



READ 3323

Literacy in the Classroom

The University of Texas at Tyler School of Education

Course: READ 3323-060 (80130)

Semester & Year: Fall 2026
Undergraduate
Online

Instructor Information: Yvonne Atkins

Adjunct Professor

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Course Description: Catalog description: *READ 3323 Children's Literature*

"Study of features, history, selection, and use of Children's Literature. Designed for teachers in preparation in the Pre-K through elementary levels." <https://catalogs.uttyler.edu/2021-2022/Catalog/Courses/READ-Reading-Education/3000/READ-3323>

Knowledge Base(s) and Rationale: Children's Literature is a required course for students in teacher preparation programs, including students preparing to teach EC–6. You are encouraged to take READ 3323 early in your program because its content provides practical support for 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 content area or grade level. In addition, you will be able to use what you learn in READ 3323 in your personal life as you share books with your own family or participate in community volunteer work.

This undergraduate-level course builds upon the knowledge base and experiences gained in prior undergraduate coursework and field experiences that address language and literacy issues. The course addresses children's literature, including its effective educational use, selection, and history.

Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association (ILA, 2010).*
- *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 this course, students will have the opportunity to:

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 differentiated book selection for diverse student populations, including making recommendations to specific students or classes regarding quality children's literature for lesson planning, interest building, motivation, prior knowledge activation, and student engagement.
4. Apply knowledge gained to make judgments about children's books for literary and academic 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 Alouds Background Knowledge	Quizzes Creative Reading Responses Library Work Sessions One Pagers Discussions	*TES 3Ai; 3Aiii *In TASC 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 *TS: 1. B.iv
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	Genre Study Library Sessions Read Alouds 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
3. Develop awareness of differentiation of book selection for diverse student populations including making 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 Discussions Library Sessions	*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 TS: 3.d.viii
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 Literature Circles	Show Your Thinking Reader Response Bookshelf/Database Project Literature Circle Role Sheets	*TES 1Aiii; 4Bii; 4Di; 5Ai; 5Aii; 6Ai; 6Bi *In TASC 1c; 4f; 4g; 5q; 5r 7e; 7f; 7g; 9e; 9f *TEKS b6A-D; b10A-D; b11A-B *PreK Guidelines

		Read Aloud Project	IIID4
		Library Work Sessions	*ISTE 4a; 4d; 7a; 7b; 7c
		One Pagers	*ELPS c4F; c4G *TxCCRS A1; A5; A7; B3; C4 TS: 1.D i, 3.D.iv

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 different but complementary ways to achieving the stated course objectives. Assignments may be adjusted as needed.

1. Meet & Greet (5 points)

Meet & Greet — 5 points. During Week 1, record and post a brief introduction video in the Canvas discussion. Share who you are, where you are from, your professional goals, teaching interests, a book or movie you have enjoyed, and one fun fact. Post your video by Friday, August 28, 2026, by 11:59 p.m. when possible so classmates have time to respond. All posts and comments are due Sunday, August 30, 2026, by 11:59 p.m.

What to submit: Post one introduction video and respond to four classmates. Responses should be brief, friendly, and substantive. Try to respond to classmates you do not already know well. **Grading:** introduction post = 3 points; four comments = 2 points total.

2. Five One-Pagers (10 points)

Five One-Pagers — 10 points total. Complete five reflective one-page responses, each worth 2 points. Each response should include your name, the date, a complete APA citation for the book, and page numbers that connect your ideas to specific evidence in the text. Use the response to show thoughtful engagement with the book as both a reader and a future teacher.

- **Reader:** What was particularly engaging? What was problematic? What kinds of images did you see/hear/touch/taste/smell? What kinds of connections did you make to this text a) personal, b) to other texts (including films, etc.), c) to the world? What did this bring up for you? Did you have an emotional response? What was the emotion? Why?
- **Recommender:** To whom would you recommend this book? Why or why not?

The five One-Pagers will include:

- A variety of children's literature.
- Book of choice (Young Adult books)

3. Online Discussions (10 points)

Online Discussions — 10 points. Discussions are designed to help you think deeply about course readings, connect ideas to professional practice, and learn from classmates. Complete assigned readings before posting, ask thoughtful questions, and support your ideas with specific details from the course materials.

