



EDBE 3480 Bilingualism & Multiculturalism for English Language Learners:  
Issues and Perspectives (Section 501)- Spring 2022

INSTRUCTOR: Annie Squire

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Student hours: Tues/Thurs 10:50-11:50; also by appointment via Zoom

Class Meets: Tues/Thurs 9:30-10:50

REQUIRED TEXT:

- 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> (suggested children's books)

**PANDEMIC STATEMENT:** *I am committed to being as flexible as possible to support all students in our class as we navigate life and learning amid a pandemic. I will prioritize your humanity, physical and mental health, while also trying to provide a worthy learning environment. Collectively, I hope we are able to build a community that maintains social connections and academic engagement, yet recognizes that personal accommodations may be necessary to foster that environment. (Adapted from Geneva L. Sarcedo)*

KEY SERVICES AT UNT:

[UNT Division of Student Affairs](#)

[UNT Dean of Students](#)

<https://speakout.unt.edu/content/mental-health-resources>

[UNT Food Pantry](#)

[COE Coronavirus updates](#)

[UNT COVID 19 Updates](#)

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>

## 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 think critically about how macro structures of power impact educational processes at the local level.

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 approach:** The format is a critical inquiry-based dialogue framed in the Constructivist approach to teaching and learning. In doing so, 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.

### 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](mailto: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://unt.edu/helpdesk/hours.htm) for updated hours.

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

Assignments	Points	Due Date
Participation & Professionalism	20	Ongoing
Culture Sketch	10	February 1
Community Interactions with Course Materials #1	10	February 10
Community Interactions with Course Materials #2	10	March 3
Critical Analysis of Current Issue in Multicultural Education	15	March 9
Community Interactions with Course Materials #3	10	April 12
Final Presentation: "What can I do as a future critical multicultural educator?"	10	April 26
Final Paper: "What can I do as a future critical multicultural educator?"	15	May 3
Total	100	

## PARTICIPATION, & PROFESSIONALISM (20 pts., Ongoing)

You are expected to complete all readings, arrive in class on time, and actively participate in class discussions and activities. 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 as well.

## CULTURE SKETCH ASSIGNMENT (10 pts., due February 1 at 8:00am)

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:

- experience at school
- 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

Also, include a significant difference and/or experience that impacted you (for example, language, immigration difficulties, special needs, etc.), or differences/experiences that you did not realize at the time but later realized that they impacted your learning (for example, issues of gender, sexuality, etc.) or those who were close to you (family and friends).

5. Bring one "artifact" to class that represents something meaningful about your background.

Please allow yourself and your source plenty of time to gather these items. Your autobiography will be submitted online by 5:00 on September 13 . These will be shared in class that evening.

### COMMUNITY INTERACTION WITH COURSE MATERIALS (3 assignments at 10 pts. each= 30pts.) Due 2/10, 3/3, 4/12)

Community discussion groups will be formed and meet in class three times during the semester to discuss the current selected readings and other course content. Members of the group will rotate role responsibilities each session to facilitate the discussion of the material.

#### Community Interaction Discussion Group Roles:

- Facilitator/Researcher – 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. Acts as the spokesperson for the group if needed. Raises counterarguments and (constructive) objections. Introduces alternative explanations and solutions. Probes the information read and views with a critical eye. Connects specific passages, quotes, or issues from readings with examples from recent articles, readings, or news reports. 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. Provides a link to the article for group members prior to class or a copy of the article for each group member. Leads discussion on the chosen resource.
- 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 the evening of the discussion.
- Questioner – Develops questions related to recent course readings, selections, and topics to focus the discussion. There should be a minimum of 5 questions per reading selection to encourage discussion among the group. *These should be distributed to each member of your group.*

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 3/9)

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 choose from a selection of current blog posts, short articles, videos, news clip, etc. that touches upon an/some issue(s) that we have talked about in class, 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 the source with your paper. A rubric will be provided on Canvas.

