



3830: Teaching/Learning Process and Evaluation

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| Instructor: Dr. Linda L. Kimm | Pronouns: She/her/hers |
| Office Location: Mathews Hall 218R | Office Hours: in person or over Zoom |
| Contact Info: Linda.Kimm@unt.edu | Final Exam date/time/place Not applicable |

COURSE STRUCTURE

This course is EDCI 3830.001. Our section meets on Tuesdays and Thursdays from 2:00 p.m. to 3:20 p.m. in Matthews Hall Room 113.

Communication Expectations: I communicate through e-mail. Please build into your routine time to check your UNT email daily (or forward it to an account you check daily).

- Please email any questions, concerns, and appointment requests.
- I follow a 24-hour rule for email response. I always try to respond in this window and ask you to do as well. If an email comes on Friday (last workday of the week), I will respond by Monday.
- CLEAR has a webpage for students that provides [Online Communication Tips](#) that you can use in thinking about how to communicate with your instructors.

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.

Course Description

This course examines human learning across the multiple contexts of our daily lives and in classrooms. We will examine the processes of human learning and development as they relate to teaching in diverse EC–12 classroom settings. Understanding of these processes is applied to lesson design, instructional strategies, and assessment. Students will take up an explicitly socio-cultural and critical lens on their own past learning and designs for future learning.

Course Prerequisites

Students are expected to have junior standing. No prior education courses are required. Students should be fluent in using Canvas and UNT's email system. Students should also be proficient in the use of word processing software including Word or Pages and Google Drive.

Course Goals

By the end of this course, students will be able to:

1. Articulate the role of developmental/learning theories in supporting equitable, inclusive, anti-racist, and affirming approaches to teaching and learning.
2. Articulate how learning environments can be supportive of youth learning, identity, and participation in class, school, and society.
3. Envision and describe how your classroom will be a site of resistance and transformation toward a more equitable and just society.

Course Texts

None. All course readings will be provided via Canvas.

Learning Activities and Assignments

In addition to course readings and class activities, the instructor will use the following graded learning activities as indicators of progress and understanding over the duration of the semester. These primary activities are described briefly below. Additional details will be provided at the beginning of the semester and/or prior to each assignment due date.

All assignments will be submitted through Canvas or Google Drive (e.g., Docs, Jamboard).

- 20% Class Participation & Individual Tasks
- 20% Learning Community Participation
- 20% Observations of Learning
- 20% Individual Positionality for Teaching Statements
- 20% Lesson Analysis and Group Presentation

If a student wishes to know the instructor's assessment of their participation and current understanding, they are encouraged to visit office hours (or another time by appointment). The instructor will notify any student if there is a concern regarding their participation.

Class Participation

You are expected to come to class prepared to engage as an active participant. Being prepared means you've completed reading prior to class and assigned individual tasks for that week. Your experiences with the class readings are a critical part of how, as a classroom community, we make sense of learning together. Sharing your ideas and questions will be a weekly occurrence as part of our class "flow" (explained more in Week 1). In-class participation will be evaluated based on attendance, participation in activities, and contribution to discussions. Tasks listed under "Individual Tasks" in the Course Summary below count toward this participation grade.

Learning Communities

You will participate in a working small group with several students this semester. In these Learning Communities (LCs), you will have an opportunity to work together to make sense of readings, develop tools and strategies for observing and analyzing learning, respond to reflection questions, discuss, and reflect on your observations, and provide feedback to one another as you develop your major assignments. Your LC members are the first people you text/email/call when you're not sure what's due next, how to complete an assignment, or need someone to read-through a draft of an assignment. You will also have collaborative tasks to complete together each week. Participation in LCs will be evaluated on your involvement in these working groups. Issues or concerns about interpersonal dynamics of your group should be communicated with the instructor early and often. Tasks listed under "Learning Community" in the Course Summary below count toward this participation grade.