Unless otherwise noted, each initial Canvas discussion post should be 100–250 words and should make a clear, coherent connection to the assigned topic. Replies to classmates should be positive, professional, and substantive. Disagreement is welcome when expressed respectfully and supported with reasoning.

4. Children's Literature Discussion (10 points)

- 1) Childhood Friends
- 2) The Teacher's Role in Developing Engaged Readers
- 3) Ted Talk Discussion
- 4) HB Discussions
- 5) TEKS Discussion

5. Variety of Activities (10 points)

Variety of Activities — 10 points. These activities are designed to help you engage with course expectations, children's literature, identity, and instructional tools. Activities include the Syllabus Hunt, Top Books, Where I'm From, and Literature Circle Role Sheets. Submit each activity in Canvas as directed in the weekly module.

6. Picture Book Read Aloud Project (5 points)

Picture Book Read Aloud Project — 5 points. Select an award-winning picture book and record yourself reading it aloud to one or more children. Your goal is to create an engaging read-aloud experience by helping the child see the illustrations, participate in the story, and respond to the text. You must obtain written permission before recording any child; permission forms will be provided in the course modules.

- Sit directly next to the child.
- Sit with the child/children facing you. Make sure they can see the pictures as you turn the pages.

What to submit: Upload the read-aloud video and a written reflection in Canvas. In the reflection, describe the child, the book, the setting, the read-aloud context, the strategies you used to engage the child, the child's response, and what you would do differently if you repeated the experience.

- **Project Information:**
 - Describe the child, including name, age, relationship to you, and any other relevant context. You must receive written permission before recording the child. Permission slips will be provided in the modules.
 - Describe the book and include a complete APA citation.
- **Contextual Information:**
 - Describe where the read aloud took place.
 - Describe when the read aloud took place, including the date and time.
 - Describe whether there were any external distractions during the read aloud.

- Describe how you and the child were positioned during the read aloud.
- Describe how long the read aloud took.
- **Project Reflection:**
 - Why did you choose this book to read aloud?
 - Describe the read aloud. What did you do? What did the child do?
 - How did you try to get the child actively engaged in the read aloud? For example, did you use character voices, props, questions, predictions, or connections?
 - How did the child respond to the read aloud?
 - Were you surprised by the child's response? Why/Why not?
 - 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?
 - If you could do the read aloud again, would you do anything differently? Why or why not?
 - Upload the video and reflection in Canvas.

7. Poetry Café (10 points)

Poetry Café — 10 points. Select an award-winning children's poet from the approved list. Research the poet, locate at least one book of the poet's work, and create a one-page handout that introduces the poet's life and writing. Submit the handout in Canvas at least one week before the Poetry Café so classmates can review it.

During the Poetry Café, read aloud at least two poems with fluency, expression, and attention to meaning. Your presentation should be no longer than five minutes. After classmates present, respond to at least four peers with specific, positive feedback that refers to their poem selections or delivery.

- Poet information: 2 points
- Poetry recitation: 4 points
- Peer response to at least four classmates: 4 points. Make sure your feedback is relevant and specific, not just "You did a good job reciting that poem."

8. Library Work (15 points)

Library Work — 15 points. Throughout the semester, you will work with the Children's Literature Librarian to explore genres, authors, illustrators, grade levels, reading levels, and classroom applications. Prepare for each library session by reviewing the lecture notes, completing required quizzes, and participating fully in library activities.

Required library conference: Schedule and complete a conference with Vandy about your Classroom Bookshelf Project. This conference is worth 5 points.

9. Classroom Bookshelf/Database Project (25 points)

Classroom Bookshelf annotated bibliography: 20 points; presentation of five selected books: 5 points; total: 25 points.

Classroom Bookshelf/Database Project — 25 points. Create a simulated or virtual classroom bookshelf made up of 25 children’s books that represent the genres and forms studied during the semester. For each book, include the book image or title, author and illustrator when applicable, copyright date, genre/form, reading level, relevant TEKS standards for classroom use, and an original summary written in your own words. Use the provided template and submit the completed annotated bibliography in Canvas.

