



University of North Texas

EDCI 4070: Teaching Diverse Populations

Spring 2021

Professor: Cornelius Q. Anderson, M.Ed. [he/him/his] Email: Cornelius.Anderson@unt.edu Class Meetings: Monday 5:30 PM – 8:20 PM on 1/11, 1/25, 2/1, 2/15, 2/22, 3/15, 3/29, and 4/19	Office Location: Matthew Hall 204D Office Hours: I will not be on campus this semester. Digital Office Hours: Wednesday 6:00 PM – 8:00 PM or Schedule Meeting Request
Join Zoom Meeting: https://unt.zoom.us/j/8972511735 or Meeting ID: 897 251 1735	

“Multicultural education is the study of schooling aimed at providing all children with an equal opportunity to learn in a culturally affirming and caring environment.”

-Valerie Ooka Pang

Gender Pronouns

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.

Course Description

This course focuses on education in the multicultural society of the United States. From the founding of common schools in the nineteenth century to the drive to provide mass public schooling in the twentieth century, the purposes of education in this country often have been conflicting and the outcomes of schooling complicated. The course will provide you with a survey of the various sociocultural forces, policies, and decisions that shaped the history of schooling in the United States. We will explore the competing visions of education for particular groups along with what people, groups, ideas, and social forces have shaped education at different times. What purposes and interests and structures from the past have become embedded within the current manifestation of American education today? This course is devoted to exploring the relationships between education, culture, and society. It will focus on: structures of social and educational inequality, in particular as they relate to race, class and gender; processes of power and control in education, as they are expressed in curriculum, policy, and pedagogy; education as a process of social and cultural reproduction; and teaching as a form of intervention in these processes. The course will give special attention to the experiences and educational conditions of those who have been marginalized within U.S. schools. It is expected that in this course students will become familiar with the sociological, cultural, and political contexts and dimensions of education in U.S. society, will come to understand relationships of power within society and as they are expressed in schooling, and will develop the foundational knowledge necessary for working with children and youth from diverse backgrounds.

Student Learning Outcomes

Students completing EDCI 4070 will be able to:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of education.
2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation work to create relations that privilege some and deny opportunity to others.
3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
4. Understand how cultural groups and students' cultural identities affect language learning and school achievement.
5. Develop curriculum and teaching strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in this democracy.

Course Activities

To meet the student learning outcomes, we will read; analyze and interpret texts, evidence, and experience; work and think with others; and write. Below we describe our explicit goals for your engagement with each of these modes of learning.

Reading: We will read a wide variety of texts, including empirical, conceptual, and historical work about schools, teaching, learning, and about different people's experiences of all of these. The work of the class will depend on reading interactively, on bringing both collective and individual goals to reading, considering, and reconsidering texts. In its most straightforward expression, this involves bringing questions to think about while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences. You are also resources for one another, both as a function of your differences and one another's responses to what we read.

Working and thinking with others: Building the culture of the class so that genuine inquiry is possible will take all of our efforts. Because we rely on everyone's contributions, one responsibility you have is to thoughtfully read and complete each module and activity. We will work together to develop the norms for the class. How we listen to one another, assist with the formulation of an interpretation, question, and challenge will affect the quality of what we can do together. Listening carefully, treating ideas with respect and interest, raising and responding to questions, sharing the floor—all these will matter in constructing an environment where satisfying and challenging intellectual work can take place.

Writing: This course involves a significant amount of writing of different kinds. Writing is an important vehicle for exploring and clarifying ideas, for trying out interpretations and arguments, and for representing ideas and communicating with others. The course will provide opportunities to focus on and develop new aspects of your writing, and the writing assignments are structured to provide guidance and resources, as well as the opportunity for comments and suggestions.

These three kinds of work—reading; working and thinking with others; and writing—are more than ways to learn the material of this course; they are also among its goals. To be clear, I want your experiences in this course to help you improve your capacities with each of these, learning new ways of thinking, using language, and reasoning, and new skills in your engagements with others who are different from you.

Attendance Policies

We will meet as a whole class via Zoom eight (8) times during the semester (see Page 1). You will meet as a group for book club March 29 through April 18. Your attendance and participation are expected and will be considered in assigning the course grade. Monday classes will start at 5:30 and will last between 45 minutes to 1 hour. You are expected to be present throughout. This class recognizes two types of absences; one is excused and the other is unexcused. In order to receive an excused absence, you must contact me in advance (via email) to explain the reason for the absence. Excused absences include situations in which unexpected events or sickness prevents you from attending the online class. Examples include emergency dental surgery, car accidents, or being sick. University excused absences will be considered excused with official documentation. I will let you know in a return email if your absence will be excused or unexcused. Unexcused absences are recorded when you do not let me know in advance of your absence and/or you are choosing to miss and is not based on unexpected situations.

