

EDCI 4840 SECTION 002: Instructional Strategies and Classroom Management	
Tuesdays 5:30 PM – 8:20 PM Matthews Hall Room 115	
Instructor: Christina Baker, M.S.	Pronouns: she, her
Office location: By appointment	Office hours: Mon. & Thurs. 4:00 PM - 5:15 PM; after class; or by appointment via call or Zoom. Please email to schedule all appointments.
Contact information: Primary: Canvas Message located in our course Canvas Email if urgent, Christina.Baker@unt.edu Emails will be returned as quickly as possible between 8AM – 5PM CDT	Phone: 940-369-2130
<p>Please note: It is your responsibility to check Canvas Announcements and your UNT Eagle email regularly, as this is the means of ongoing communication from the instructor during the course. If you have not already done so, consider forwarding your UNT Eagle email to an alternate email account of your choice. Please DO NOT use your personal email account to communicate with the instructor; please use your UNT Eagle email address. Normally, you should receive a prompt reply. If you email or send a Canvas message and do not receive a reply in 48 hours, please resend your message.</p>	
<p>Required Text: Readings (articles, websites, etc.) assigned & posted in Canvas Required Purchase: Training for Google Certified Educator Level 1 (\$10) Optional Purchase: Training for Google Certified Educator Level 2 (\$25) Technical Requirements:</p> <ul style="list-style-type: none"> ■ Hardware and software necessary to use Canvas: http://ithelp.unt.edu ■ Computer and Internet Literacy: http://ithelp.unt.edu ■ Internet Access with compatible web browser ■ Headset/Microphone (if your system required for asynchronous chats) ■ Word Processor capabilities ■ If you need assistance with technical issues, contact the UNT Student Help Desk. <ul style="list-style-type: none"> ○ Email: helpdesk@unt.edu Phone: 940-565-2324 ■ If you need assistance with uploading Observation Hours, contact the COE Canvas Administrator, Ms. Alyssa Strong at alyssa.strong@unt.edu 	

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: *PREPARING TOMORROW'S EDUCATORS AND SCHOLARS*

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

CATALOG DESCRIPTION

(3 hours credit) Taken during the semester immediately preceding student teaching, this course provides knowledge and skills required for organizing and directing various instructional strategies in the secondary classroom. Content includes teaching strategies, approaches to classroom management and discipline, student motivation, student and teacher assessment and evaluation, and the use of media and technology in the classroom. Instruction, assignments, directed field experience and other class activities may take place on site in a school setting. Must complete 55 hours of field experience in assigned middle and high schools.

Prerequisite(s): Junior standing, admission to Teacher Education, and completion of or concurrent enrollment in all education course work excluding student teaching.

COURSE OBJECTIVES

The learner will:

- plan learning experiences that address student diversity
- describe the attributes of a physically and emotionally safe classroom environment that fosters a classroom climate for all learners
- demonstrate knowledge of strategies which promote a productive, engaging, and efficient learning environment
- demonstrate effective communication strategies including: effective questioning and discussion management, as well as clear explanations, directions, and procedural components related to effective instruction
- design instruction that will actively engage students in learning process
- incorporate various forms of media and resources in the planning, organization, delivery and evaluation of instruction
- demonstrate knowledge and use of various feedback mechanisms of student performance
- understand and adheres to legal and ethical requirements for educators

REQUIRED FIELD EXPERIENCE

This course contains a required field experience at an off-site location; a Criminal Background Check will be required.

In order to earn credit for this course, a *minimum* of 55 hours of early field experience in an assigned secondary school must be completed. Document field experience hours carefully on the Early Field Experience Time Record/Log. Through Canvas, submit a signed record form to the course instructor at the conclusion of the semester. It is the responsibility of the student to schedule observation hours in the school in cooperation with your assigned mentors. You may not count hours of field experience at schools other than your assigned school.

⇒ Failure to complete the minimum of 55 hours of observation with appropriate documentation will result in failing the class regardless of grades earned on other assignments.

