



University of North Texas

EDCI 4070: TEACHING DIVERSE LEARNERS

Spring 2022

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“Multicultural education is the study of schooling aimed at providing all children with an equal opportunity to learn in a culturally affirming and caring environment.”

-Valerie Ooka Pang

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.

Course Description

This course focuses on education in the multicultural society of the United States. From the founding of common schools in the nineteenth century to the drive to provide mass public schooling in the twentieth century, the purposes of education in this country often have been conflicting and the outcomes of schooling complicated. The course will provide you with a survey of the various sociocultural forces, policies, and decisions that shaped the history of schooling in the United States. We will explore the competing visions of education for particular groups along with what people, groups, ideas, and social forces have shaped education at different times. What purposes and interests and structures from the past have become embedded within the current manifestation of American education today? This course is devoted to exploring the relationships between education, culture, and society. It will focus on: structures of social and educational inequality, in particular 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. The course will give special attention to the experiences and educational conditions of those who have been marginalized within U.S. schools. It is expected that in this course students will become familiar with the sociological, cultural, and political contexts and dimensions of education in U.S. society, will come to understand relationships of power within society and as they are expressed in schooling, and will develop the foundational knowledge necessary for working with children and youth from diverse backgrounds.

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.

Student Learning Outcomes

Students completing EDCI 4070 will be able to:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of education.
2. 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.
3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
4. Understand how cultural groups and students' cultural identities affect language learning and school achievement.
5. Develop curriculum and teaching strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in this democracy.

Attendance Expectations

Attendance and participation in this class are required. Our time in class will consist of a lot of small groups and whole class discussions. You are a vital part of a learning community, and your contributions are part of the knowledge that we create in our classroom. We need you here as often as you are able.

With that said, things come up. When you can't be in class, I expect you to let me know ahead of time if you can. Missing more than three class periods or missing any class without contacting the instructor will affect the participation portion of your grade and may warrant further administrative action. If you are absent, you are still responsible for turning in assigned work.

COVID Attendance

If you are exposed to COVID-19 and need to quarantine, please inform me when you can. I will work with you to accommodate missed classes, assignments, and target dates.

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.

Course Activities

To meet the student learning outcomes, we will read; analyze and interpret texts, evidence, and experience; work and think with others, and write. Below we describe our explicit goals for your engagement with each of these modes of learning.

Reading: We will read a wide variety of texts, including empirical, conceptual, and historical work about schools, teaching, learning, and about different people's experiences of all of these. The work of the class will depend on reading interactively, on bringing both collective and individual goals to reading, considering, and reconsidering texts. In its most straightforward expression, this involves bringing questions to think about while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences. You are also resources for one another, both as a function of your differences and one another's responses to what we read.

Working and thinking with others: Building the culture of the class so that genuine inquiry is possible will take all of our efforts. Because we rely on everyone's contributions, one responsibility you have is to thoughtfully read and complete each module and activity. We will work together to develop the norms for the class. How we listen to one another, assist with the formulation of an interpretation, question, and challenge will affect the quality of what we can do together. Listening carefully, treating ideas with respect and interest, raising and responding to questions, sharing the floor—all these will matter in constructing an environment where satisfying and challenging intellectual work can take place.

Writing: This course involves a significant amount of writing of different kinds. Writing is an important vehicle for exploring and clarifying ideas, for trying out interpretations and arguments, and for representing ideas and communicating with others. The course will provide opportunities to focus on and develop new aspects of your writing, and the writing assignments are structured to provide guidance and resources, as well as the opportunity for comments and suggestions.

These three kinds of work—reading; working and thinking with others, and writing—are more than ways to learn the material of this course; they are also among its goals. To be clear, I want your experiences in this course to help you improve your capacities with each of these, learning new ways of thinking, using language, and reasoning, and new skills in your engagements with others who are different from you.

Provided Materials

- Canvas
- [UNT Libraries Videos on Demand](#) (VOD)- throughout the semester you will be asked to watch a number of documentaries that can be found in the UNT VOD. You can login using your UNT EID and password. If you are having issues watching the videos [please visit this link for instructions on how to troubleshoot the website](#) or contact the help desk at (940) 565-3024 or Lib.Support@unt.edu

- [**UNT Kanopy**](#)- Kanopy is an online platform that allows you to watch hundreds of documentaries. You will login using your UNT EUID.
- [**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 evidence/evaluations as required. *This course will 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 the site.](#)

HOW TO GET IN TOUCH WITH THE TEACHER

- **Come to student office hours.** I truly enjoy getting to know more about students outside of the classroom. You are encouraged to stop by with any questions that you may have about assignments, readings, classroom discussions, or other pertinent topics. If you need to cover material from a missed class, however, please consult a classmate instead. If your schedule conflicts with my office hours, we can set up an appointment at a mutually agreeable time.
- **Email.** I will get back to you within 24 hours, though my response may be slower during the weekend.
- **Talk to me just before or just after class.**

Course Text, Materials, and Resources

- [Love, B. L. \(2019\). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, MA: Beacon Press.](#)

Course Assignments

A brief description of the course assignments is listed below.

