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**EDBE 3480 Bilingualism & Multiculturalism for English Language Learners:**

**Issues and Perspectives (Section 501)- Spring 2020**

**INSTRUCTOR:**  Annie Squire

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Student hours: Tuesday/Thursday, 10:50-11:20 (also available by appointment)

**CLASS MEETS AT FRISCO CAMPUS ROOM 132: Tuesday/Thursday from 9:30-10:50**

**REQUIRED TEXTS:**

* Nieto, S. & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education* (7th ed.).New York: Pearson.
* Barbian, E., Gonzales, G. C., & Mejia, P. (Eds.). (2017).  *Rethinking bilingual education.*Milwaukee, WI: Rethinking Schools, Ltd.

**COURSE GUIDE:**

* Course Library Guide has links to supplemental readings and videos required for this course. <https://guides.library.unt.edu/edbe3480>

**CATALOG COURSE DESCRIPTION**

Study of the bilingual/ESL learner; perspectives on multiculturalism; discussions of cognitive, social and affective factors impacting second language development; insights into education in a pluralistic society. Required for teacher education majors seeking EC-6 Core subjects and Special Education, EC-6 Core subjects with ESL or Bilingual Supplemental, and 4-8 Core subject and ESL Supplemental.

**COURSE INTRODUCTION**

***“****At its best, multiculturalism is an ongoing process of questioning, revising, and struggling to create greater equity in every nook and cranny of school life… It is a fight for economic and social justice… Such a perspective is not simply about explaining society, it is about changing it.”*

*(Rethinking Schools, Fall 2000)*

Multicultural education, as an educational reform movement emerging half a century ago in response to an increased presence of immigrant students in Western nations (Lin & Wu, 2014), addresses diversity in schools by fostering pride in minority cultures, helping minority students develop new insights into their culture, reducing prejudice and stereotyping, and promoting intercultural understandings (Ogbu, 1992).

At the same time, Nieto and Bode (2018) argue that the current sociopolitical climate requires that we move beyond only addressing and affirming these issues to “assertively confront[ing] issues of power and privilege in society” (p. 4). Hence, a critical perspective of multiculturalism calls for teachers to take up activist positions in their roles as educators.

We look to Nieto and Bode (2018) in framing multicultural education in a sociopolitical context, as they highlight 7 characteristics that will serve as a guide for the course: (Critical) multicultural education is; (1) anti-racist education, (2) basic education, (3) important for all students, (4) pervasive, (5) education for social justice, (6) a process, (7) critical pedagogy. These characteristics cannot possibly capture all of the complexities of multicultural education, but there is hopeful potential that they can encourage future teachers to imagine this work to be much more than “simple lessons on getting along or units on ethnic festivals” (p. 31).

**OF NOTE**

**Instructional approac**h:The format is a critical inquiry-based dialogue framed in the Constructivist approach to teaching and learning. In so doing, we are all held accountable for engaged participation and it is the responsibility of each of you to take what you need from this course. Our dialogue will draw on the following: (1) the experiences, backgrounds, and knowledge of all class members; (2) critical and thoughtful engagement, reflection, and preparation of the readings; (3) in class videos and guest speakers. I encourage you to engage in self-inquiry and share this with your colleagues.

**Critical Dialogue:** This is crucial! The structure of this class is based upon the freedom of each student to express her or his personal views in an atmosphere of respect and tolerance. The topics of race, social class, ethnicity, etc., can be very personal, sensitive, and sometimes emotionally laden. During discussions, you may hear/read viewpoints that differ from your own value system, and this can often feel disconcerting and threatening. It is essential that you weigh the appropriateness of how you participate in this class. Although your participation and opinions are greatly valued, disrespect of other students or to the instructor will not be tolerated. You may attack an *idea*, you may not attack an *individual*. In addition, some materials shown in class (videos, readings, etc.) may be offensive/triggering to some students. Trigger warnings will not be given every class period/activity.  
  