Presentation component: Select five books from your 25-book collection to present to classmates in Canvas. Introduce each book, summarize it clearly, and explain why it would be useful in a classroom library.

Projects & Grading Criteria

Class Project	Points
Meet & Greet	5
Quizzes	10
Five One-Pagers	10
Online Discussions	10
Variety of Activities	10
Picture Book Read Aloud Project	5
Poetry Café Project	10
Library Discussion/Work	15
Classroom Bookshelf Project Presentation	5
Classroom Bookshelf Project	20
Total	100

Note: Course grades are calculated based on the percentage of total points earned.

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: October 30, 2026

Required Texts, Materials, and Supplies

Required Texts, Materials, & Supplies:

1. Tunnell, M. O.; Jacobs, J.S.; Young, T. A.; and Bryan, G. (2016). *Children’s Literature, Briefly, 7th Edition*. Boston: Pearson. ISBN-10: 0135185874

ISBN-13: 978-01351858872

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

3. Reynolds, J. (2019). *Long Way Down*. Simon & Schuster.
ISBN-10: 1481438263 ISBN-13:
978-1481438261

Required Trade Books: (in alphabetical order)

1. Self-selected picture books representing various genres/forms.
2. **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.
3. **Choose one—Realistic Fiction**
 - a. Cleary, B., (Reprint 2009). *Beezus & Ramona*. Harper Collins.
 - b. Cleary, B. (Reprint 2009). *Ramona and Her Father*. Harper Collins.
 - c. Cleary, B., (Reprint 2009). *Ramona the Pest*. Harper Collins.
4. **Choose one—Poetry**
 - a. Hesse, K. (1997). *Out of the Dust*. Scholastic Inc.
 - b. Lewis, J.P. (2005). *Heroes and She-Roes: Poems of Amazing and Everyday Heroes*. Penguin.
5. **CHOOSE ONE**
 - a. Lobel, A. (1980). *Fables*. Harper & Row.
 - b. Fleischman, P. (1997). *Seedfolks*. Harper Collins.

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.*

Class Content, Reading Assignments, and Due Dates

Tentative Schedule Fall 2026

DATES	Module	Activities, Assignments & Due Dates
Week 1 08/24/2026	Module 1	Lectures and materials: - Review Week 1 instructions and the course overview. - Review the introduction to children’s literature and the Read Aloud Log. Keep the log throughout the semester; it will be submitted near the end of the course.

		- Review content for Tunnell et al., Chapters 1–2: “Read, Read, Read” and “What Is a Good Book?” - Review the Chapters 1–2 PowerPoint. Read: Tunnell et al., Chapters 1–2. Due: Meet & Greet introduction post by Friday, August 28, 2026, by 11:59 p.m.; all replies due Sunday, August 30, 2026, by 11:59 p.m. Activity: Complete the Syllabus Search and Find activity sheet.
Week 2 08/31/2026	Module 2	Lectures and materials: - Review the Read Aloud content and continue maintaining the Read Aloud Log for end-of-semester submission. - Review the lecture on Fox, <i>Reading Magic</i>. Read: Tunnell et al., Chapter 7, “Organizing Children’s Literature by Genre.” Read: Fox, <i>Reading Magic</i>. Due: One-Pager for <i>Reading Magic</i> due Sunday, September 6, 2026, by 11:59 p.m. Discussion: Complete two entries for “Childhood Friends.” Quiz: Tunnell et al., Chapters 1–2. Library work: Complete the genre/form topical video lecture, online quiz, and hands-on library activities.
Week 3 09/07/2026	Module 3	Note: Monday, September 7, 2026, is Labor Day. Lectures and materials: - Review the Read Aloud content. - Review Tunnell et al., Chapters 3–4: “How to Recognize a Well-Written Book.” - Review Picture Book Read Aloud Project information, including child permission requirements. The project is due in Week 5. - Review the related PowerPoints. Discussion: “The Teacher’s Role in Developing Engaged Readers.” Post 250–300 words and respond to peers with 50–100 words. Reminder: The Chapter 7 quiz will be completed during Week 5.
Week 4 09/14/2026	Module 4	Lectures and materials: - Review the Read Aloud content. - Review Tunnell et al., Chapter 5: “Children’s Books History and Trends.” - Review the Picture Book video presentation and discussion materials. Read: Tunnell et al., Chapter 5 and Appendix D, “Children’s Book Awards.” Read one fantasy title: <i>Charlotte’s Web</i>, <i>The Tale of Despereaux</i>, or <i>Tuck Everlasting</i>. Due: Children’s Book Awards assignment. Quiz: Tunnell et al., Chapters 3–4. Library work: Complete the illustrations topical video lecture, online quiz, and hands-on library activities.
Week 5 09/21/2026	Module 5	Lectures and materials: - Review the Read Aloud content. - Review Tunnell et al., Chapter 17: “Teaching with Children’s Books.” Read: Tunnell et al., Chapter 17.

