EDRE 4850: Teaching the Tools and Practices of Reading

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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.

PREREQUISITES AND CONCURRENT ENROLLMENT

EDRE 3350; Admission to Teacher Education Program. Concurrent enrollment in EDRE 4860; EDEE 4350; EDSP 4350; EDCI 4010.

CATALOGUE DESCRIPTION

The purpose of this course is to prepare preservice teachers in the area of reading as a process for meaning making, as a tool for inquiry, as a tool for activism. This course will cover various models of teaching reading that range from skills oriented, to process oriented, to practice oriented perspectives.

COURSE GOALS

In this course, preservice teachers will:

- Develop an expanded understanding of literacy development that builds on the content of the Early Literacy course taken the previous semester;
- Practice teaching literacy using assessment and reflection to inform teaching;
- Engage in asset-based, appreciative teaching to plan for instruction;
- Consider the demands of literacy assessment associated with different audiences and how these forms of assessment can be used to inform instruction;
- Develop an understanding of the content of the "science of reading";
- Engage in critical inquiry into classroom teaching from an equity perspective.

Students will further explore:

- Learning within a community of practice perspective;
- Expansive vs restricted views of what counts as reading;
- Cultural and linguistic variation with humanizing pedagogies;
- Models for assessment;
- Teaching as relational, appreciative, humanizing, and responsive (through assessment);
- Practice as a space for inquiry and growth in teaching;
- Assessment and Teaching as woven together.
- Practice spaces for reading and teaching (e.g., read alouds, shared reading, guided reading; independent reading, book clubs, inquiry/study groups) in both hybrid and classroom contexts.

CLASS TIME/LOCATION
Wednesdays 11:30am-2:20pm
Matthews Hall Room 111

REQUIRED TEXTBOOKS
- *Critical Literacy* by Vivian Vasquez
- *Puzzling Moments, Teachable Moments: Practicing Teacher Research in Urban Classrooms* (The Practitioner Inquiry Series) by Cynthia Ballenger

<mark>ATTENDANCE POLICY</mark>
Since this class meets only once per week, in-person attendance in this class is *REQUIRED and NECESSARY*. Our time in class will consist of small group and whole class discussion, as well as critical learning with respect to the key content and concepts. You are a VITAL part of this learning community, and your contributions are part of the knowledge that we will create in our classroom. *Please attend all classes and arrive on time!*   Absence Reporting Form

The following attendance polices are in effect for this section of EDRE 4850:

- **First Absence:** You are permitted ONE absence (excused/unexcused) without grade penalty. To notify the instructor of ANY absence, you must fill out this form: Absence Reporting Form
- **Second Absence:** If excused (with appropriate, verifiable documentation submitted on the Absence Reporting Form), no grade point deduction if make-up assignment is completed (See Canvas). If unexcused, a full letter grade will be deducted from your final grade in the course. **(Ex: B becomes a C)**
- **Third Absence:** If excused (with appropriate, verifiable documentation submitted on the Absence Reporting Form), no grade point deduction if make-up assignment is completed (See Canvas). If unexcused, two full letter grades will be deducted from your final grade in the course. **(Ex: B becomes a D)**
- **Fourth Absence:** ANY four (4) absences (whether they are excused or unexcused) will result in an **automatic failure** of the course because attendance is deemed necessary AND required. Missing four (4) classes is the equivalent of missing more than 30% of the course material/learning and is not acceptable.
- **Withdrawal:** If you reach four (4) absences between the dates of *September 13-November 18*, you can withdraw from the class with a grade of **W**. Please note, withdrawing from courses may impact financial aid and degree completion, and you must still pay tuition for the course in full.
- **Incomplete:** Beginning on *November 19*, a grade of **I** for **Incomplete** can be requested ONLY IF YOU ARE PASSING at the time of request. If you are missing assignments and/or have three or more absences, an Incomplete cannot be granted.
- **Tardiness:** If you are late to class due to weather or unforeseen circumstances once or twice, that is completely acceptable and reasonable. However, if you are *chronically tardy* (late arrival three or more times), one or more full letter grades will be deducted from your final grade at the professor's discretion.
- **Attendance Reporting:** It is YOUR responsibility to sign the attendance sheet AND complete the absence reporting form on the day of your absence. Failure to do so will result in an unexcused absence.
- **Make-Up Work:** YOU are responsible for checking Canvas to complete readings/work you missed during an absence. DO NOT EMAIL the professor asking for missed work due to absence.

