


EDCI 3800.003: Professional Issues in Teaching (Fall 2023)

<p>Dr. Emily Washington</p> <p>Adjunct Professor</p> <p>Department of Teacher Education and Administration</p> <p>University of North Texas</p>		<p>Fall Semester</p> <p>Semester Starts August 21st Semester Ends December 15th</p> <p>First Day of Class is on August 22, 2023 @5:30 p.m. in Matthews Hall (MH), Room 113</p> <p>Zoom Link: https://unt.zoom.us/j/89481704687</p> <p>Assignments Due Indicated on Syllabus and Communicated by Professor</p>
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Instructor Contact Information

E-mail	emily.washington@unt.edu
Class Meetings/Norms	<p>August 21st-December 15th@5:30 p.m.-8:20 p.m., Matthews Hall, Room 113. If you are unable to attend because of an emergency, COVID19, or other illness, you can join the class via Zoom. You must notify me in advance of the situation.</p> <p>Class Norms: Be present. Be on time. Be prepared. Be ready to contribute. Be respectful.</p>
Office Hours (In-person; Virtual)	<p>Dr. Washington is available on Tuesday after class (8:30 p.m.-9:00 p.m.) or if class ends early until 8:20 p.m.; and Wednesday (7:00 p.m.-8:00 p.m. -virtual). . Please schedule an appointment by emailing me at emily.washington@unt.edu for virtual conferences via Zoom.</p>
G Suite Google email	<p>Dr. Emily Washington or dremilyamanda.unt@gmail.com (For use when sharing Google docs, slides, etc.)</p>
Course Resources & Calendar	<ul style="list-style-type: none"> EDCI 3800.003 Modules 1-4 IDM Washington Fall 23 EDCI 3800.003 Modules 5-8 IDM Washington Fall 23 EDCI 3800.003 Modules 9-12 IDM Washington Fall 23 EDCI 3800.003 Modules 13-16 IDM Washington Fall 23

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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.

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 & Youth	In our Practice	To Radically Imagine
Identity	We are individuals with cultural histories, knowledge, 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 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 multiple communities — connected in ways that make our successes intertwined.	We value inclusive learning communities that connect 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.

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. 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.

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.

UNT Course Description

Overview of American education, including history, purposes, legal bases, school organization, education as a profession and analysis of characteristics required for professional success.

Learning Goals

By the end of this course, you should better understand and exhibit:

- Knowledge of the history, purposes, legal bases, and organization of schools
- Dispositions and actions required for professional participation as an educator
- Knowledge of inquiry approach to curriculum, instruction, and assessment
- Knowledge of self, culturally responsive teaching, and educating for equity

Prerequisites

None.

Notes on the Syllabus, Course, and Expectations

Welcome to EDCI 3800.001: Professional Issues in Teaching! I am Dr. Emily Washington. I am excited to explore the foundations of education with you this Spring Semester. I have been a public school educator for 21 years. During the course of my career, I have taught internationally and in public schools, been an instructional coach, master teacher, Field Supervisor for UNT Dallas, and Adjunct Professor for UNT Denton,. Currently, I am an elementary campus administrator.

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. **For 100% participation, 5 extra credit points will be added to your final grade.**

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.

Additional Student Supports. UNT is dedicated to making sure that during this challenging time, students receive the necessary support to help them. Here are some supports at UNT: [CARE Team | Division of Student Affairs](#) and student counseling <https://studentaffairs.unt.edu/student.counseling>.

This course is intense. You should be sure you have the time, energy, and resources to complete it. However, I am also **here to support you** if you are facing any challenges. Please **communicate with Dr. Washington as soon as possible** if you're having any problems. In short, the purpose of this course is to help you grow as a professional who understands the history, ethics, philosophy, and legal components of your profession. You will also learn some pedagogy, investigate inquiry lesson planning and curriculum, and explore the histories and inequities in local school districts.

This syllabus provides basic information about our course and assignments, but **the Canvas modules and weekly IDM Blueprints calendar are your class-to-class guide with instructions of what assignments you will need to complete.** As the instructor, I reserve the right to change or modify course assignments, projects, and examinations as are needed to improve our class, but you will be notified with sufficient time for adjustment. As is detailed in the **professional participation** portions of this class, I have **high expectations** for your professional and ethical approach to our class, which includes **communicating as soon as possible** if you will miss a class meeting or assignment deadline in part or in whole to make arrangements with me. **If you are absent**, it is your responsibility to find what was missed and **to ask about make-up opportunities.** Assignments or projects due during an absence should be turned in on time digitally via e-mail or other means unless arrangements were made with appropriate notice.

