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|  | **EDCI 4060 Content Area Reading in Secondary Schools** |
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| **Instructor:** | Krystle Brom M.Ed. |
| **Class Location:** | Asynchronous Online |
| **Office:** | Remote |
| **Office Hours:** | Tu/Th 8-11am, by appointment (Zoom) |
| **Communication:**  | Canvas Message, Email if urgent, krystle.brom@unt.edu  |

**Required Text**

Gillis, V. R., Boggs, G., & Alvermann, D. E. (2017). *Content area reading and literacy: Succeeding in today’s diverse classrooms* (8th Ed.). Boston, MA: Pearson.

* + Other readings in Canvas (chapters, journal articles, websites)

**Course Description**

This course was designed to help middle and secondary teacher educationcandidates, as well as practicing teachers in all teaching fields, increase and enhance students' learning. While there is a primary emphasis on learning from printed materials, learning effectively from all forms of text (visual media, audio, and so on) will be included. The course will build understanding of the importance and the process of recognizing and assessing the typically diverse population of classroom learners, and using that information to scaffold learning and differentiate instruction. For each course topic, relevant theory and research will be provided, however, practical application of course material to your future or current classroom is emphasized. Areas studied will include literacy (basic, intermediate, and disciplinary), cognition and metacognition, readiness to learn, concept development, teaching within an instructional framework, content literacy, instructional scaffolding, writing as a tool for thinking, classroom assessment, text analysis, academic diversity and use of alternate resources to improve teaching and learning. Students will explore and understand existing knowledge and theory regarding literacy in its many forms and apply that information to practical classroom situations.

**Technical Requirements**

Hardware and software necessary to use Canvas: [http://ithelp.unt.ed](http://ithelp.unt.ed/)

Computer and Internet Literacy: <http://clt.odu.edu/oso/index.php?src=pe_comp_lit>

Internet Access with [compatible web browser](http://kb.blackboard.com/pages/viewpage.action?pageId=101285989)

Download Microsoft Office for free from UNT <https://it.unt.edu/installoffice365%20>

If you need assistance with technical issues, contact the UNT Student Help Desk. Email: helpdesk@unt.edu Phone: 940-565-2324

If you need assistance with Foliotek, contact alyssa.armstrong@unt.edu

**Course Objectives**

1. Appreciate the value of an informed and reflective mindset about one’s instructional decision-making.

2. Recognize and describe the impact of students’ cognitive and metacognitive processing on thinking and learning.

3. Explain and apply to instructional decision-making an understanding of how reader, text, and context factors interact to affect the construction of meaning.

4. Delineate the distinctions among Basic literacy, Intermediate Literacy, Disciplinary Literacy, and Critical Literacy*.*

5. Develop strategies to use to modify instructional approaches based on student abilities, needs, interests, and cultural characteristics (to include language differences), narrowing the gap between students’ readiness to learn and the teacher’s instructional goals.

6. Incorporate content literacy strategies into instruction with the goal of creating self-regulated, independent and *engaged* learners.

7. Plan instruction which facilitates and scaffolds students' learning from text.

8. Develop an awareness of anti-biased and anti-racist instructional resources and strategies and approaches for implementing such.

9. Identify professional literature, technology resources, and literature created to engage young people related to being literate in his/her specific content area.

10. Choose and teach content vocabulary in ways that increase concept development and independent vocabulary learning.

11. Recognize the need for and beginning ways to support students with exceptionalities in the content classroom.

12. Purposefully choose and incorporate selected content literacy and disciplinary literacy strategies into his/her instructional-decision making, drawing from diverse modalities that are most aligned with specific areas.

**Foliotek e-Portfolio**

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 requires assignment(s) to be uploaded and graded in Foliotek. You will upload to Foliotek directly from your Canvas assignment page by clicking on the load button at the bottom of the assignment page.* 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 (free) program portfolio that aligns with their degree plan. Registration codes and tutorials can be found here:** <https://coe.unt.edu/educator-preparation-office/foliotek>

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| **REQUIRED ASSIGNMENTS** **\*Subject to change \*\*Grades are weighted by assignment group** |  | **Points** |
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|  |  |  |
| **CHECKPOINT ACTIVITIES (Modules 1, 3, 5, 7; 10 points each)****14.45% of Total** |  |  |
| You will encounter different Content Literacy Strategies designed to connect you to the topic in some way. These are the types of activities you should use with your own |  |  |
|  students to scaffold their understanding of material in your own classroom. |  |  |
| Completing them will give you a chance to see what the strengths and weaknesses of the |  | 40 |
| activities are, and consider modifications to make each work more effectively in your |  |  |
| discipline. |  |  |
|  |  |  |
| **CASE STUDIES (Modules 2, 4, 6; 15 points each)****22.48% of Total** |  |  |
| Thinking critically about, analyzing problems of practice, and sharing thoughts and ideas with other teachers is essential to your continued growth as an educator. These case studies |  | 45 |
| are designed the help prepare you for the everyday challenges of a teacher. |  |  |
|  |  |  |
| **CLASSROOM APPLICATION (Modules 1-7; 25 points each except Mod 3 CA = 45 points)****40.14% of Total** |  |  |
| Each module will provide an opportunity for you to apply what you have learned to a |  |  |
| hypothetical (or actual, if you are currently teaching) classroom setting which should |  | 195 |
| simulate your desired future teaching context as closely as possible. |  |  |
|  |  |  |
| **FINAL EXAM****22.93% of Total** |  |  |
| To ensure your understanding of the material in this course and to prepare you to be |  | 72 |
| successful on your TExES and SoTR Exam, there will be a final exam which will test your knowledge and understanding of key concepts and objectives. |  |
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|  **GRADING SCALE** A// 90-100% B// 80-89% C// 70-79% D// 60-69% F// below 60% |