Assignment & Description	Target date	Score/Points	Turn in by...
Critical Reading Reflections Students need to complete a critical reading reflection discussion post and turn it in before class each week.	Week 4 Week 6 Week 8	15	<i>Submit on Canvas</i>
Inquiry Design Model Blueprint Students will create an inquiry unit plan with activities that require action, activism, and abolitionist principles for resistance and liberation for their desired content and grade level.	Week 11	15	<i>Submit to Canvas and foliotek</i>

"We'll take the lead" class discussion With a small group, you will select one of our class topics and <i>lead a class discussion</i> on the topic, <i>focusing on the class required reading for that topic.</i>	TBD	10	<i>Submit to canvas and present in class</i>
Book Club Students will form book clubs and will meet throughout the semester to discuss the text.	Week 12	15	<i>Submit to Canvas</i>
Final Un-learning Presentation Reflect and represent what you have learned this semester.	Week 16	15	<i>Submit to Canvas</i>
How are you participating? Conduct throughout the semester as well as completing each assignment, module, activity, and readings. Before you complete each module be sure to read the assigned readings for the week.	This will be assessed throughout the semester	30	<i>Complete each module, reading, and activity</i>

✿ Major Assignment #1: Critical Reading Reflections

As teachers, we must constantly analyze our society and how it impacts our students. Throughout the semester students will complete critical reading reflections (CRR) that will consist of three parts:

- 1) your personal reflection and engagement of the readings/media.
- 2) a discussion question for your colleagues to consider. You will also read and write a response to one of your colleagues CRR.

These three parts need not be separate. You can engage the readings/media/cultural artifact as you summarize and synthesize them.

Your critical reflections do not need to be extensive, but they should cover the required readings/media for the week. You should cover the main points of the readings, including the main arguments/theses in them. I am not interested in extensive paraphrasing of what the authors wrote about, but your engagement of the readings. What was your general perception of the authors' perspectives? What questions were raised and/or answered for you in terms of your own interests? How do the readings help you, or not, to formulate your own ideas about the topics presented?

Your CRRs need to be about 300-500 words.

Suggestions for CRR Group Reflections

- Listen actively.
- Speak from your own experience instead of generalizing.

- Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
- Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
- The goal is not to agree -- it is to gain a deeper understanding.
- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.

☆☆ Major Assignment #2: “We’ll take the lead” Class Discussion

With a small group, you will select one of our class topics and **lead a class discussion** on the topic, *focusing on the class required reading for that topic*. This will require you to deeply read the assigned articles for that session in order to generate questions and activities to enhance your classmates’ understanding of the readings, and their application to schools and society. Think of other sources – be it media, print, art, etc. – you can use as supplements to the readings, enhancing your classmates’ understanding or offering a nuanced way to think about the topic. You should expect to facilitate **approximately 30-45 minutes** of discussion via questions, supporting activities, or other creative means of engaging the class in the readings. It is **critical** that you **ENGAGE** the class for this assignment!

To prepare for your class discussion, **you will need to schedule a meeting with me approximately 1-2 weeks before your scheduled discussion.**

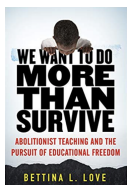
☆☆☆ MAJOR ASSIGNMENT #3: Inquiry Design Model Blueprint

**Submit to Foliotek*

You will create a novel (meaning new and not copied from the Internet or any other source) comprehensive resource inquiry unit that reflects a theme or topic appropriate for your content area and grade level. The inquiry unit should be coherent and unified in concept, not disparate lessons “stuck” together. It must be in the template provided. It must include your compelling and supporting questions, featured sources, formative and summative performance tasks, and the taking informed action component for the unit. You must first select the grade level, and then pick a topic or theme that is appropriate for your selected audience.

☆☆☆☆ MAJOR ASSIGNMENT #4: Book Club

You will be evaluated on your attendance and effort during book club meetings, the quality of your book club journal entries, and your one-page presentation.



[Love, B. L. \(2019\). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, MA: Beacon Press.](#)

Part 1: How to do Book Club

1. *Read the Book.* And I mean it. Read the book on your own time, a little at a time. I would suggest that you figure out during your first book club meeting how many chapters you should be reading per week. Do not be that person that lets your entire group down by not reading.

Part 2: Individual reflection

- Each member of the group will complete a notecard(s) (using Google slide/or Powerpoint slides) reflecting on the text that you read as well as your experiences in the book club process. What were your overall thoughts on the

book? How useful was the text in thinking through your role as an educator? What went well? What didn't? What improvements needed to be made in your group or to the book club process?