University Excused Absences (MUST SUBMIT OFFICIAL DOCUMENTATION on the ABSENCE REPORTING FORM):
- Religious holy day, including travel for that purpose
- Active military service, including travel for that purpose
- Participation in an official university function
- Illness or other extenuating circumstances
- Pregnancy and parenting under Title IX

If you need help generating/providing official documentation for your absence:
- Contact the Dean of Students Office via phone: 940-565-2648 or via email: deanofstudents@unt.edu
- Dean of Students Website

PLEASE NOTE: It is truly unfair to expect or demand exceptions to the attendance policies outlined, above. To maintain the integrity of the coursework/content of our Teacher Education program, and *to avoid placing me in situations where my compassion and kindness are exploited or taken advantage of*, you must follow the attendance policy as written. That being said, I reserve the right to excuse absences for reasons not listed above.

CLASS CANCELLATIONS/POSTPONEMENTS/NOTIFICATIONS

In the event a class session needs to be cancelled and/or postponed, you will receive a notification from me via Canvas Announcement. Please enable Canvas notifications for Announcements on your mobile device, and check Canvas each day before leaving for class.

COURSE ASSESSMENTS (Descriptions TBD)

Reading Autobiography (10%)
Video/Reading Discussions (10%)
Text Environment Analysis (15%)
Teacher Interview and Observation (15%)
Mentoring Process and Case Report (20%)
Literature Inquiry Unit (30%)

	Week	Topic	Readings/Videos/Assignments (Due BEFORE CLASS unless otherwise noted)
		EDRE 4850 CLASS SCHEDULE: FALL 2022 (SUBJECT TO CHANGE AS NEEDED)	
1	8/31	**Introduction:** Developing a Reading Identity	Course Overview/Community Building
2	9/7	**The Reading and Writing Process:** Guidelines for Mentoring Sessions	Watch/Discuss: Orientation Narrative Read Alouds Poetry Warm-Ups Jokes **DUE:** *Reading Autobiography* by midnight on 9/11
3	9/14	**Literacy Environment:** Reading/ELA Curriculum in Texas; Print Awareness; Representation	Readings in Canvas Watch/Discuss: Language Experience
4	9/21	**Comprehension and the Reader:** Meaning Making, Interactive Read Aloud, Think Aloud, Guided, and Shared Reading Structures	Readings in Canvas Watch/Discuss: Guided Reading **DUE:** *Text Environment Analysis* by midnight on 9/25
5	9/28	**Emergent Literacy:** Alphabetic Code, Phonemic Awareness, Phonics	Readings in Canvas Watch/Discuss: Drama
6	10/5	**Developing Fluency:** Decoding, Automaticity, Text Leveling	Readings in Canvas Watch/Discuss: Small "i" Inquiry
7	10/12	**Assessing Fluency:** IRI, Running Records, and Miscue Analysis **Independent Reading:** Book Clubs and Workshops	Readings in Canvas Watch/Discuss: Reading Assessment A, B, and C
8	10/19	**Expanding Vocabulary:** Word Study, Context Clues, Sentence Work **Literature Inquiry Unit:** Introduction and Overview	Readings in Canvas Watch/Discuss: Sentence Study, Word Work 1, and Word Work 2 **DUE:** *Teacher Interview/Observation* by midnight on 10/23
9	10/26	**Literature Inquiry Unit:** Planning	Watch/Discuss: Big "I" Inquiry
10	11/2	**Literature Inquiry Unit:** Planning	**DUE:** *Literature Inquiry Unit* by midnight on 11/6
11	11/9	**Literature Inquiry Unit:** Peer Review/Feedback	You will be teaching your Literature Unit in your placement classroom this week!
12	11/16	**Literature Inquiry Unit:** Reflection and Evaluation	Readings in Canvas
13	11/22	**Thanksgiving Week**	**No Class Session**
14	11/30	**Dyslexia and Reading Exceptionalities:** Accommodations and Universal Design for Learning	Readings in Canvas
15	12/7	**Tying it All Together:** Last Class Session	Attendance Required! **DUE:** *Mentoring Case Report* by midnight on 12/11
16	12/12	**Final Exam Week**	**No Final Exam**

GRADING
A: 90-100% Exemplary. The student performs well above and beyond the minimum criteria.
B: 80-89% Proficient. The student performs slightly above the minimum criteria.
C: 70-79% Average. The student meets the minimum criteria.
D: 60-69% Below Average. The student does not meet the minimum criteria.
F: 0-59% Improvement Required. The student does not complete the coursework.

PROFESSIONAL BEHAVIOR IN CLASS
Teachers must exhibit a high degree of professional behavior to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. This includes engagement and participation during all learning activities, online discussions about content and readings, performance tasks, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.