		Due: One-Pager for your fantasy book choice: <i>Charlotte's Web</i>, <i>The Tale of Despereaux</i>, or <i>Tuck Everlasting</i>. Review the One-Pager directions and example before submitting. Due: Upload the Picture Book Read Aloud Project in Canvas. Quiz: Tunnell et al., Chapters 5 and 7.
Week 6 09/28/2026	Module 6	Lectures and materials: - Review the Read Aloud content. - Review Tunnell et al., Chapters 10–11: Folk Literature and Modern Fantasy. - Review Poetry Café instructions and poet sign-up information. Poet information is due in Week 8. Read: Tunnell et al., Chapters 10–11. Discussion: TED Talk discussion. Post 250–300 words and respond to peers with 50–100 words. Quiz: Tunnell et al., Chapter 17. Library work: Complete the content levels/read aloud topical video lecture, online quiz, and hands-on library activities.
Week 7 10/05/2026	Module 7	Lectures and materials: - Review the Read Aloud content. - Review Tunnell et al., Chapter 12: Contemporary Realistic Fiction. - Review Poetry Café instructions and Classroom Bookshelf Project information. Read: Tunnell et al., Chapter 12. Read one poetry title: <i>Out of the Dust</i> or <i>Heroes and She-Roes</i>. Due: One-Pager for the selected poetry title. Review the One-Pager directions and example before submitting. Discussion: Article discussion. Post 250–300 words and respond to at least two peers. Quiz: Tunnell et al., Chapters 10–11.
Week 8 10/12/2026	Module 8	Lectures and materials: - Review the Read Aloud content. - Review Tunnell et al., Chapter 9: Poetry. - Review Poetry Café instructions. Read: Tunnell et al., Chapter 9. Read: One Beverly Cleary/Ramona book of choice and complete the related One-Pager. Begin reading: Young Adult book of choice and Kinds of Thinking/Tools for Thinking materials. Discussion: TEKS discussion. Activity: Watch the Poetry Video Lesson and “Where I’m From” videos; upload your “Where I’m From” poem template in Canvas. Quiz: Tunnell et al., Chapter 12. Library work: Complete the poetry topical video lecture, online quiz, and hands-on library activities.
Week 9 10/19/2026	Module 9	Lectures and materials: - Review the Read Aloud content. - Review Tunnell et al., Chapter 8: Picture Books.

		Read: Tunnell et al., Chapter 8. Read: Jason Reynolds, <i>Long Way Down</i>. Due: Poetry Café presentation. Read two poems and respond to at least two peers. Quiz: Tunnell et al., Chapter 9. Library work: Complete library activities and schedule a meeting with Vandy to discuss the Classroom Bookshelf Project.
Week 10 10/26/2026	Module 10	Lectures and materials: • Review the Read Aloud content. • Review Literature Circles and Literature Circle Role Sheets. • Review Tunnell et al., Chapter 12: Contemporary Fiction. Activity: Complete five Literature Circle Role Sheets using the chapter book of your choice from the course reading list. Discussion: Explain how literature circles and role sheets can be used in the classroom and whether they are beneficial. Due: One-Pager for <i>Long Way Down</i> by Jason Reynolds. Quiz: Tunnell et al., Chapter 8.
		LAST DAY TO WITHDRAW OCTOBER 30, 2026
Week 11 11/02/2026	Module 11	Lectures and materials: • Review the Read Aloud content. • Review Tunnell et al., Chapter 13: Historical Fiction. • Review Classroom Bookshelf Project presentation expectations for presenting five selected books in Canvas. Read: Tunnell et al., Chapter 13. Due: Young Adult book of choice Kinds of Thinking/Tools for Thinking assignment. Discussion: HB discussion. Post 250–300 words and respond to at least two peers. Quiz: Tunnell et al., Chapter 12.
Week 12 11/09/2026	Module 12	Lectures and materials: • Review the Read Aloud content. • Review Tunnell et al., Chapters 14–15: Biographies and Informational Books. • Review Classroom Bookshelf Project information. Read: Tunnell et al., Chapters 14–15. Read: Book of choice. Due: One-Pager for the book of choice. Review the directions before submitting. Project work: Continue working on the Classroom Bookshelf Project and make sure you meet with Vandy. Quiz: Tunnell et al., Chapter 13. Library work: Complete the multicultural literature topical video lecture and online quiz.
Week 13 11/16/2026	Module 13	Lectures and materials: • Review the Read Aloud content. • Review Tunnell et al., Chapter 6: Multicultural Books. Read: Tunnell et al., Chapter 6. Discussion: Multicultural Books.

