategies Re-Design 20 points (20/20=100%)

Description: You will (Re)Design a set of 5 ready-to-go disciplinary literacy strategies for your content area based solely on the Stobaugh (2019) book, for the ***teaching of adolescents***. You will find strategies that engage students along the Bloom's taxonomy scale using talk, reading, writing/note-taking/annotating, vocabulary/word work, and more. You will **adapt** an array of all these for your content area for adolescent learners. You will **model** one of your ReDesigned Strategies for other class members. **Specific instructions to follow.**

#3 Library Lessons and Quizzes 10 points (10/10=100%)

Description: In the early part of the course you will take six library lessons and their quizzes to ready you for competently selecting multimodal, authentic, and varied texts for your Text Set described below. **Specific instructions to follow.**

#4) TEXT SET 30 points 30/30=100%

The Text Set: In order to *help* **adolescent** students to develop areas of interest/motivation/engagement in your discipline (e.g. *care* about what they are being taught), you will **design, select, and assemble** a "Text Set" that you could use in your classroom if you teach adolescents OR that you could share with a teacher of teens whom you are coaching. This will be a 30+ page document that you will upload to an Assignment folder in Canvas. **Specific instructions to follow.**

Around a theme or topic you will
- ➤ select several short, high interest, reader-friendly, authentic texts/excerpts and develop a multi-day, in-class engagement using your Text Set. These <u>are not</u> text-book pages, nor are they PowerPoint slides. The texts you select should be **real-world** and **highly interesting <u>to adolescent</u> <u>students</u>.**
- ➤ Incorporate directions for specific literacy strategies that you discover through the course's lectures, readings, and videos.

Your aim will be threefold:
- ▪ Help adolescent students find a way *into* a discipline – maybe by helping a teacher of adolescents…
- ▪ Help adolescent students to understand a concept leading to the application of that learning.

#5) Portfolio Update or Structured Reflection--(5 points 5/5=100%)

Description:
1. M.Ed. in Reading candidates: Program portfolio update.
2. M.Ed. in C&I candidates: Structured reflection.

<u>M.Ed. in Reading candidates: Program portfolio update.</u>
This course assignment is designed to assure that you successfully and competently build your Wix Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. The successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Masters in Education Reading program. In each course, including this one, you will

(1) select your artifact from work accomplished this semester;

(2) select a national standard and a state standard about which this artifact is evidence of your mastery (see examples in the Canvas Organization M.Ed. in.Reading);

(3) write a paragraph describing the assignment;

(4) write a paragraph that explains, specifically, how and why your artifact is proof that you meet those particular national and state standards.

<u>M.Ed. in C&I candidates: Structured reflection.</u>
This final course assignment asks you to consider your learning(s) from the course readings, lectures, interactions with classmates, and videos.

Address in 500-1000 words:

In what ways will the research, theories, and strategies awareness that we've studied help you build your own practice, in helping <u>adolescents</u> or helping teachers who teach adolescents, going forward? But, **be specific**.

And, because it is *a reflection,* you are being asked *to reflect* – **not summarize**.

Therefore, your reflection should address your own growth in this class, and how you will proceed in the future to help *adolescents* develop their own literate lives.

Sentence Beginners: A sentence stem such as "I used to think….; but now I know….." can be a helpful starting point. Or, "I used to be so certain about….., but now I'm thinking more about….." could be a way to begin your process of reflection.

COURSE POLICIES

Everything *Canvas*: http://www.uttyler.edu/canvas/

TECHNOLOGY: Internet; email; Canvas
Technology will serve as our main tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well.
This is an online course – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.
- **It is expected that you will check your UT-Tyler email daily**, and Canvas regularly for information and announcements.
- **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
- IMPORTANT: You have elected to take an online class, and it is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member's home) in the event that your home internet service fails.
- IMPORTANT: If you elect to go on a vacation or otherwise travel, it is still your responsibility to turn in your work, online, on time.

Technology Troubles?
Start here: http://www.uttyler.edu/canvas/

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, http://www.uttyler.edu/it/support/student-support.php
Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

Computer Literacy Requirement

You are expected to use word processing for all assignments (unless otherwise instructed); that is, a document submitted in Plain Text or Pages is not acceptable, while Times New Roman in MS Word, is acceptable. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style.
As students at UT-Tyler, you have access to **deeply discounted software** – check it out:
http://www.uttyler.edu/it/it-purchases.php
https://store.hied.com/select/go/uttyler

When you post something to a Discussion Forum, <u>write into the message pane</u>; do *not attach a document unless* the assignment specifically instructs you to do so. **Do not expect us to open your documents to read your post or your response. We won't. You'll lose points.**

Online discussions (Discussion of various kinds on various platforms), as well as Power Point (Prezi; Keynote) presentations may also be a feature of this class.