If you engage in unprofessional behavior inlcuding (but is not limited to) working on unrelated assignments during class, non-participation in class, lack of communication regarding absences, and disrespectful/confrontational interactions with peers and professor, I reserve the right to deduct one or more letter grades from your final grade and/or refer you to the Dean of Students for Code of Conduct violations.

EXTRA CREDIT
At the end of the semester, if there is an 85% or higher completion rate of my SPOT evaluations, a small amount of extra credit (TBD) will be available to each member of our class.

ADDITIONAL INFORMATION

Accessibility. I expect that students in our class will have a variety of physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I encourage you to privately discuss your specific needs with me as soon as possible in order to make the classroom and the course more accessible.

Preferred Name. As a UNT student, you are able to change how your preferred name shows up on class rosters, Canvas, and MyUNT. As a faculty member, I am committed to using your preferred name. Additionally, if your name changes 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 name, you can do so by looking at the following guidelines: https://registrar.unt.edu/transcripts-and-records/update-your-personal-information

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.

Land Acknowledgment. The University of North Texas occupies the ancestral, traditional and contemporary lands of the Wichita and Caddo people. We recognize Texas' federally recognized Native Nations, historic Indigenous communities in Texas, Indigenous individuals and communities who live here now, and those who were forcibly removed from their homelands. In offering this land acknowledgment, we affirm Indigenous sovereignty, history, and experiences.

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 and Online 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. You should not capture images or record video from online meetings and share those outside our class community with consent. 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.

Observation of Religious Holidays: I support your observance and practice of sacred religious traditions. Like with any other absence, please notify your instructor as soon as possible if you plan to observe a religious holy day that coincides with a synchronous class session.

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.

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. I reserve the right to make any changes I deem necessary and/or appropriate throughout the semester.

Educator Standards

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards:
Standards required for all Texas beginning teachers fall into the following 6 broad categories:
Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)
Standard 2--Knowledge of Students and Student Learning
Standard 3--Content Knowledge and Expertise
Standard 4--Learning Environment
Standard 5--Data-Driven Practice
Standard 6--Professional Practices and Responsibilities

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards
The beginning EC-12 teacher knows and understands:

Science of Teaching Reading (SoTR) Standards

Science of Teaching Reading Standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Texas Prekindergarten Guidelines and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 6, with an emphasis on Prekindergarten-Grade 3, in order to meet the

needs of all early learners and address vertical alignment. Candidates in the following categories of classroom teachers will be assessed by the STR standards:

(1) Early Childhood: Prekindergarten-Grade 3;
(2) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6;
(3) Core Subjects with Science of Teaching Reading: Grades 4-8;
(4) English Language Arts and Reading with Science of Teaching Reading: Grades 4-8; and
(5) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.

Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this section demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:

(1) oral language development;
(2) print awareness and alphabet knowledge;
(3) phonological and phonemic awareness;
(4) phonics (decoding and encoding);
(5) reading fluency;
(6) vocabulary development;
(7) syllabication and morphemic analysis;
(8) comprehension of literary text;
(9) comprehension of informational text; and
(10) beginning strategies and reading comprehension skills.

Reading Pedagogy. Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:
(1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy);
(2) implementing both formal and informal methods of measuring student progress in early reading development;
(3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
(4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

EC-12 Tech Apps Standards
The beginning EC-12 teacher knows and understands how to:
- **Standard I.** use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products
- **Standard II.** collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
- **Standard III.** make informed decisions by applying critical-thinking and problem solving skills.

English Language Proficiency Standards (ELPS)
This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link:
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4.

Texas College And Career Readiness Standards
The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link: http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8

Technology Applications
Technology Applications (All Beginning Teachers, PDF) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers and are incorporated in to the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.

Teacher Education Program Core Values

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: Our 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 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 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 Course Policies

Attendance. The student is responsible for regular and punctual attendance and is expected to participate in all courses in which the student is enrolled. *Absences may lower a student's grade where class attendance and class participation are deemed essential by the faculty member.* A student is responsible for requesting an excused absence in writing, providing satisfactory evidence to the faculty member to substantiate excused absence and delivering the request personally to the faculty member assigned to the course for which the student will be absent. A student needing assistance verifying absences due to illness or extenuating circumstances for all courses should contact the Dean of Students office. The Dean of Students office will verify the student's documentation and advocate on the student's behalf, as appropriate, to instructors for excused absences. When an absence is excused, the faculty member will provide a reasonable time after the absence for the student to complete an assignment or examination missed.

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 deanofstudents.unt.edu/conduct.

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.

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 Canvas for contingency plans for covering course.

Survivor Advocacy. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit 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. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Department of Teacher Education and Administration Statements

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

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