		Quiz: Tunnell et al., Chapters 14–15. Due: Classroom Bookshelf presentation video featuring five selected books. Library work: Complete the banned books library assignment.
Week 14 11/30/2026	Module 14	Lectures and materials: • Review the Read Aloud content. • Review Banned Books materials. • Review Tunnell et al., Chapter 16: Controversial Books. Read: Tunnell et al., Chapter 16. Quiz: Tunnell et al., Chapter 6. Discussion: Censorship. Activity: Complete the course evaluation. Project work: Continue completing the online Classroom Bookshelf Project using the template and reflection directions.
Week 15 12/07/2026	Module 15	Finals week: Due: Submit the completed Classroom Bookshelf Project in Canvas.

Course Attendance Policy

This is an online course. Students are expected to log in regularly, review weekly module materials, complete readings and assignments by the posted deadlines, and participate thoughtfully in Canvas discussions and required online activities. If an emergency affects your ability to participate or submit work on time, contact the instructor as soon as possible.

Late Assignment Policy

Late assignments submitted without prior written permission from the instructor, or without documented extenuating circumstances, may receive a reduced grade. To earn an “A” for the semester, students must demonstrate outstanding performance on class work, exemplary work on assignments, and professionalism throughout the semester. To earn an “A,” students must go above and beyond average academic performance.

Technology Policy

Because this is an online course, students are expected to use technology responsibly and professionally. Use Canvas, email, Zoom, and other course tools for class-related communication and submissions. Maintain respectful communication in all online spaces and avoid technology use that interferes with your own learning or classmates’ participation.

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 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 School of Education Standards for Educator Preparation Programs

[Texas Education Standards](#): The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. School of Education faculty use the Texas Education Standards, along with the Interstate 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](#).

Artificial Intelligence (AI) Policy

You may use AI tools such as ChatGPT, Copilot, or similar programs in this course when they support learning, brainstorming, drafting, revision, organization, or other productive academic work. However, your ethical responsibilities remain the same. You must follow UT Tyler's Honor Code, submit work that reflects your own understanding, and acknowledge any AI assistance used to develop assignment content. AI-generated or AI-assisted content that is uncited, improperly cited, inaccurate, or used in a way that violates assignment directions may be treated as a breach of academic integrity.

Do not enter protected information, confidential data, or copyrighted materials into AI tools. AI tools can produce incomplete, inaccurate, unattributed, or biased information, so they should not replace careful reading, research, source evaluation, or original thinking. You are ultimately responsible for the quality, accuracy, and integrity of all work you submit.

Withdrawing from Class

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). CAUTION #2: All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

* Students who began college for the first time before 2007 are exempt from this law.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student believes the final course grade does not reflect the grades earned on assessments or the grading scale documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting documents about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instructor section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the chairperson to the dean or the dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal Form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member

aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

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).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting

Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting SelfReporting Form](#).

Campus Carry

We respect the rights and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

Link to TEA Teacher Prep Standards

<https://tea.texas.gov/laws-and-rules/commissioner-rules-tac/coe-tac-currently-effect/ch149aa.pdf>