If you are absent, please consult with a classmate to inform you of any missed materials or arrange to meet with me in a make-up Zoom meeting. An excused absence will only excuse you from the point deductions listed below, not for the work, activities, and participation of the class meeting.

- An unexcused absence will reduce your attendance grade by 2 points for each absence.
- Excused absences will not reduce your attendance grade unless you accumulate over two excused absences. Starting on the third excused absence, two points per absence will be deducted from your attendance grade.
- Attendance will be considered in assigning the final course grade (i.e., high rates of absenteeism will also negatively affect your participation grade).

There is really no way to make up learning, and many students depend on the interaction of our meetings for motivation and direction, in addition to the online class participation, which is part of your grade. You are expected to actively participate in all sessions, as your contributions are invaluable to the learning of all class members.

Grading Policies

The instructor reserves the right to change course assignments, projects, and examinations throughout the semester. Each assignment/project must be completed and turned in by the due date given. It is expected that all course assignments/projects will be completed at mastery level (as designated by the instructor). If you are absent on a due date, the assignment/project still must be turned in via Canvas and Foliotek by the due date. Grades for each assignment/test are generally reported to the students within two weeks of the submitted work. An ongoing, calculated method of reporting grades to students is established and followed throughout the semester. All grade inquiries should be made via email within one week of the posting of the assignment grade. Late penalty: Assignments turned in after the due date will receive a 3-point deduction.

Submission Policies

Assignment due dates are posted on Canvas. Assignments must be submitted via Canvas by 11:59 PM on the due date (unless otherwise specified). The Educational Autobiography must be uploaded to Canvas and Foliotek. Difficulties in submitting assignments should be discussed with the instructor via email in a timely manner. Students will have the opportunity to resubmit work; however, this can only occur with the permission of the instructor. If you wish to resubmit assignments, please contact me, so options can be discussed. Resubmitted assignments are subject to grade deductions at instructor's discretion.

Provided Materials

- [UNT Canvas](#) – You will login using your UNT email address and join the class.
- [UNT Libraries Videos on Demand](#) (VOD) – throughout the semester you will be asked to watch a number of documentaries that can be found in the UNT VOD. You can login using your UNT EID and password. If you are having issues watching the videos [please visit this link for instructions on how to troubleshoot the website](#) or contact the help desk at (940) 565-3024 or Lib.Support@unt.edu.
- [UNT Kanopy](#) – Kanopy is an online platform that allows you to watch hundreds of documentaries. You will login using your UNT EUID.
- [Foliotek ePortfolio](#) – 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>. **All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on the site.**

How to Get in Touch with The Professor

- **Email:** I will get back to you within 24-48 hours though my response may be slower during the weekend.
- **Other:** You may speak with my any time before or after class.

Individual Meetings with The Professor

I want to meet and talk with each of you in a personal meeting (10-15 minutes), sometime in the first three weeks of the semester. You can sign up for an online meeting with me (via Zoom).

Course Text, Materials, and Resources

- [Reynolds, J. & Kendi, I.X. \(2020\). *Stamped: Racism, Antiracism, and You: A Remix of the National Book Award-winning Stamped from the Beginning*. New York City, NY: Little, Brown and Company.](#)
- [Love, B. L. \(2019\). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, MA: Beacon Press.](#)

**PLEASE PURCHASE THESE MATERIALS AS SOON AS POSSIBLE EVEN THOUGH WE WILL NOT USE THEM UNTIL LATER IN THE COURSE.
YOU MAY USE ANY FORMAT AVAILABLE.**

Course Assignments

A brief description of the course assignments is listed below.

Assignment & Description	Due date	Score/Points	Turn in by...
Critical Reading Reflections Students need to complete a critical reading reflection and bring it to class each week.	Week 4 Week 6 Week 8	15	<i>Submit to Canvas</i>
Educational Autobiography Students will create an educational autobiography that explores their past educational experiences.	Week 10	20	<i>Submit autobiography to Canvas and Foliotek</i>
Book Club Students will form book clubs and will meet throughout the semester to discuss the text.	Week 14	15	<i>Submit to Canvas</i>
Final Paper Starting from and related to the readings and discussions, reflect on what you have learned this semester.	Week 15	20	<i>Submit to Canvas</i>
Participation and Professionalism Conduct throughout the semester as well as completing each assignment, module, activity, and readings. Before you complete each module be sure to read the assigned readings for the week.	This will be assessed throughout the semester	30	<i>Complete each module, reading, and activity</i>

Major Assignment #1: Critical Reading Reflections

As teachers, we must constantly analyze our society and how it impacts our students. Throughout the semester students will complete critical reading reflections (CRR) that will consist of three parts:

- 1) critical summaries of the weekly readings/media.
- 2) your personal reflection and engagement of the readings/media.
- 3) a discussion question for your colleagues to consider. You will also read and write a response to one of your colleagues CRR.