Questions and problems regarding field placement should be directed to the Educator Preparation Office (EPO) in Matthews 119. Contact the EPO at coe-adept@unt.edu or by calling 940-565-4226 between 8:00AM – 5:00PM, Monday through Friday.

ATTENDANCE EXPECTATIONS

Attendance is important and your full participation is expected (be prepared). The field experience component of this course is mandatory for the completion of this course. Attendance of the course meeting times, as outlined below in syllabus, are required to pass the course. Absences for religious and/or holy reasons are to follow those procedures outlined in the UNT policy.

(Per the College of Education TE&A Department Policy)

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](#) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](#)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade (see table below). In the event that a student misses four or more classes, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student's responsibility to drop this course, if necessary.

For courses offered 1 time per week

# of Absences	Total participation points for the class (out of 10 points)
0 – 1	10
2	7
3	3
4 or more	You will automatically receive an F for your final grade

COURSE EXPECTATIONS

Conduct yourself in a professional manner reflective of the educator that you are preparing to become in the immediate future.

- The class will be conducted in the context of “professional learning”.
- Attend all scheduled class meetings and all scheduled field observations.
- If unable to attend a class meeting or a field observation, notify the professor or mentor prior to the scheduled time.
- Complete all course readings thoroughly and be prepared for full engagement in class activities.
- Participate actively in class discussions.

- Use technology responsibly.
- Maintain and respond to communications (emails, texts, etc.) to and from your professor and mentor. Conduct yourself as a professional in written correspondence by using proper subtitles (Mr., Ms., Mx., Dr., etc.), correct grammar, etc.
- Do not become distracted by other computer programs, activities, etc. while taking part in the classroom environment (both at UNT and your assigned campus). This includes, but is not limited to, off topic chats, distraction due to cell phones, etc.
- Have your cell phone on silent and do not use it (unless anticipating an emergency situation) while taking part in the classroom environment (both at UNT and your assigned campus). Should you need to take an important call, step quietly outside the classroom to take or return the call.
- Dress professionally for campus observations and follow campus protocols concerning ID's, parking, campus check-in, COVID procedures, etc.
- Write extensively in your class notes, responses to assigned readings, learning logs, and classroom observation activities.
- Learn your subject area TEKS on your own. Study ELPS (English Language Proficiency Standards) on your own. Study other associated standards (CCRS, ISTE, and national standards in your subject area) on your own.
- Study PPR Standards and Requirements to prepare for the state test.
- Familiarize yourself with T-TESS in preparation for your Clinical Teaching experience.
- Last, but not least, is communication. I am here to support you in your learning. If you have questions, concerns, need to discuss assignments, deadlines, various situations that arise, etc., please reach out to me. I am here to help problem-solve and assist you throughout the semester.

STANDARDS GUIDING THE COURSE

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES EC – 12

(Reference: <https://tea.texas.gov/sites/default/files/PPR%20EC-12%20Standards.pdf>)

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely high-quality feedback.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

TECHNOLOGY APPLICATIONS

Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

Standard III: All teachers acquire, analyze, and manage content from digital resources.

Standard IV: All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard V: All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

Standard VI: All teachers. Demonstrate a thorough understanding of technology concepts, systems, and operations.

COURSE STRUCTURE

COMPONENTS OF THE COURSE GRADE *Subject to change		Percentage of Final Grade
EARLY FIELD EXPERIENCE CLASSROOM OBSERVATION ACTIVITIES (COA) A total of 10 Early Field Experience Classroom Observation Activities (COA) must be completed. Refer to the due dates in course Canvas (concurrently posted the Assignment and Syllabus areas; navigation to each located in the left-hand navigation bar of course Canvas). Each COA is weighted according to the rubric for the assignment.		30%