*Submitting Work:* All assignments will be submitted via Canvas, with the Common Lesson Plan and EL Modification chart assignments requiring submission to Foliotek via Canvas. Assignments posted afterthe deadline will be considered late and points will be deducted from the final grade. For each day an assignment is late, you will lose 10% of the assignment grade. Once the assignment is 1 week late, you will receive a zero with no chance for submission.

*Canvas Message:* All instructor correspondence to the student is conducted through Canvas message and it is the student’s responsibility to read their Canvas messages regularly.

**College of Education Policies and Procedures which Govern this Course**

**Student Responsibilities for Online Learning**

* + - 1. Be able to work independently on course objectives, given the format for interaction with faculty and students is nontraditional.
			2. Access course web page or initiate contact with instructor on day 1 or 2 of the semester.
			3. Verify appropriate hardware and software as described in the course description.

4. Reach out to the instructor ahead of missing a deadline – refer to dean of student resources as necessary to help you succeed.

5. Comply with appropriate electronic etiquette and abbreviations.

6. Acquire required book.

 7. Complete all course requirements by posted deadlines.

**Americans with Disabilities Act**

The University of North Texas does not discriminate on the basis of an individual’s disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities. A copy of the College of Education ADA Compliance Document is available in the Dean’s Office, Matthews Hall.

It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications.

**Collection of Student Work**

In order to monitor student achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**Technology Integration**

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

**Master’s Program**

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

**Important Notice for F-1 Students**

To read INS regulations for F-1 students taking online courses, please go to this website http://www.immigration.gov/graphics/services/visas.htm and select the link to

"8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)

A Final Rule with clarifications on the restriction can be found in a pdf file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf

Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses."

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

**University Policy Statements**

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Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basicand advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledgeand knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement,and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator toadvocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formallyand informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and tocontinued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

*Ethical Behavior and Code of Ethics:* The Teacher Education & Administration Department expectsthat 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).

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

*Class Recordings & Student Likenesses:* Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

*Writing Policy:* Teachers are judged on the accuracy of everything they write, whether it is a letter toparents 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.](https://ltc.unt.edu/labs/unt-writing-lab-home)

**Teacher Education & Administration Departmental Policy Statements:**

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

*Disabilities Accommodation:* The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

*Observation of Religious Holidays:* If you plan to observe a religious holy day that coincides with aclass 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-](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf)

[Student\_Affairs-Academic\_Integrity.pdf](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 conducta 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.](https://deanofstudents.unt.edu/conduct)

*Attendance:* You are expected to actively participate throughout the duration of the course.

*COVID-19 Impact on Attendance:* While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.eduf or guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

*Eagle Connect*: All official correspondence between UNT and students is conducted via EagleConnect 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. Thisbrief 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.

*Collection of Student Work*: In order to monitor students' achievement, improve instructionalprograms, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

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

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

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

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

*Six Student Success Messages.* The Department of Teacher Education & Administration supports thesix 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.](https://success.unt.edu/) The site contains multiple student resource links and short videos with student messages.

**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**

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| **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.  |

**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’s Course Policies**

### **Face Coverings**

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines.  Face covering guidelines could change based on community health conditions.

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### **Attendance**

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

 If you are experiencing any [symptoms of COVID-19](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=04%7C01%7CLauri.Morrow%40unt.edu%7Cf5922acf16c847d609bb08d95b7c3ee0%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637641411465778240%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=5HZO7D21i5N9V9no6Y%2FiWWhE%2BIeE3xCPkLCTTeyuOsk%3D&reserved=0) ([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=04%7C01%7CLauri.Morrow%40unt.edu%7Cf5922acf16c847d609bb08d95b7c3ee0%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637641411465788226%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=EZ%2FLDed2Iw8BqwPBf9ya09neKFBckO2Yxf2Zg8yxUGw%3D&reserved=0)) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

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### **Course Materials for Remote Instruction**

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19.  Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class.  Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course].  Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

**UNT’s Standard Syllabus Statements**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** 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 Blackboard for contingency plans for covering course.

**Department Syllabus 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.