These three parts need not be separate. You can engage the readings/media/cultural artifact as you summarize and synthesize them.

Your critical reflections do not need to be extensive, but they should cover the required readings/media for the week. You should cover the main points of the readings, including the main arguments/theses in them. I am not interested in extensive paraphrasing of what the authors wrote about, but your engagement of the readings. What was your general perception of the authors' perspectives? What questions were raised and/or answered for you in terms of your own interests? How do the readings help you, or not, to formulate your own ideas about the topics presented?

Your CRRs need to be submitted to canvas and need to be about 300-500 words.

After you post your CRR you then need to **read and write a meaningful response to ONE of your colleagues CRR**. Please select a different person to respond to each time. I also ask that you do your best to ensure that every post has at least one response. Meaning, if a colleague's post already has a response please respond to another person's post.

Online community norms regarding discussion posts and response

- Listen actively.
- Speak from your own experience instead of generalizing.
- Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
- Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
- The goal is not to agree -- it is to gain a deeper understanding.
- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.

***Major Assignment #2: Educational Autobiography**

****Canvas & Foliotek assignment***

Your Educational Autobiography will be based on your personal reflections about your family, your personal past and current education and schooling experiences. In this paper you should connect who you are to these schooling and education experiences. Your reflection should include some of the following aspects:

- Your family background: ethnic/racial heritage, im/migration history, religious background, cultural practices, your parents and grandparents educational background (schooling) and work history.
- An examination of your socio-economic class background and your experiences related to class.
- Experiences and analysis of gender issues in your life.
- Any other significant differences/experiences that impacted you or did not (such as language, im/migration status, special needs, etc.) or that you may have been unaware of at the time, but now realize that they had an impact on your learning experiences (positive, negative or both), or those of others around you.

For example: It is not enough to state that you are white (or Latinx, African American, etc.), female (cisgender, transgender, etc.) and of middle (or working) class background—what does it mean to be a white female of middle class background? When did you realize you were white and how do you think that impacted your schooling experience? Were you treated differently than white boys, than people of color, than females of color? How did class impact your access to schools, tutors, after school activities, summer programs, or international travel that aided in your educational trajectory? How has your sexual identity and its intersection with other aspects of your identity impacted your experience? If you were not aware of these aspects of your life and your identities, why do you think you were not made aware of these explicitly? How might you have been learning about these aspects of who you are implicitly? By what mediums (TV, internet, curriculum, family stories, jokes about others, etc.) were you being shaped about your(Self)? It is important for you to address how the various aspects of who you are specifically relate to your past and present experiences with schooling and education. You may write about how these issues impacted the quality (or lack of quality) of your education growing up and how who you are, and where you come from, shaped and currently shapes (or does not shape) your views about educational issues, students of different backgrounds, and your interests in schools and, or in teaching.

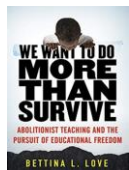
* You have two options for this assignment: Option 1 is to create a podcast to deliver your educational autoethnography. Second option would be a traditional paper format. However, it should not be less than 5 double-spaced pages and should not exceed 7 pages, 1-inch margin, 12 pt. Times New Roman font. Remember I am looking for quality, sincerity, and self-reflective depth rather than strictly length or mechanical accuracy.

* You must cite **four (4)** or more **DIFFERENT course readings** in your paper or podcast (use APA citations in the paper). Citing the same reference more than once will only count once.

*You must include and use in the correct definitional context, **four (4) key terms** from the course. Please **BOLD** the terms used in your paper.

Major Assignment #3: Book Club

You will be evaluated on your attendance and effort during book club meetings, the quality of your book club journal entries, and your one-pager presentation.



[Love, B. L. \(2019\). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, MA: Beacon Press.](#)

Part 1: How to do Book Club

Pre-meeting. Before your first book club meeting your group needs to correspond via email to divide the book into 2 chunks and decide on a time and date for your future meetings. Your meetings will take place via [zoom](#). You need to make sure that [one person records each book club meeting](#) and uploads the video to canvas.