<ul style="list-style-type: none">• Use formal writing and grammar. Use complete sentences, paragraphs, and proper punctuation. PROOFREAD PRIOR TO FINAL SUBMISSION.• Do not include the rubric for your final submission.• Record the questions that you are required to answer.• OMIT names of teachers and students.• Elaborate, observing word counts where indicated.• Use word processing for all written submissions, including graphs and charts.• <i>Expect the deduction of points if these requirements are not met.</i>	
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<p>EARLY FIELD EXPERIENCE LEARNING LOGS</p> <p>A total of 6 Early Field Experience Learning Logs must be completed. Refer to the due dates in course Canvas (concurrently posted the Assignment and Syllabus areas; navigation to each located in the left-hand navigation bar of the course Canvas). Each Learning Log is weighted according to the rubric for the assignment.</p> <ul style="list-style-type: none"> • Use formal writing and grammar. Use complete sentences, paragraphs, and proper punctuation. PROOFREAD PRIOR TO FINAL SUBMISSION. • Do not include the rubric for your final submission. • Record the questions that you are required to answer. • OMIT names of teachers and students. • Elaborate, observing word counts where indicated. • Use word processing for all written submissions, including graphs and charts. • <i>Expect the deduction of points if these requirements are not met.</i> 	20%
<p>DEEPER DIVES</p> <p>A total of 4 Early Deeper Dive assignments must be completed. Deeper Dives are opportunities for you to explore components of being an educator. Refer to the due dates in course Canvas (concurrently posted the Assignment and Syllabus areas; navigation to each located in left-hand navigation bar course Canvas). Each assignment is weighted according to the rubric for the assignment.</p>	15%
<p>MICRO-TEACHING ACTIVITY</p> <p>Formation and implementation of lesson planning is essential to your continued growth as an educator and is invaluable to your learning experience.</p> <ul style="list-style-type: none"> • Each class member will write a lesson that makes use of the teaching strategies that are covered in the course. • A variety of assignments are provided in this section in order to prepare you for your micro-teaching lesson presentation. • Each class member will teach/present a 15 minute portion of their lesson to the other class members. Presentations will be graded on clarity, creativity, organization, classroom management, public speaking criteria, etc. • As a class member of EDCI 4840 you will have a preselected time to teach/present your lesson to your "class". When you are not teaching/presenting, you will serve as the "student", actively engaging is the lesson that is being presented. • As "student" and peer you are expected to submit a peer evaluation of the teaching demonstration to the professor and "teacher" that presented. • UNT Lesson Plan Template is utilized; TEKS, ELPS, TCCRS, & ITSE standards must be cited. • Meaningful learning experiences for English learners based upon selected ELPS must occur during the teaching demonstration. 	20%
<p>FORMATIVE & SUMMATIVE ASSESSMENTS</p> <p>Continued understanding of the material in this course is intended to help you prepare and be successful in your future classroom and on your TExES Exam.</p> <ul style="list-style-type: none"> • Mid-Term formatted and aligned with the TExES Pedagogy and Professional Responsibilities EC–12 (160) test • Final exam covers aspects of the TExES Pedagogy and Professional Responsibilities EC–12 (160) test and aligned with Google classroom training (reflective of expectations for teaching EC–12 in a virtual &/or blended learning environment • Attendance as outline by TE&A Department Policy 	15%
<p>TOTAL PERCENTAGES</p> <p><i>Regardless of grades earned according to the distribution above, completion of the 55 hours of observation with appropriate documentation is Pass/Fail. Failure to complete the 55 hours of observation will result in a failing grade for the class regardless of grades received on other assignments.</i></p> <p>GRADING: A// 90-100% B// 80-89% C// 70-79% D// 60-69% F// below 60%</p>	100%

COURSE SCHEDULE

Changes may occur as the course progresses and adjustments may need to be made regarding topics, readings, and/or assignment due dates. Rely on Canvas for any updates concerning specific assignment due dates/times. Points may be deducted for work submitted after the due date/times.