If you find yourself having difficulty with any aspect of this class, please discuss the problem with me immediately so we can work together to arrive at some solutions. Most difficulties can be resolved easily once the door for discussion has been opened. This approach will assist me in responding to your needs and in improving the course now, rather than learning about problems at the end of the semester during your final course evaluation.

**Theory to Practice:** Our reading of the Nieto and Bode book and the *Rethinking Bilingual Education* book side by side is purposeful, as the former provides foundational theoretical principles in critical multicultural education and the latter offers vivid snapshots of how these principles come alive in linguistically and culturally diverse educational contexts. It is crucial that you are able to “name” these foundational theoretical principles as they emerge in your reading of the *Rethinking Bilingual Education* book. As you go about making sense of these theoretical and practical connections reflect on and examine your own schooling processes while also start to imagine what you want your classroom to look and sound like. I truly hope that the combination of these two books challenges, inspires, and invigorates you to think about your future classroom in creative, hopeful, and equity-driven ways!

**CANVAS**

For this class, you will submit all your assignments on Canvas. It will also have important documents (syllabus, etc.), course readings not found in the course guide, important announcements, etc. Please make sure that the email you use most frequently is the one synched to Canvas.

**Student Technical Support**

The University of North Texas provides technical support in the use of Canvas. The student help desk may be reached at: helpdesk@unt.edu, phone: 940-565-2324, or in person at UNT Sage Hall, Room 130. Regular hours are maintained to provide support to students. Please refer to the website [unt.edu/helpdesk/hours.htm](http://www.unt.edu/helpdesk/hours.htm) for updated hours.

***\*\*\*Syllabus is subject to change***

**SUMMARY OF ASSIGNMENTS** (See descriptions below, rubrics will be available on Canvas)

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points** | **Due Date**  **(11:59 PM)** |
| Attendance, professionalism, and participation | 10 | Ongoing |
| Culture Exploration Sketch | 10 | January 30 |
| Discussion Group Post #1 | 10 | February 6 |
| Discussion Group Post #2 | 10 | February 27 |
| Discussion Group Post #3 | 10 | March 26 |
| Critical Analysis of current issue in Multicultural Education | 15 | April 2 |
| Discussion Group Post #4 | 10 | April 16 |
| Final Presentation: “What can I do as a future critical multicultural educator?” | 10 | In class April 28 & 30 |
| Final Paper: “What can I do as a future critical multicultural educator?” | 15 | May 4 |
| Total | **100** |  |

**PROFESSIONALISM, PARTICIPATION, & ATTENDANCE**

(10 pts., Ongoing)

You are expected to complete all readings prior to the designated day and **bring books to class**, adhere to the attendance policy for all EDBE courses, arrive on time, and given that most issues have more than one possible answer, we will develop and use a variety of strategies to seek the best solutions. Knowledge construction and personal transformation are processes. As the semester progresses, you will be expected to examine your pre-existing beliefs and opinions critically and to reconstruct your own conceptual framework based on the readings and class discussions. Participation does not just refer to whole class discussion, as there may be times when sharing with the large group may be uncomfortable (even though this discomfort can be a generative learning experience). You are expected to actively and consistently participate in small groups!

**EDBE ATTENDANCE POLICY**

Attendance and participation in each undergraduate class are expected = 10 points of total grade based on 100 points

**ABSENCES**

|  |  |  |
| --- | --- | --- |
| **For courses offered 1 time per week** | **For courses offered 2 times per week** | **For course offered 3 times per week** |
| 0 – 1 unexcused absence = 10 points | 0 – 2 unexcused absences = 10 points | 0 – 3 unexcused absences = 10 points |
| 2 unexcused absences = 7 points | 3 unexcused absences = 7 points | 4 unexcused absences = 7 points |
| 3 unexcused absences = 4 points | 4 unexcused absences = 4 points | 5 unexcused absences = 4 points |
| 4 unexcused absences = 1 point | 5 unexcused absences = 1 point | 6 unexcused absences = 1 point |
| 5 unexcused absences = withdraw from the class and/or ARR Committee Referral | 6 unexcused absences = withdraw from the class and/or ARR Committee Referral | 7 unexcused absences = withdraw from the class and/or ARR Committee Referral |