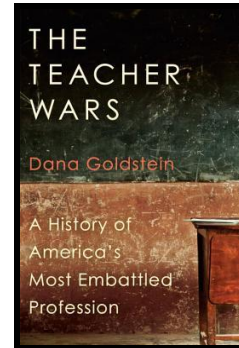
There are **100 points available** for the course and all grades will be added in Canvas. I will take attendance at the beginning of every class. The following points can be deducted for **absences**: 1st - no deduction; 2nd - 3 points; 3rd - 6 points; 4th - 9 points and/or failure of class. Depending on degree and/or frequency, failure to meet professional participation expectations can result in grade deductions beyond 10% and/or failure of the class. If accepted, late assignments will be subject to a point deduction at my discretion. Assignments that are not completed at mastery levels may be returned for improvement, but these opportunities may be limited and a grade of "I" or "F" may be assigned. I am excited about the semester and **I am here to support you** in your

journey in the teaching profession. Do not hesitate to **set up an appointment** if you ever need assistance! Let's make this semester a great one!

Required Book

Goldstein, D. (2014). *The teacher wars: A history of America's most embattled profession*. Doubleday.

- Available for purchase at UNT bookstore & Amazon (ebook, new & used, etc.)
- Available as audiobook through Audible



Electronic Resources

Texas Education Agency: <http://tea.texas.gov/>

TExES Competencies: http://cms.texas-ets.org/files/3613/2949/6615/160_ppr_ec12.pdf

Academic integrity

Academic integrity is essential to this course, as in other work that you do in your program. In Policy 18.1.16, UNT has described academic integrity as follows: Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. You must be sure to avoid plagiarism, which is defined in the following way in that policy: Use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials. <http://vpaa.unt.edu/academic-integrity.htm>

ATTENDANCE EXPECTATIONS

Students are expected to attend and actively contribute to all class sessions. If absent due to an emergency, students should contact the instructor as soon as possible prior to class.

Attendance: 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 added or deducted (out of 10 points)
0 – 1	5 additional points added to participation grade
2	3 points deducted
3	6 points deducted
4 or more	You will automatically receive an F for your final grade

Course Assignments, Brief Descriptions, and Grades

Grade Distribution: A=90-100; B=80-89; C=70-79; D=60-69; F=59- (**Failure to complete all required assessments and assignments will result in a possible F or dropping a letter grade from your current average.**)

Assignment	Brief Description	Points 100 total points
Professional Participation	<p>Respect, courage, responsibility, energy, and communication are essential to your success in this class. Throughout the course you will be expected to think deeply, creatively, and self-critically, support your conclusions with varied forms of evidence, and support our classroom community, and develop and present positive alternatives to your instructor (not those outside our class community) when you are dissatisfied with an existing situation. When communicating concerns, you should respect others by only speaking for yourself.</p> <p>Respect and courage are critical. Your grade will be based, in part, upon evidence of your ability and willingness to think about ideas and beliefs that differ from your own and to question, with honesty and humility, your own underlying assumptions, motives, and actions. Because learning and development involve a degree of cognitive dissonance, you must be prepared to struggle with ideas that challenge your current beliefs and understandings. This requires respect for others and courage to question oneself. These are essential qualities, because this is the way people grow!</p> <p>Responsibility and energy are also essential to your success. Emphasis is placed on your contribution to the development of a diverse democratic community within our class. Every participant in our class is considered both a learner and a teacher. You will need to assume responsibility for both roles. Thus, you will be expected to contribute your positive energy to class activities and conversations, engage in active listening no matter who is speaking, keep yourself on task in class, avoid being distracted by devices at inappropriate times, demonstrate respect for all participants, and help ensure that all participants are permitted and encouraged to share equally in class opportunities and responsibilities. A major responsibility, both as a learner and a teacher, is to attend class regularly and to be prepared. You will need to attend classes regularly, arrive on time, stay for the duration of the allotted time period, use break times effectively, and read all materials and complete all assignments carefully and on time.</p> <p>Communication is critical to your success in this class. Professional communication requires timely, clear, and respectful videoconference and other digital communications. You are expected to communicate any issues (e.g., missed classes, personal problems) well before class time or deadlines, or as soon as possible. You are expected to respond to electronic communications (e.g., e-mail) from the instructor within 1 business day. Whether requested by you or your instructor, meeting to address course concerns can be critical to your</p>	15

	<p>growth. You should work to make requested meetings or suggest a timely day/time to meet. You are welcome to request a third party be present at any meeting. Issues related to your success, progress, or concerns in/for the course should be addressed with your instructor, not outside parties. When communicating concerns, be clear, support claims with specific evidence, and speak only for yourself unless given consent by others.</p> <p>Class attendance is required and teacher candidates can lose points for late arrivals or early departures from class. The following points can be deducted for absences: 1st - no deduction; 2nd - 3 points; 3rd - 6 points; 4th - 9 points and/or failure of class. If you miss class, you are expected to identify what was missed and to inquire about completing missed assignments.</p> <p>Group Discussion is also required. The Group Discussion will be conducted in class. You will be divided into groups and discuss the Module focus question along with some guiding questions.</p> <p>Following the guidelines in this section can help you grow as a professional and experience success in the class. However, depending on degree and/or frequency, a failure to meet professional participation expectations can result in grade deductions beyond 10 points and/or failure of the class.</p>	
District Equity Audit	<p>The purpose of this project is to inquire into and interrogate the past, present, and future of local school districts. Using the Civil Rights Data Collection dashboard (https://ocrdata.ed.gov) and the Education Trust State of Funding Equity tool (https://edtrust.org/our-resources/data-tools), and other resources presented in class and on Canvas, students will create a report and presentation of school or district level disparities in resources, access, or outcomes for historically marginalized groups of students and Communities of Color (e.g., staffing, finance, pathways to college/career, discipline). Students will include insights as to what schools can do to dismantle such disparities including the role of teachers. We will pay particular attention to the various ways segregation and inequality have been implemented in and across schools and school districts in the Dallas-Fort Worth metroplex. Our overall compelling question for this project is, <i>how do we make our education system just?</i> All students will explore the featured sources (readings, podcasts, etc.) throughout the class. All students will be assigned to a small group that inquires into and interrogates a particular school district with the aim of answering the supporting question, how do we make my school district just? Students will submit an 8-10 minute podcast or video that includes visuals that address the featured sources (readings, podcasts, etc.) that includes a list of equity shortcomings and a list of equity recommendations the district might implement. Each group member will report their group contributions. The whole class will conclude by viewing each group's media and discussing the compelling question. View the full assignment here:</p> <p>EDCI 3800.003 School District Equity Audit Washington Fall 23</p> <p>Due: November 17th @11:59pm</p>	30