Week	TUES.. Date of the Week	Meeting Schedule / Topics for the Week	Assignments DUE during the Week (Check Canvas for EXACT Due Dates)
Week 1:	01/16	MLK Day (UNT Closed 01/15) <ul style="list-style-type: none"> • Contact Mentor / CPO if not placed • Review EDCI 4840 Syllabus & Modules 	<ul style="list-style-type: none"> • EDCI 4840 Overview Quiz (Start Here Module) • Signature Page: complete & upload in Canvas
Week 2:	01/23	CLASS MEETING (MATT 115) @5:30PM <ul style="list-style-type: none"> • Overview of the Course • Professionalism • Observation Placements and Start Dates • Obtaining & logging your 55 hours • Collecting Data for COA's and LL's • Deeper Dive: PPR Assignment Standards 	<ul style="list-style-type: none"> • Work on Level 1 Google Training (DUE 04/26) Go to: https://tinyurl.com/bdzytcde
Week 3:	01/30	CLASS MEETING (MATT 115) @5:30PM <ul style="list-style-type: none"> • Components of Lesson Planning 	<ul style="list-style-type: none"> • Deeper Dive: PPR Assignment Standards • Work on Level 1 Google Training (DUE 04/26) Go to: https://tinyurl.com/bdzytcde
Week 4: BE AWARE: STAAR & EOC's scheduled in schools this week; check with mentor if you are allowed to observe on NON-TESTING Days	02/06	CLASS MEETING (MATT 115) @5:30PM <ul style="list-style-type: none"> • Micro-Teaching • Overview Lesson Planning & Alignment to the Standards: TEKS; ELPS; CCRS; ITSE • Deeper Dive: T-TESS Overview 	<ul style="list-style-type: none"> • Classroom Observation Activity 1 • Learning Log A • Work on Level 1 Google Training (DUE 04/26) Go to: https://tinyurl.com/bdzytcde
Week 5:	02/13	CLASS MEETING (MATT 115) @5:30PM <ul style="list-style-type: none"> • Accommodations and Modification • Micro-Teaching Lesson Plan & Sign Up 	<ul style="list-style-type: none"> • Classroom Observation Activity 2 • Deeper Dive: T-TESS Overview Assignment • Micro-Teaching Lesson Sign Up • Work on Level 1 Google Training (DUE 04/26)

Week 6:	02/20	NO CLASS MEETING <ul style="list-style-type: none"> • Micro-Teaching Lesson Plan Outline • Work on Level 1 Google Training 	<ul style="list-style-type: none"> • Classroom Observation Activity 3 • Learning Log B • Micro-Teaching Lesson Plan Outline • Work on Level 1 Google Training (DUE 04/26) Go to: https://tinyurl.com/bdzytcde
Week 7:	02/27	CLASS MEETING (MATT 115) @ 5:30PM <ul style="list-style-type: none"> • Critical Practices for Anti-Bias Education 	<ul style="list-style-type: none"> • Classroom Observation Activity 4 • Learning Log C • Work on Level 1 Google Training (DUE 04/26)
Week 8:	03/05	NO CLASS MEETING MID-TERM ONLINE Parts 1 & 2 DUE BY 3/8 @11:59PM	<ul style="list-style-type: none"> • Mid-Term Parts I & II • Classroom Observation Activity 5 • Work on Level 1 Google Training (DUE 04/26)
Week 9:	03/12	NO CLASS MEETING UNT Closed for Spring Break (If needed, you are able to observe in schools IF your assigned district is NOT on Spring Break.)	
Week 10:	03/19	CLASS MEETING (MATT 115) @ 5:30PM <ul style="list-style-type: none"> • Panel Discussion/Guest Speakers: Experts in the Field 	<ul style="list-style-type: none"> • Deeper Dive: First Year Teacher Experiences • Observation Time Record: Mid-Semester Check-in • Work on Level 1 Google Training (DUE 04/26)
Week 11: BE AWARE: STAAR & EOC's scheduled in schools this week; check with mentor if you are allowed to observe on NON-TESTING Days	03/26	CLASS MEETING (MATT 115) @ 5:30PM <ul style="list-style-type: none"> • Session 1: Micro-Teaching presentations / 15 mins. each 	<ul style="list-style-type: none"> • Classroom Observation Activity 6 • Work on Level 1 Google Training (DUE 04/26)
Week 12: BE AWARE: STAAR & EOC's scheduled in schools this week; check with mentor if you are allowed to observe on NON-TESTING Days	04/02	CLASS MEETING (MATT 115) @ 5:30PM <ul style="list-style-type: none"> • Session 2: Micro-Teaching presentations / 15 mins. each 	<ul style="list-style-type: none"> • Classroom Observation Activity 7 • Learning Log D • Work on Level 1 Google Training (DUE 04/26)