**TARDIES**

If showing up for class more than 10 minutes late or leaving 10 minutes before class ends.

|  |
| --- |
| 0-2 tardies = no points deducted |
| 3 tardies or leaving early 3 times = - 3 points |
| More than 3 tardies or more than 3 times leaving early = - 6 points and ARR Committee Referral |

**CULTURE EXPLORATION SKETCH**

(10 pts., due January 30)

In this course we study insights into education in a pluralistic society. We are all members of this society, with our own unique backgrounds and cultures. In order to recognize and appreciate the diversity of others we need to develop a positive sense of cultural identification ourselves.

For this assignment you will interview 1-2 parents, grandparents, or great grandparents in order to explore your own background. You will develop a concept map to visually display what you learn. You need to gather the following information from your source:

1. Details about your ethnic background/family history

2. A list of things they believe have been lost and gained in your family's culture

3. One thing they hope will be carried on to future generations

4. At least three total stories from their life/lives. These stories do not need to be about a particularly important or significant event, but should include details about their daily lives. Please include one story that is related to their educational background. Examples of topics include:

* first car
* first job
* experiences with drugs/alcohol abuse
* vacations
* a family argument
* a time they were hurt/sick
* a time they lost something
* holiday traditions
* religious experience
* military service
* an interaction with a teacher or administrator

5. Bring one “artifact” to class on February 11 that represents something meaningful about your background.

Please allow yourself and your source plenty of time to gather these items. Your sketch will be submitted online by February 6. These will be viewed and discussed by your classmates in class on February 11.

**GROUP DISCUSSION POSTS**

(4 assignments at 10 pts. each= 40pts.) (Due 2/6, 2/27, 3/26,4/16)

Discussion groups will be formed and meet often to discuss the current selected readings. Members of the group will rotate role responsibilities each session to facilitate the discussion of the material.

# **Course Readings Discussion Group Roles:**

* **Facilitator/Devil’s Advocate –** Leads the discussion, including making sure everyone in the group has the opportunity to participate, and keeps the group on task to ensure all major points of the selection are reviewed. Ensures there is time for Questioner’s, and Researcher’s contributions. Acts as the spokesperson for the group if needed. Raises counter-arguments and (constructive) objections. Introduces alternative explanations and solutions. Probes the information read and views with a critical eye. Identifies specific terms in the readings that are unclear or that seem particularly salient. Asks for group members’ interpretation of terms.
* **Recorder -** Develops a summary of key points throughout the discussion, which may be in paragraph, outline, or concept map (web) form. Collects and submits materials (summary, questions, resources, role sheet, etc.) and submits for the group on Canvas by 11:59 that evening.
* **Questioner\* –** Develops questions related to the selection(s) to focus the discussion. There should be a minimum of 5 questions per reading selection to encourage discussion among the group. *These should be brought to class as a hard copy for each member of your group.*
* **Researcher/Connector\* –** Finds resources relevant to the topic in the current selection(s) and distributes a reference to the resources to the discussion group. Connects specific passages, quotes, or issues from readings with examples from recent articles, readings or news reports. Provides links to articles for group members prior to class or a copy of article for each group member. Selects one resource to share with the group that he/she feels is significantly related to the current topic, in the current news, or to teaching in public schools. Leads discussion on the chosen resource.

\*These roles require preparations prior to class. If you are unable to attend, you must make arrangements with your group members to ensure your contribution is made.

I will post a grade on a 10-point scale for your overall discussion group posts. Late posts will not be accepted.

10: Fully developed, detailed and thoughtful

8: Somewhat developed, detailed and thoughtful.