1. *Read the Book.* And I mean it. Read the book on your own time, a little at a time. I would suggest that you figure out during your first book club meeting how many chapters you should be reading per week. Do not be that person that lets your entire group down by not reading.
2. *Write a Book Club Journal.* You will write a total of 2 journal entries/responses that should be about 200-300 words that will summarize your reflections, observations, and/or questions about the assigned texts. **Included in each response you will need to write 2-3 discussion questions** for your group to discuss during your in person book club meeting (2 meetings total). Your journal responses/discussion questions will be submitted to canvas. These reflections are essential to your book club meetings. You will share your reflections with your book club and your thoughts and questions will guide your conversation about abolitionist teachers. These reflections should prove to me that you are deeply reading and engaging with the text but also provide a relevant response and contain the major points from the book and your questions about the material.
3. *Talk about the Book.* Each book club meeting should last approximately 30 minutes. When you meet in your book clubs, I recommend that you begin by sharing your journal entries. Then, just talk about the book: What questions do you have? What connections can you make between the content of the book and the course readings, discussions, your teaching experiences? What questions do you have? Try to enjoy yourselves!

Part 2: Individual written reflection

- Each member of the group will complete a 2-3 page written reflection on the text that you read as well as your experiences in the book club process. What were your overall thoughts on the book? How useful was the text in thinking through your role as an educator? What went well? What didn't? What improvements needed to be made in your group or to the book club process?

Major Assignment #4: Final paper reflection and curriculum intervention

Bettina Love (2019) argued that Abolitionist teaching first starts with “freedom dreaming, dreams grounded in a critique of injustice” (p. 101). Robin D.G. Kelley contends that “Any revolution must begin with thought, with how we imagine a New World, with how we reconstruct our social and individual relationships, with unleashing our desire and unfolding a new future on the basis of love and creativity rather than rationality”. Maxine Greene adds that “to commit to imagining is to commit to looking beyond the given, beyond what appears to be unchangeable. It is a way of warding off the apathy and the feelings of futility that are the greatest obstacles to any sort of learning and, surely, to education for freedom... We need imagination.”

Your task is to reflect on what you have learned during the course, and how it has affected your thinking about schooling in a multicultural society. While you will engage with specific course concepts, theories, and readings that have made a difference to you, the assignment is subjective in nature, and asks you to describe, from your own perspective, your intellectual and emotional growth in relation to this material. Please make sure that you cite authors, theories, frameworks, and ideas that were discussed throughout the course.

In this assignment you are expected to demonstrate your knowledge and understanding of the course material, capacity to apply different theoretical frameworks to your analysis and synthesis, and clearly communicate your stance via writing. This paper needs to be between 5-6 double spaced pages with a 1-inch margin and 12 pt. Times New Roman font. Make sure to follow the *most recent APA referencing style*. Please be sure to utilize the UNT writing center for writing and editing support.

CALENDAR PREVIEW

The following calendar provides students with a preview of topics for the course, but students should follow our course calendar. Moreover, students are expected to be flexible as minor changes are often made by instructors to improve the course.

Click here to find the more detailed course schedule that will detail topics, readings, and assignment deadlines.

	Class Topic	Major assignments Deadlines
Week 1-2	Introductions & Community Building and Schooling in a Multicultural Society	<i>*Module due</i>
Week 3	Historic and Contemporary Discourses in U.S. Education	
Weeks 4	Place Matters: Brown v. Board & School Segregation	MA #1: CRR due
Week 5	Social Class and Privilege	<i>*Module due</i>
Week 6	Gender and Sexuality in Education	MA #1: CRR due
Weeks 7-8	Understanding Race	MA #1: CRR due
Week 9	Race and Schooling	<i>*Module due</i>
Week 10	Immigration, Language, and Schooling	MA #2: Educational Autobiography due
Week 11	Pushed Out: Rethinking School Discipline	<i>*Module due</i>
Weeks 12-14	Abolitionist Teaching	MA #3: Book club due
Week 15	End of Course	MA #4: Final paper due