Week 13: BE AWARE: STAAR & EOC's scheduled in schools this week; check with mentor if you are allowed to observe on NON-TESTING Days	04/09	CLASS MEETING (MATT 115) @ 5:30PM <ul style="list-style-type: none"> Session 3: Micro-Teaching presentations / 15 mins. each 	<ul style="list-style-type: none"> Classroom Observation Activity 8 Learning Log E Work on Level 1 Google Training (DUE 04/26)
Week 14: BE AWARE: STAAR & EOC's scheduled in schools this week; check with mentor if you are allowed to observe on NON-TESTING Days	04/16	CLASS MEETING (MATT 115) @ 5:30PM <ul style="list-style-type: none"> Session 4: Micro-Teaching presentations / 15 mins. each Overview of Final 	<ul style="list-style-type: none"> Classroom Observation Activity 9 Learning Log F Last week to submit all Micro-Teaching components (lesson plan, reviews, etc.) Work on Level 1 Google Training (DUE 04/26) Go to: https://tinyurl.com/bdzytcde
Week 15: BE AWARE: STAAR & EOC's scheduled in schools this week; check with mentor if you are allowed to observe on NON-TESTING Days	04/23	CLASS MEETING (MATT 115) @ 5:30PM <ul style="list-style-type: none"> Pre-Final Exam Prep Time 	<ul style="list-style-type: none"> Deeper Dive: Twitter in the Classroom Level 1 Google Training (DUE 04/26) Go to: https://tinyurl.com/bdzytcde
Week 16: BE AWARE: STAAR & EOC's scheduled in schools this week; check with mentor if you are allowed to observe on NON-TESTING Days	04/30	CLASS MEETING (MATT 115) @ 5:30PM FINAL EXAM	<ul style="list-style-type: none"> Classroom Observation Activity 10 <u>Completed and Signed</u> Observation Log uploaded to Canvas

NOTE: *This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. The instructor reserves the right to make any changes they deem necessary and/or appropriate.*

CANVAS:

Course documents can be found on Canvas. Refer to the Canvas site often for course handouts and other information. *You will turn in all assignments through Canvas unless instructed otherwise by your professor.* Also located in Canvas are links to PPR Standards, T-TESS standards, ELPS and "Critical Practices for Anti-Bias Education". You are responsible for reading and studying these materials.

ATTENDANCE

- You are expected to be on time and attend all class meetings for the entire scheduled class time. Late arrivals or early departures (any time before the end of class) are considered toward absences. Class begins promptly at its scheduled time. Attendance will be recorded through an attendance record.
- Active engagement is expected. Class information is aligned with PPR objectives, so your attendance and participation are your opportunity to fully engage and benefit from the course.
- The only excused absences are those due to the observance of a documented illness, university sponsored activity (with appropriate documentation) or a religious holiday. If you plan to observe a religious holiday that coincides with a class day, please notify your instructor in writing at least two weeks prior to the absence.
- Regular attendance directly impacts your achievement. If you are absent, activities completed in class for grades will not be made up unless the absence is the result of a documented illness, university sponsored activity (with appropriate documentation) or a religious holiday. You will earn a zero for the assignment.

Contacting the Instruction

You may contact your instructor by email: Christina.Baker@unt.edu

The instructor will contact you using UNT email or the Canvas announcements. You are also responsible for checking Canvas for any communications pertaining to class.