6: Acceptable

4: Minimal

0: Missing

**A CRITICAL ANALYSIS OF A CURRENT ISSUE IN MULTICULTURAL EDUCATION**

(15 pts., due April 2)

We live in a time that inundates us with information that succinctly connects to issues from this course; Race, immigration, border issues, bi/multilingualism, microaggressions, indigenous rights, LGBTQ, partisan politics, just to name a few. At the same time, perspectives on these issues can vary depending on the source of the “story.” For this assignment you will find a current blog post, short article (newspaper, cultural magazine, etc.; not an academic article), YouTube Video, news clip, or other short documentary film that touches upon an/some issue(s) that we have talked about in class (must somehow be connected to education), and write a critical analysis that examines the following elements (not necessarily in this order):

1. Provide context- What’s the issue? How does it connect to the course and multicultural education? Why did you choose this issue?
2. Make 3 specific connections to concepts you have interacted with from the course. Be specific with these descriptions. For example, don’t just say “the \_\_\_\_\_\_\_\_ that I analyzed showed examples of *deficit perspectives*. You should demonstrate a clear understanding of this perspective in connection to your particular issue.
3. React to what you read on a personal level. How does the issue(s) relate to your own unique identities, positionalities, and experiences in education and beyond? Did it challenge you to think differently about the issue(s)?
4. Describe the source/where you got the article, video, etc. Is there a specific perspective/angle that the source tends to project? Does this source have a target audience? Upload source with your paper. A rubric will be provided on Canvas.

*\*\*Paper should be 4-5 pages (not including title page), double-spaced, 12pt. Font Times New Roman.*

**FINAL PROJECT “What I can do as a future critical multicultural educator?”**

Final Presentation - 10 pts., April 28 & 30

Final Paper - 15 pts., due May 4

*Background*: You have been exposed to critical theoretical perspectives around multicultural education along with concrete examples of teachers doing critical multicultural education in their classrooms. In this final project in small groups you will conceptualize and present a critical multicultural intervention that is contextualized in the educational setting where you envision teaching in the future. This could be an ESL/Bilingual Education context at the pre-school, elementary, and secondary levels, while also being an in class/school or out of class/school intervention or combination of both. See “What You Can Do” examples from the Bode & Nieto text for more guidance here. A rubric will be provided.

*Elements of Project* (doesn’t have to follow this order; No Power Points!):

1. Decide upon a specific context; grade level, ESL, Bilingual Education, etc.
2. Briefly describe 3-5 concepts/readings that impacted your decision to work on this critical multicultural intervention. These could also be specific activities that we did in class. Be specific when speaking to these concepts. For example, if mentioning something like family literacy projects discuss a specific aspect this concept that captured your attention, not just the term.
3. Include a multicultural children’s picture book that connects to the contents of the course and the focus of your intervention.
4. SHOW US your intervention using any of the following mediums: technology (not Power Point), role plays (could include bringing in your fellow classmates to play a particular role), music, artistic displays, to name a few. Think about it like a short activity that we have done in class already. USE YOUR IMAGINATION AND GO BEYOND HOLIDAYS, FOOD, AND WELL KNOWN TRADITIONS! We have talked at length about going beyond “tourist” multicultural education, and this is your opportunity to do that. **(10 pts.)**
5. What challenges, based on what you have learned in the course, may you face in the execution of your intervention and how would you go about dealing with those challenges?
6. Submit a group paper in APA format **(15pts)** to Canvas. More details will be provided at a later time.

**NOTEWORTHY**

**Food/Housing Insecurity:**Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union. The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: https://deanofstudents.unt.edu/resources/food-pantry

**University Mental Health Services:** I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this and/or refer to the following website:<https://speakout.unt.edu/content/mental-health-resources>

**Title IX Services:** Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs:<http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.

**Religious accommodations for students in class**

State and Federal law require public universities to allow students time off from classes without penalty for observance of their religious holidays and practices, unless accommodation interferes with a compelling university interest. In addition to permitting students to be absent from class, students should be given a reasonable amount of time to make up any missed assignments or tests. Students seeking an exemption from attending class or completing assigned course work for a religious observance must provide faculty with reasonable advance notice of the dates of the religious holidays on which they will be absent.

**Parents with young children:** I realize there may be times when you may not have any other choice but to bring them to class. That is totally fine and we welcome them into our classroom community!