*\*\*Paper should be approximately 4 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., due 4/26

Final Paper - 15 pts., due 5/3

*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 of 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 (10 pts.) 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, etc. Think about it like a short activity that is part of a larger lesson/unit. 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.
5. Consider 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

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 your child may need to join you for 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.	A. Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
	B. Knows types of ESL programs, their characteristics, their goals, and research findings on their effectiveness.
	C. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
	D. 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.	A. 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
	B. 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.
	C. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
	D. 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.	A. 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.
	C. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
	D. Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
	E. 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.
	F. Understands convergent research related to bilingual education and applies convergent research when making instructional decisions.
	G. 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.
	H. 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.
	I. Knows how to create an effective bilingual and multicultural learning environment (bridging the home and school cultural environments).
	J. 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).



## SCIENCE OF TEACHING READING (SOTR)

### Domain 1: Reading Pedagogy

Competency	Sub-competencies
001: Foundations of the SOTR: Understand foundational concepts, principles, and best practices related to the science of teaching reading	<p>J. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) to inform instructional planning and engage all students in reading.</p> <p>P. Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills and oral reading fluency).</p>

### Domain 2: Reading Development Foundations

Competency	Sub-competencies
003: Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.	H. Demonstrate knowledge of the importance of English learners' home language as an asset that provides an essential foundation for their oral language and literacy development in English, and apply knowledge of research-based strategies and best practices for facilitating language transfer by helping English learners make cross-language connections (e.g., explicitly pointing out words that are cognates in English and the home language, using objects or pictures from students' home cultures to connect new English words with familiar meanings).

## LATE WORK POLICY

*I 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).

## TENTATIVE COURSE SCHEDULE

(I reserve the right to modify the course schedule as deemed necessary, and students will be notified.)

RBED= Rethinking Bilingual Education book

N+B=Nieto & Bode

All other readings found on course guide unless noted

Week and Module	Readings (to be read before class)	Videos and Podcasts (to be watched/listened to before class)	What's Due?
Week1: Sociopolitical Context of Education/Culturally Relevant Pedagogy  January 18 & 20	<u><a href="#">"The Death of My Mexican Name" (11&amp;12)</a></u> (in class)  Ladson-Billings, 1995 But That's Just Good Teaching!	Watch <u><a href="#">I Learn America</a></u> -abridged (in class)	Get the Rethinking Bilingual Education book
Week 2: Sociopolitical Context of Education  January 25 & 27	N + B: Ch. 1 pp. 3-10, 12-17 (PDF on Canvas)  RBED: <u><a href="#">"Welcoming Kalenna"</a></u> (93-96);  <u><a href="#">"Qué es deportar"</a></u> (31-38)	Watch <u><a href="#">Which Way Home</a></u>	Start preparing Culture Sketch
Week 3: Sociopolitical Context of Education  February 1 & 3	N+B Chapter 2 (pp. 30-45)  RBED: "Not too Young" (73-80)		Culture Sketch due on Canvas February 1 by 8:00am  Share Culture

	<a href="#">What Anti-racist Teachers do Differently</a>		Sketch and artifact in class February 1
Week 4: Race and Racism  February 8 & 10	N+B Chapter 3  RBED: "Kill the Indian, Kill the deaf (48-56);  <a href="#">White People Assume Whiteness is the Answer to Racial Inequality. It's Not.</a>  Muhammad, 2020		Community Interaction with Course Materials Discussion #1 in class Feb. 10  Recorder must post on Canvas by 11:59pm.
Week 5: Race and Racism in Schools  February 15 & 17	<a href="#">Dallas ISD is one of the Most Segregated in the Country</a>  <a href="#">57 Privileges of White Parents</a>	Listen to Nice White Parents podcast: <a href="#">The Book of Statuses</a> and <a href="#">I Still Believe in It</a>	
Week 6: Race and Racism in Schools  February 22 & 24	Baker-Bell (2020): <i>"We been knowin:" Toward an antiracist language and literacy education</i>	Listen to First Name Basis podcast, 003: <a href="#">Talking to Children About Slavery</a> ; 09: <a href="#">Teaching 3rd Graders About Melanin, Race, and Civil Rights</a>  Listen to Revisionist History podcast, <a href="#">Miss Buchanan's Period of Adjustment</a>	
Week 7: School Policies and	<a href="#">Why Do Muslim Women Wear a</a>	OPTIONAL: Listen to First Name Basis	Community Interaction