PDF is the most stable of the formatting options; however, MS Word will work for uploading most assignments.

Internet research: Throughout this course, you will be expected to use the Internet as a source of communication and research, as well as that of library sources.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. *You are expected to use the library, and to ask for help when you need it.* http://library.uttyler.edu This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!! Check out this help page too http://library.uttyler.edu/help

Clear identification of work: Name, Date, Topic
All work must be neat, paginated, proof read, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_Text Set; or Consalvo_Short Bio_meet & greet; or, Consalvo_Final Learning Portfolio_date). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). I *will not spend my time* figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

Plan for Printing and Scanning
You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately **regular and reliable access to printing and scanning services** whether you own your own printer, or that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

Neatness and professionalism in submitted work:
> **I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single and continuous pdf.** To do this you may have to 1) format each individual page; 2) print it out; and/or 3) scan it in to make a single pdf out of the whole document. This is where access to a print shop, like Staples; Kinkos, or Office Max can be a life-saver. If you, for example, submit an article, found on a website, in your Text Set, be sure to format it neatly and remove any ads or extraneous verbage or pages. The design of your work is an important factor in its readability.

APA Citation help:
> Correct attribution of work that someone else did is expected of an educated person.
> In this class**, *as educators*, you will adhere to the accepted "style" called APA** – for the American Psychological Association. APA (7th) is the style required of the social sciences of which education is one sub-field.

The OWL at Purdue: The Online Writing Lab at Purdue University AKA **The OWL at Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!

The OWL at Purdue APA
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Here at UT-Tyler, we have many citation resources available to you.
Style and Citation Guides available through UT-Tyler
https://libguides.uttyler.edu/citations/apa

Timeliness and Participation: REALLY IMPORTANT!

Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to timeline in the syllabus' Activities Schedule and/or by the timeline on any given assignment's handout. To not do so WILL affect your grade. Assignments are due on the day and by the time on which they appear in the syllabus's Activities Schedule.

As a professional development class, engagement in every session is critical for ongoing building of your knowledge. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher-leader and are factored into your grades.

Students who must miss a number of classes due to extenuating circumstances should contact the Dean's Office.

Students are responsible for all work despite any missed modules/classes.

Late/Incomplete Work

Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

How the Grading Works for Late Assignments:

For each day that an assignment is late, the final grade will be docked one letter grade for up to three days, assuming that it is "A" quality work; then, on day #4, it reverts to 50%; then, on day #6 the grade reverts to zero.

Ten Suggestions for Success in Course

1. Do all of the readings – Not completing the readings is always very tempting. However, you will find it much more challenging to participate in discussion, or write convincing rationales, and your learning will be impacted.
2. Do your homework for each class; including participating in Discussions.
3. Keep your materials organized. Visit and re-visit your files, folders, binders, cases. All course materials require tending and reorganizing across a semester - -whether online or in a face to face environment.
4. Print out and read and re-read the syllabus. Print out and read and re-read assignment instruction handouts. Check items off as they are completed.
5. Make connections between readings; learn to think about ways strategies CAN be tweaked to serve adolescent students –whether you currently teach adolescents or not.

6. PARTICIPATE IN DISCUSSION – Some of the best insights for understanding texts and deciding on topics for essays comes from sounding ideas off of other people; use the discussion settings as opportunities to do this. Also, the class will be more interesting for everyone if there is lively discussion.
7. Drafts of projects – The importance of working on early drafts and soliciting feedback cannot be stressed enough. Turning in papers that have not been reread, revised, and proofread will result in a lower grade. Most importantly, you will produce better work if you give yourself time to think through various concepts. I strongly suggest that you use the UT Tyler Writing Center's online services.
8. Plan ahead.
9. Outside reading – It is perfectly appropriate and is encouraged for students to do readings and research outside of what is assigned; this will help to generate more discussion in class and will make writing easier.
10. Talk to me – If there is a problem or a question, please communicate with me.

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.