**COMPETENCY- BASED LEARNING OBJECTIVES**

**The student will be able to:**

**Domain III –** Foundations of ESL education, cultural awareness and family and community involvement.

|  |  |
| --- | --- |
| **Competencies** | **Sub-competencies** |
| **008**  The ESL Teacher understands the foundations of ESL education and types of ESL programs. | 1. Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs. |
| 1. Knows types of ESL programs, their characteristics, their goals, and research findings on their effectiveness. |
| 1. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions. |
| 1. Applies knowledge of research findings related to ESL education including research on instructional and management practices in ESL programs to assist in planning and implementing effective ESL programs. |
| **010**  The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education. | 1. Applies knowledge of effective strategies advocating for educational and social equity for ESL students (participation in LPAC, ARD, Site based Decision Making committees) and serving as a resource for teachers |
| 1. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children’s education and school activities. |
| 1. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts. |
| 1. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students. |

**DOMAIN I – Bilingual Education**

|  |  |
| --- | --- |
| **Competency** | **Sub-competencies** |
| **001**  The beginning bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program. | 1. Understands the historical background of bilingual education in the US including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education. |
| 1. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world. |
| 1. Understands theimportance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation. |
| 1. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students. |
| 1. Understands convergent research related to bilingual education and applies convergent research when making instructional decisions. |
| 1. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus. |
| 1. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific programs models. |
| 1. Knows how to create an effective bilingual and multicultural learning environment (bridging the home and school cultural environments). |
| 1. Knows how to create a learning environment that addresses bilingual students’ affective, linguistic and cognitive needs (benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies). |

**GRADING SCALE FOR THIS COURSE**

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

**LATE WORK POLICY**

***I totally understand that things will come up during the semester, and encourage you to communicate with me early and often.***Assignments turned in after the due date will be deducted 10 percent each day the assignment is late (i.e. one day late = 10% reduction; two days late = 20% reduction).

Additionally, UNT offers other support services such as:

COE Student Advising Office: <https://www.coe.unt.edu/student-advising-office>

Office of the Registrar:  <http://registrar.unt.edu/registration>

Student Financial Aid and Scholarships: <http://financialaid.unt.edu/>

Counseling: <http://studentaffairs.unt.edu/counseling-testing-services>

**TENTATIVE COURSE SCHEDULE**

**(I reserve the right to modify the syllabus or course schedule as deemed necessary, and students will be emailed updates)**