Practices March 1 & 3	<a href="#">Hijab?</a> Bennet, 2019	podcast, <a href="#">The Untold Story of Christopher Columbus</a>	Discussion #2 in class March 3  Recorder must post on Canvas by 11:59pm.
Week 8: School Policies and Practices March 8 & 10	N + B Chapter 4  RBED: "What happened to Spanish" (289-294)		Critical Analysis of Current Issue Due by 11:59pm on March 9  Bring it to discuss in class March 10
Week 9: Culture, Identity and Learning March 22 & 24	N + B Chapter 5  RBED "The Intersection of Language Needs and Disability" (177-185)  <a href="#">Multiple Intelligences</a>		
Week 10: Culture, Identity and Learning March 29 & 31	N+B Chapter 1 (pp. 11, 12, 18)  RBED: "Chicago Stole My Mother's Yesterdays" (16-18)	Watch <a href="#">Fear and Learning at Hoover Elementary</a>	Bring poem to share in class March 31
Week 11: Home Languages in the Classroom April 5 & 7	6 Potential Brain Benefits of Bilingual Education (Beck, 2016)  <a href="#">How White Privilege Derails Dual-Language Programs</a>		Bring Home Languages Jigsaw to discuss in class.  Form a group to work on your final project

	A selection from RBED will be assigned to you individually to read and summarize.		
Week 12: Home Languages in the Classroom  April 12 & 14	"Advocating for Arabic, Facing Resistance (295-303)  <a href="#">Lau vs. Nichols, the Struggle for Bilingual Education</a>		Community Interaction Discussion #3 in class April 12
Week 13: Out-of-school factors and teacher-student relationships  April 19 & 21	N+B Chapter 7 (pp. 215-222)  RBED: "When are you coming to visit?" (229-234)  <a href="#">Transforming School Culture with Restorative Practices</a>		Work on final presentation and paper
Week 14: Final Projects  April 26 & 28	Final Project Presentations in class April 26		Final Project Due on Canvas by 8:00 am. on April 26
Week 15: Final Papers/Interviews  May 3 & 5	Final Papers		Final Paper due May 3

## UNIVERSITY POLICY STATEMENTS



### COLLEGE OF EDUCATION'S VISION

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

### COLLEGE OF EDUCATION'S MISSION STATEMENT

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT 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 a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students 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 ODA website at [disability.unt.edu](http://disability.unt.edu).

**Course Safety Procedures (for Laboratory Courses).** Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries

incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students 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). In the event of a university closure, please refer to Blackboard for contingency plans for covering the course.

### **TEACHER EDUCATION & ADMINISTRATION DEPARTMENTAL POLICY STATEMENTS**

**Foliotek ePortfolio** (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://coe.unt.edu/educator-preparation-office/foliotek>

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648.

**Teacher Preparation at The University of North Texas  
Core Commitments**

<b>Commitments</b>	<b>As Teachers</b>	<b>With Children and Youth</b>	<b>In our Practice</b>	<b>To Radically Imagine</b>
<b>Identity</b>	<b>We are</b> individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.	<b>We value</b> and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	<b>We practice</b> humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	<b>We imagine</b> schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.
<b>Inquiry</b>	<b>We are</b> intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	<b>We value</b> young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating	<b>We practice</b> curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.	<b>We imagine</b> a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
<b>Advocacy &amp; Activism</b>	<b>We are</b> activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	<b>We value</b> and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.	<b>We practice</b> activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.	<b>We imagine</b> metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.
<b>Communities</b>	<b>We are</b> members of a multiple communities— connected in ways that make our successes intertwined.	<b>We value</b> inclusive learning communities that connect us within and outside of our classrooms.	<b>We practice</b> humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.	<b>We imagine</b> schools as sustaining intersecting ways of being, knowing, and languaging.

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