Book Study	<p>With your group, you will lead a 25-30 minute discussion over the key points of your book (10-15 slides) See Rubric in Canvas</p> <p>Book Study #1: Teaching with Poverty In Mind (Author: Eric Jensen)-9/12</p> <p>Book Study #2: Start Here, Start Now. A Guide to Antibias and Antiracist Work in your School Community (Author: Liz Kleinrock)-10/3</p> <p>Book Study #3: Equity by Design (Author: Chardin & Novak)-10/31</p> <p>Book Study #4: Your Students, My Students, Our Students. Rethinking Equitable and Inclusive Classrooms (Jung, Frey, Fisher, Kroener)-12/5</p> <p>Book Study Guidance</p>	15
Assessments	<p>Summative and formative assessments are a means to evaluate comprehension, application, and transfer of course readings, videos, and podcasts. Most will be completed outside of class and due by 11:59 p.m. on Wednesday. The Padlet assignments will serve as the formative assessments for the class. A multi-choice quiz will serve as the summative assessments.</p> <p>Summative Assessment #1-Due: 9/26</p> <p>Summative Assessment #2-Due: 10/24</p> <p>Summative Assessment #3-Due: 11/28</p> <p>Final Table: Due on 12/12@11:59 p.m.</p> <p>Final- 12/12 (In class District Project Presentations and Table)</p> <p>final</p>	25
Discussion Potluck	<p>With a partner or your group, you will lead a 25-30 minute discussion over assigned class text(s) during class. Please make sure that you provide a short presentation over the assigned reading in the textbook. Email the Discussion Potluck Planning Template (make a copy first) and your group's presentation each Monday by 5:30 p.m. to Dr. Washington (emily.washington@unt.edu).</p> <p>Presentations should be no more than 30 minutes. Much of the time will be spent in discussion groups. Although, there may be times when we will discuss the whole group. This page explains the potluck metaphor and previews the assignment. You will complete a planning template & reflection section. View the full assignment here:</p> <p>EDCI 3800.003 Discussion Potluck Assignment Washington Fall 23</p> <p>Rubric: EDCI 3800.003 Discussion Potluck Assignment - Rubric</p> <p>The first presentation is September</p>	15
Total	There are 100 points available for the course and all grades will be added in Canvas.	100

- Book Study: Books will need to be purchased. Some books may be available online through the UNT Library.

Course Calendar

The calendar can be found in the Canvas modules and also in the weekly IDM blueprints:

Teacher Education & Administration | Departmental Policy Statements

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

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.

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity:

http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or 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 <https://deanofstudents.unt.edu/conduct>.

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

Submitting Work: All assignments will be submitted in Canvas, email to your instructor, or in a Google Folder. . Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Canvas site with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

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

Attendance: See the instructor’s attendance policy.

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.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

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.

My Statements

Student “Office” Hours. While I do not have scheduled office hours during the Fall 2023, I am available for “student hours” after class and by appointment. Additional “virtual” office hours are listed above. If you need help identifying services for food insecurity (see below), mental health, foster care, or in other areas then please contact me. For our course, I am available to talk by phone or videoconference. While office hours are generally student-directed to discuss or review assignments, receive help on assignments, or review a missed class, I can

also help you formulate questions based on my sense of your strengths, areas where support is needed, and situation. Please communicate any impediments to your learning as early as possible so we can find appropriate solutions. Always remember, I want you to succeed not only in my class, but in our program and your life. Please take advantage of my availability!

Accessibility. I expect that students in this class have many different physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I also expect that as a class, we will collectively attend to and respect all of these needs. I encourage you to bring your accessibility needs up with me and/or with the class in order to begin a conversation about how we can collectively make the classroom and the course more accessible.

Preferred Name. As a UNT student, you are able to change how your preferred/proper name shows up on class rosters, Canvas, and MyUNT. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the following guidelines:

<https://registrar.unt.edu/transcripts-and-records/update-your-personal-information>

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>

Social Media Sharing. Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.