**N +B= Nieto & Bode book**

**RBED= Rethinking Bilingual Education book**

**All other readings found on course guide unless noted**

|  |  |  |  |
| --- | --- | --- | --- |
| Module/Date | Tuesday | Thursday | What’s Due? |
| January 14 & 16  Intro. Module: Community building, what is the sociopolitical context of multicultural education? | “The urgent need for anti-racist education” (in class) | Ladson-Billings (2002) | Get the textbooks and buy some notecards! |
| January 21 & 23  Module 1: Sociopolitical context of Education | N+B Chapter 1 (up to p. 23) | Watch “I Learn America” in class | Start preparing educational autobiography |
| January 28 & 30  Module 1: Sociopolitical context of Education | N+B Chapter 2 | RBED: “Kill the Indian, Kill the deaf (48-56);  “Qué es deportar” (31-38) | Educational Autobiography (due on 1/30) |
| February 4 & 6  Module 2: Racism & Discrimination | N+B Chapter 3 | RBED: “Not Too Young” (73-80) | Discussion Group Post #1: Due on 2/6 |
| February 11 & 13  Module 2: Racism & Discrimination | “White people assume niceness” | RBED: “What happened to Spanish” (289-294) | Bring artifact and be prepared to share from your autobiography in class on 2/11 |
| February 18 & 20  Module 3: School Policies and Practices | N+B Chapter 4 (up to p. 105) | RBED: “Cuentos del Corazón” (209-219),  RBED:“When are you coming to visit?” (229-234) | Start working on critical analysis assignment |
| February 25 & 27  Module 3: School Policies and Practices | N+B Chapter 4 (106-120)  Library Visit | RBED: “Welcoming Kalenna” (93-96) | Discussion Group Post #2: Due on 2/27 |
| March 3 & 5  Module 4: Culture, Identity, and Learning | N+B- Chapter 5 (135-141) | N+B- Chapter 5 (142-152)  “How white privilege derails dual language programs” | Write poem and come prepared to share on 3/5 |
| March 17 & 19  Module 4: Culture, Identity, and Learning | Watch “Which Way Home” and be prepared to discuss in class. | RBED: “Carrying our sacred language” (57-63); “Strawberries in Watsonville” (220-228);  “Aren’t you on the parent listserv?” (235-242) |  |
| March 24 & 26  Module 5: Home Languages in Classroom | RBED: “Colonizing wild tongues” (5-7); “Why are we speaking so much English” (170-176) | “Students teach each other through home languages” | Discussion Post #3 due on 3/26. |
| March 31 & April 2  Module 5: Home Languages in Classroom | RBED: “The intersection of language needs and disability” (177-185); “Beyond Bilingual” (186-192)  Form a group to work on your final project and sign up for your preferred presentation date | “Unmasking the linguistic policing of Black and Brown children in today’s schools” (Canvas) | Critical Analysis Assignment: Due 4/2 |
| April 7 & 9  Module 6: Teacher-student Relationships and out-of-school factors | Meet with groups during class | Watch: “Fear and Learning at Hoover Elementary” in class | Work on final presentation and paper  Complete handouts for the documentary |
| April 14 & 16  Module 6: Teacher-student Relationships and out-of-school factors | N+B Chapter 7 (pp. 215-222):  RBED: “Putting out the linguistic welcome mat” (113-118); | RBED: Ebonics and Culturally responsive instruction” (119-126) | Discussion Group Post due #4 due on 4/16 |
| April 21 & 23  Module 6: Teacher-student Relationships and out-of-school factors | “Multiple Intelligences”;  “Transforming School Culture” | “Precious Knowledge” in class | Work on final presentation and paper |
| April 28 & 30 | Group Presentations | Group Presentations | Final paper due on 5/4. |

1. **COLLEGE OF EDUCATION’S VISION**

We aspire to be leaders known regionally, nationally, and internationally for our expertise and excellence in research, teaching, outreach, and solutions for education and human well-being. Through our efforts, we improve the lives of the citizens of Texas, the nation, and the world.

**COLLEGE OF EDUCATION’S MISSION STATEMENT**

The College of Education prepares professionals and scholars who contribute to the advancement of education, health, and human development.

1. **DEPARTMENTAL POLICY STATEMENTS**

***The Educator as Agent of Engaged Learning:***

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

*Ethical Behavior and Code of Ethics:* The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

*Submitting Work:* All assignments will be submitted via Canvas. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

*Grading and Grade Reporting:* Grading rubrics for all assignments can be found on the course

Canvas website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

*Writing Policy:* Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

**Teacher Education & Administration**

***Departmental Policy Statements***

**ACADEMIC DISHONESTY**

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

**ACCEPTABLE STUDENT BEHAVIOR**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

**ACCESS TO INFORMATION – EAGLE CONNECT**

Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: [eagleconnect.unt.edu/](http://eagleconnect.unt.edu/)

**ADA STATEMENT**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at disability.unt.edu, (940) 565-4323.

**ETHICAL BEHAVIOR AND CODE OF ETHICS**

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

**EMERGENCY NOTIFICATION & PROCEDURES**

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**OBSERVANCE OF RELIGIOUS HOLIDAYS**

If you plan to observe a religious holy day that coincides with a class day, please notify me as soon as possible.

**RETENTION OF STUDENT RECORDS**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to [review](http://essc.unt.edu/registrar/ferpa.html) the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates.

**SPOT**

The Student Perception of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you an opportunity to provide course feedback.

**SUCCEED AT UNT**

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. As a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, visit [success.unt.edu/](http://success.unt.edu/).

**TECHNOLOGY INTEGRATION POLICY**

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

**WRITING POLICY**

Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit<https://ltc.unt.edu/labs/unt-writing-lab-home>.