Course reading references

- Anderson, J. D. (1988). *The education of Blacks in the South, 1860-1935*. Charlotte, NC: Univ of North Carolina Press.
- Baum J. & Westheimer, K. (2015). Sex? Sexual Orientation? Gender Identity? Gender Expression? *Teaching Tolerance*. Retrieved from <https://drive.google.com/file/d/1QF9dKvjKv91wk-yM2HIYaziHjGqzmMQ8/view>
- Chiariello, E. (2016). Why talk about whiteness? *Teaching Tolerance*. Retrieved from <https://drive.google.com/file/d/1zPCqgJ76dtzV5RccJa2RYJcvlySo4gfD/view>
- Dancy, T. E. (2014). The adultification of Black boys: What educational settings can learn from Trayvon Martin. In *Trayvon Martin, race, and American justice* (pp. 49-55). Brill Sense.
- Davey, S. (2019, November 17). 'It's beyond offering a class, it's healing what was stolen.' *Heraldnet*. Retrieved from <https://www.heraldnet.com/news/its-beyond-offering-a-class-its-healing-what-was-stolen/>
- Donato, R., & Hanson, J. (2012). Legally white, socially "Mexican": The politics of de jure and de facto school segregation in the American Southwest. *Harvard Educational Review*, 82(2), 202-225.
- Gorski, P. (2007). The Question of Class. *Teaching Tolerance*. Retrieved from <https://www.tolerance.org/magazine/spring-2007/the-question-of-class>
- Hooks, B. (2014). *Teaching to transgress*. Routledge.
- Knoll, J. (2017, April 10). The Persistence of Gender Norms. *Teaching Tolerance*. Retrieved from <https://www.tolerance.org/magazine/the-persistence-of-gender-norms>
- Kuo, J. (1998). Excluded, segregated and forgotten: A historical view of the discrimination of Chinese Americans in public schools. *Asian LJ*, 5, 181.
- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational researcher*, 35(7), 3-12.
- Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. *Sociology of education*, 73-85.
- Lewis, A. E. (2001). There is no "race" in the schoolyard: Color-blind ideology in an (almost) all-white school. *American educational research journal*, 38(4), 781-811.
- Lomawaima, K. T., & McCarty, T. L. (2006). *"To Remain an Indian": Lessons in Democracy from a Century of Native American Education*. New York City, NY: Teachers College Press.
- Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, Ma: Beacon Press.
- Milner, R. (2015). Excerpt: Getting Real about Race. *Teaching Tolerance*. Retrieved from <https://www.tolerance.org/magazine/fall-2015/excerpt-getting-real-about-race>
- Orfield, G. (2013). Housing segregation produces unequal schools. In Carter, P. L., & Welner, K. G. (Eds.). *Closing the opportunity gap: What America must do to give every child an even chance*. Oxford University Press.

Rolón-Dow, R. (2004). Seduced by images: Identity and schooling in the lives of Puerto Rican girls. *Anthropology & Education Quarterly*, 35(1), 8-29.

Suárez-Orozco, C., & Suárez-Orozco, M. M. (2009). *Children of immigration*. Harvard University Press.

Tatum, B. D. (2000). The complexity of identity: Who am I. *Readings for diversity and social justice*, 2, 5-8.

Tempel, M. B. (2011). It's OK to be Neither. *Rethinking Schools*. Retrieved from <https://drive.google.com/file/d/1igmWobrrzWuysZtt8QJtYQ5orlloWkzN/view>

Thomason, R. (2017). An Open Letter to Teachers Everywhere: Are you ready for a revolution? This veteran educator is. *Teaching Tolerance*. Retrieved May 20, 2020 from <https://www.tolerance.org/magazine/spring-2017/an-open-letter-to-teachers-everywhere>

Torres, C. (2017). Why Teaching about Social Justice Matters: This teacher is often asked, "Why can't you let 'social justice' go?" Here's her answer. *Teaching Tolerance*. Retrieved May 20, 2020 from <https://www.tolerance.org/magazine/why-teaching-about-social-justice-matters>

Turner, B. (2019). Teaching Kindness isn't enough. *Teaching Tolerance*. Retrieved from <https://www.tolerance.org/magazine/fall-2019/teaching-kindness-isnt-enough>

Tyack, D. B. (1974). *The one best system: A history of American urban education* (Vol. 95). Harvard University Press.

Valenzuela, A. (2005). Subtractive schooling, caring relations, and social capital in the schooling of US-Mexican youth. *Beyond silenced voices: Class, race, and gender in United States schools*, 83-94.

Teacher Education and Administration: Preparing Tomorrow's Educators and Scholars

Department & University Policy Statements

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

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.

Vision

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

Attendance: See the instructor's attendance policy.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

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 or email: spot@unt.edu.

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.

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 classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at: <http://deanofstudents.unt.edu/conduct>.

Cell Phones and Laptops: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

Six Student Success Messages: The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

TExES Test Preparation: To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at: coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TExES) are available at: www.texas.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates: Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Comprehensive Arts Program Policy: The Elementary Education program area supports a comprehensive arts program to assist preservice and in-service teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy: The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

UNT Career Connect: All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default>.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

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 course.

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 or by calling the Dean of Students Office at: 940-565- 2648.

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 (or by calling 940-565-2648). 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, call 940-565-2333 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>.

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: <https://disability.unt.edu/>.

Course Safety Procedures (for Laboratory Courses): Students 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.