


EDEE 1010: Teaching as Advocacy for Equity

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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.

CATALOGUE DESCRIPTION

This course is devoted to exploring the relationships between education, culture, and society. It will focus on structures of social and educational inequality, as they relate to race, class, and gender; processes of power and control in education, as they are expressed in curriculum, policy, and pedagogy; education as a process of social and cultural reproduction; and teaching as a form of intervention in these processes.

COURSE GOALS

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

CLASS TIME/LOCATION

Mondays 8:00am-10:50am
Matthews Hall Room 112

REQUIRED TEXTBOOKS (PURCHASE ASAP)

[*Stamped \(For Kids\): Racism, Antiracism, and You*](#) by Dr. Sonja Cherry-Paul, Jason Reynolds, and Ibram X. Kendi
[*This Book Is Anti-Racist: 20 Lessons On How To Wake Up, Take Action, And Do The Work*](#) by Tiffany Jewell

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.

ATTENDANCE POLICY

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!*

The following attendance policies are in effect for this section of EDEE 1010:

- **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 SCHEDULE: FALL 2022 (SUBJECT TO CHANGE AS NEEDED)

Week	Topic/Class Activity	Readings/Assignments Due
Core Commitment Focus: IDENTITY		
<i>We are individuals with cultural histories, knowledge, talents, and interests that we use as resources in our teaching.</i>		
1	8/29 Introduction	Course Overview/Community Building/Unpacking Identity
2	9/5 Labor Day (No Class Session)	DUE: <i>Stamped for Kids</i> Preview in Canvas by midnight on Sunday, 9/11
3	9/12 Understanding Race Implicit Bias	BEFORE CLASS: Read <i>This Book is Antiracist</i> Chapters 1&2 Read Milner (2015)
4	9/19 Understanding Race Book Study Session: <i>Stamped</i> Chapters 1-4	BEFORE CLASS: Read <i>This Book is Antiracist</i> Chapters 3-5
5	9/26 Language Matters Book Study Session: <i>Stamped</i> Chapters 5-7	BEFORE CLASS: Read Davey (2019) Read Anzaldua (1987)
6	10/3 Gender and Sexuality in Education Book Study Session: <i>Stamped</i> Chapters 8-11	BEFORE CLASS: Read Baum & Westheimer (2015) Read Miller (2019) DUE: <i>Reflection Journal #1</i> in Canvas by midnight on Sunday 10/9
Core Commitment Focus: INQUIRY		
<i>We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.</i>		
7	10/10 Rethinking School Discipline	BEFORE CLASS: Read Elias (2013) Listen to Justice in America: School-to-Prison Pipeline Listen to NPR Police in Schools Report
8	10/17 Social Class and Privilege Book Study Session <i>Stamped</i> Chapters 12-15	BEFORE THIS CLASS: Read Gorski (2007) Read Chiarello (2016)
Core Commitment Focus: COMMUNITY		
<i>We are members of multiple communities-connected in ways that make our successes intertwined.</i>		
9	10/24 Historic and Contemporary Discourse in U.S. Education Book Study Session <i>Stamped</i> Chapters 16-19	BEFORE CLASS: Read National Geographic Article Listen to NPR "Consider This" Episode
10	10/31 Immigration, Religion, and Xenophobia	BEFORE CLASS: Read ACLU Immigration FAQ for Educators Read How to Talk with Students about Immigration Read Ten Strategies for Supporting Immigrant Students
11	11/7 School and Segregation Book Study Session <i>Stamped</i> Chapters 18-21	BEFORE CLASS: Read <i>This Book is Antiracist</i> Chapters 6-9 Listen to This American Life: The Problem We All Live With DUE: <i>Reflection Journal #2</i> in Canvas by midnight on Sunday 11/13
Core Commitment Focus: ADVOCACY & ACTIVISM		
<i>We are activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.</i>		
12	11/14 Restorative Justice and Teaching Practices	BEFORE CLASS: Read <i>This Book is Antiracist</i> Chapters 10-14 Read Collins (2021) Read Davidson (2014)
13	11/21 Thanksgiving Week (No Class Session)	Read <i>This Book is Antiracist</i> Chapters 15-20 DUE: <i>Taking Action and Doing the Work</i> in Canvas by midnight on Sunday 11/27
14	11/28 Universal Design for Learning Book Study Session <i>Stamped</i> Chapters 21-24	BEFORE CLASS: Bring <i>Taking Action and Doing the Work</i> assignment to be shared in class Read Turner (2019) Listen to NPR Interview
15	12/5 Moving Toward Liberation Final Introspective Analysis Presentations	Last Class Session (Attendance Required) DUE: <i>Final Introspective Analysis Presentation</i> IN CLASS on Monday, 12/5
16	12/12 Final Exam Week	N/A

ADDITIONAL COURSE TOPICS

- Technology Apps and Adaptive Technology for Students with Exceptional Needs
- Trauma Informed Teaching Practices
- Teaching Students About Immigration
- Assessment Equity and Bias
- Bullying/Kindness
- Social Emotional Learning (SEL)
- Race and Schooling

COURSE ASSIGNMENT DESCRIPTIONS

Autobiographical Reflection Journals (25%): Following certain class sessions you will complete a journal reflection on the readings, discussions, and your learning/unlearning and how these things connect with your personal/autobiographical experiences in K-12 education. Your reflections must be a minimum of two (2) pages typed, double-spaced, 12pt font.

Book Study Participation (40%): With your PLC group, you will engage in seven (7) book study sessions during class to discuss the text entitled *Stamped (For Kids): Racism, Antiracism, and You*. If you are present in class during Book Study sessions and actively lead or contribute in the discussion, you will automatically receive credit for participation. If you are absent from class, you must complete and submit the make-up assignment in Canvas. *Please see attendance policy.*

Taking Action and Doing the Work (20%): You will read *This Book is Antiracist* at your leisure throughout the semester. Upon completion, you will select four (4) chapters from the book and complete the activities located at the end of each chapter. Then, you will explain why you selected these activities and how they might look in your future classroom. This will be shared with your PLC group class AND submitted in Canvas.

Final Introspective Analysis Presentation (15%): You will deeply analyze what you have learned/unlearned in this course and how it will impact your future teaching practice as well as your understanding of how children learn and engage in activism. This “unlearning” activity must be presented as media, art, audio, visual, or kinesthetic, lesson activity, etc. **NO PAPERS!**

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 including (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:

- **Competency 001:** human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs
- **Competency 002:** student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning
- **Competency 005:** how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive
- **Competence 007:** principles and strategies for communicating effectively in varied teaching and learning contexts.

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.theccb.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.