Deadlines for submitting Classroom Observation Activities (COA's), Learning Log (LL's), & Deeper Dives

Upload COAs and LL's to Canvas according to the assignment calendar. Read and follow the *Guidelines For COAs* and *Guidelines for Learning Logs* and review the rubric for each assignment before submitting on Canvas. All assignments are due on Friday at 11:59 PM.

55 HOURS/INTEGRITY

In order to earn credit for this course, a MINIMUM of 55 hours of early field experience in an assigned secondary school must be completed. Document field experience hours carefully on the Early Field Experience Time Record/Log. Through Canvas, submit a signed record form to the course instructor at the conclusion of the semester. It is the responsibility of the student to schedule observation hours in the school in cooperation with your assigned mentors. You may not count hours of field experience at schools other than your assigned school. The UNT COE Educator Preparation Office (EPO) has been in continuous contact with the districts that collaborate with UNT. Your instructor and the EPO are working together to make this the most meaningful experience possible.

UNT students will document field experience hours carefully on the *Observation Time Log*. At mid-semester, the UNT instructor will contact cooperating teachers to verify that the signatures from the UNT students are authentic and that they have been completing the hours according to the agreement made with the mentor teacher. UNT students are to return a signed record form to the instructor via Canvas at the conclusion of the semester.

It is the responsibility of the UNT student to schedule observation hours in the school in cooperation with the assigned mentors. UNT students may not count hours of field experience at schools other than the assigned school.

If you do not complete a minimum of 55 hours of observation through the various options as outlined by your EDCI 4840 professor, and/or fail to provide the appropriate documentation, you will fail the class regardless of grades received on other assignments.

Your signature does not indicate whether or not you agree with the contents here. Your signature indicates that you have read and understood the procedures.

Student Name (printed): _____

Student Signature: _____

Date: _____ UNT email address: _____

ACKNOWLEDGEMENT OF COURSE POLICIES AND EXPECTATIONS

Your signature is required indicating that you understand the above stated policies and expectations for this course:

⇒ 55 HOURS OF OBSERVATION EXPECTATIONS

⇒ GRADING POLICY

⇒ DEADLINES FOR SUBMITTING ASSIGNMENTS AND OBSERVATION HOURS

⇒ ATTENDANCE POLICY

UNT's Course Policies

Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

Course Materials for Remote Instruction

Should remote instruction become necessary due to community health conditions per local, state, and/or federal mandates, students will need access to the technology required [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

UNT's Standard Syllabus Statements

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

The University of North Texas (UNT) is on record as committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am more than happy to provide reasonable accommodations to students with disabilities, to not discriminate on the basis of disability. If you are a student with a disability, your responsibility primarily rests with informing me of your need for accommodation by providing me with your letter from the UNT Office of Disability Access. Information regarding specific disability diagnostic criteria and policies for obtaining academic accommodations can be found at <https://disability.unt.edu>. Also, you may visit the Office of Disability Access in Sage Hall, Suite 167, or phone (940) 565-4323. **Note:** Students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class.

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.

F-1 Students: Important Notice

To read INS regulations for F-1 students taking online courses, please go to this website <http://www.immigration.gov/graphics/services/visas.htm> and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G) A Final Rule with clarifications on the restriction can be found in a pdf file located at <http://www.immigration.gov/graphics/lawsregs/fr121102.pdf>

Department Syllabus Statements

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

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.

Technology Integration

The Curriculum and Instruction program supports technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities that infuse technology throughout the K-12 curriculum.

Master's Program

Students seeking admission to the Secondary Post Baccalaureate Master's Program must secure acceptance into that program. Acceptance criteria for this program DIFFER from that of the Certification only Program. A total of 36 hours of prescribed coursework and acceptable Graduate Record Exam scores (GRE) are examples of additional requirements for admission to the Secondary Post Baccalaureate Master's Program.

UNT TEACHER EDUCATION PROGRAM COMMITMENTS

While teaching has always been a relational and intellectual endeavor, we acknowledge that teaching is also both an ethical and a political act. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural and socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation. It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

- **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
- **Activism.** Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
- **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

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

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