☆☆☆☆☆ Major Assignment #5: Final un-learning presentation and curriculum intervention

Bettina Love (2019) argued that Abolitionist teaching first starts with “freedom dreaming, dreams grounded in a critique of injustice” (p. 101). Robin D.G. Kelley contends that “Any revolution must begin with thought, with how we imagine a New World, with how we reconstruct our social and individual relationships, with unleashing our desire and unfolding a new future on the basis of love and creativity rather than rationality”. Maxine Greene adds that “to commit to imagining is to commit to looking beyond the given, beyond what appears to be unchangeable. It is a way of warding off the apathy and the feelings of futility that are the greatest obstacles to any sort of learning and, surely, to education for freedom... We need imagination.”

Your task is to reflect on what you have learned during the course, and how it has affected your thinking about schooling in a multicultural society. While you will engage with specific course concepts, theories, and readings that have made a difference to you, the assignment is subjective in nature, and **asks you to describe, from your own perspective, your intellectual and emotional growth in relation to this material**. Please make sure that you cite authors, theories, frameworks, and ideas that were discussed throughout the course.

In this assignment you are expected to demonstrate your knowledge and understanding of the course material, capacity and to apply different theoretical frameworks to your analysis and synthesis, and clearly communicate your stance. You can represent this project by creating a [storyboard](#), podcast, [picturebook](#), social media account, website, [zine](#) ([zine example](#)), Google drive, or a canva project. [Example 1](#), [Example 2](#), [Example 3](#), [Example 4](#)

After representing your genius and understanding of the course material, record a short video (3-5 minutes) discussing your project and its significance to your abolitionist journey.

Teacher Preparation at The University of North Texas Core Commitments

Commitments ->	As Teachers	To Children and Youth	In our Practice	To Radically Imagine
Identity	We are individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.	We value and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	We practice humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	We imagine schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.
Inquiry	We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	We value young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential,	We practice curriculum as critical inquiry and research where children and youth are positioned as capable,	We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events

		educative and liberating	knowledgeable and social agents for change.	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.

Course reading references

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Baum J. & Westheimer, K. (2015). Sex? Sexual Orientation? Gender Identity? Gender Expression? *Teaching Tolerance*. Retrieved from <https://drive.google.com/file/d/1QF9dKvjKv91wk-yM2HIYaziHjGqzmMQ8/view>

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Course Policies

Attendance

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

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<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 Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

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>

Please insert them into your syllabus and those you send to adjuncts.

Policies and Resources

Statements

Student “Office” Hours. While I am available before and after weekly synchronous videoconferences, I am also available for “student hours” well beyond this requirement. If you need help identifying services for food insecurity (see below), mental health, foster care, or in other areas then please contact me. For our course, I am available to talk by phone or videoconference. While office hours are generally student-directed to discuss or review assignments, receive help on assignments, or review a missed class, I can also help you formulate questions based on my sense of your strengths, areas where support is needed, and situation. Please communicate any impediments to your learning as early as possible so we can find appropriate solutions. Always remember, I want you to succeed not only in my class, but in our program and your life. Please take advantage of my availability!

Children in Zoom calls. I understand the challenges of attending graduate school during this pandemic and also being a parent. I aim to support you as you success in both realms and thus have developed the following policies:

- All exclusively breastfeeding babies are in class as often as is necessary and parents may turn off camera for this reason if they choose to do so;

- For older children and babies, I understand that unforeseen disruptions in childcare often place parents in the position of missing the Zoom meeting. You are welcome to have your child with you during Zoom meetings in order to cover gaps.
- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;
- In all cases when your children join us in our Zoom call, please be prepared to mute your mic if necessary.
- I maintain standards for all students, but please contact me if you are having difficulty with the school-parenting balance.

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

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

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

Food/Housing Insecurity. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: <https://deanofstudents.unt.edu/resources/food-pantry>

Social Media 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.

TEXES Test Preparation. TEXES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TEXES Success Office (TSO) administers the College of Education TEXES Practice Exams. Students who want to take a practice exam can find available dates and register at <http://coe.unt.edu/texas>. Students may only take one practice exam per session that relates to their teaching track/field at UNT. 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 more information and suggested study materials, go to:

<http://coe.unt.edu/texes> or visit the TExES Success Office in Matthews Hall, Room 119F. Additional test preparation materials (i.e. Study Guides for the TExES) are available at <http://tx.nesinc.com>.

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>.

Teacher Candidate Checklist. From admission to field observation to the TExES exam to clinical teaching to certification, teacher candidates have a lot of requirements and deadlines. Please use [THIS TEACHER CANDIDATE CHECKLIST](#) to keep track of requirements and contact the Educator Preparation Office (940-565-4226) in Matthews Hall 119 for assistance.

Department 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.

UNT 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.

Department Mission and Vision

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.