Observations of Learning

You will choose a social context in which to observe, document, and reflect on learning as it occurs in practice. The learning context will be your choice; however, I will offer some suggestions and provide options for you, if desired. Features of a good context include: (1) social interaction of some kind and (2) an idea or skill (defined broadly) is being worked on/practiced. This could be as simple as observing children playing in a playground. In this example, the context is social, and kids are working on a lot of different skills (practicing going down the slide, getting on and off a swing, social norms for interacting with other kids, mom figuring out how to not helicopter parent, etc.). You will document your observations during the 8 weeks using a Notice-Wonder-Question Tool (NWQ) and turn in/present on these observations at a few points throughout the term. These observation documents will deeply inform your final analysis of a lesson for this class. More details on this will be discussed in class.

Positionality for Teaching Statement

Our stories and experiences shape who we are and what we believe. This writing assignment asks you to reflect upon your own stories, identity, and experiences and connect them to what you believe about teaching and learning, as well as address how you will adjust your instruction and classroom community to meet the unique experiences of your future students. The assignment description and rubric are available on Canvas. After writing a traditional essay, you will also present a Creative Re-Interpretation of your statement in class. This Creative Re-Interpretation will give you a chance to draw on your passions, interests, and/or hobbies as you share ideas about your past learning and/or future teaching.

Learning Community Group Lesson Analysis Presentation

The Lesson Analysis assignment is intended to provide you with an opportunity to apply what you are learning about sociocultural and critical lenses on development and learning to examine and modify an existing lesson plan related to your disciplinary focus. As a future teacher, you will often pull lessons from existing curricula and online sources. It is a central part of your teaching practice that you examine these learning designs from a critical standpoint, identify their strengths and weaknesses, and address those weaknesses to ensure that your future students are best positioned to learn. Positioning your students to learn requires a thorough understanding of developmental and learning theory so that you can design the unique histories of your students

as your learning community changes from year to year. This is a central part of teaching equitably. The assignment description and rubric are available on Canvas, as are several assignments that support the final paper. Most of this analysis will be completed during Learning Community meetings in the later part of the semester, and you will present your analysis together as a group in the last week of classes.

Mental Health Modules

These are required by the State of Texas. There are three training programs (CBITS, Project Alert, and ASK). Please notify me if the suicide prevention module may be triggered.

Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder, depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills. CBITS has been used with students from 5th grade through 12th grade who have witnessed or experienced traumatic life events such as community and school violence, accidents and injuries, physical abuse and domestic violence, and natural and man-made disasters.

Instructions on how to complete **Early Mental Health Intervention** on-line training:

1. Go to <https://cbitsprogram.org> or Google "Cognitive behavioral intervention for trauma in schools"
2. Click "register with our website"
3. Follow registration instructions
4. After registration, log in and click "My Account" located in the upper right corner
5. Take the training entitled "CBITS Provider Basic Training Course, Part 1." This training is approximately 2 hours long.
6. **Print and save a PDF of the certificate of training. Warning, official copies via email may take days.**
7. Submit your electronic certificate to Canvas by due date.

Project Alert

Project ALERT is a free classroom-based substance abuse prevention program for 7th and 8th graders that's proven to reduce the experimental and continued use of drugs. Through a series of comprehensive lessons, Project ALERT motivates students against drug use, cultivates new non-use attitudes and beliefs, and equips teens with the skills and strategies they'll use to resist drugs. Project ALERT is proven to:

1. Motivate students against drug use
2. Provide skills and strategies to resist drugs
3. Establish new non-use attitudes and beliefs

Instructions on how to complete **Substance Abuse (Project ALERT)** on-line training:

4. Please go to the following link: <https://www.projectalert.com/>
5. Click on "Online Training"
6. Click "Login to access Online Training!"
7. Create your Project ALERT account.
8. Complete 11 lessons and 3 booster lessons
9. **Print and save a PDF of the certificate of training. Warning, official copies via email may take days.**
10. Submit your electronic certificate to Canvas by due date.

ASK about Suicide to Save a Life Gatekeeper Training

ASK about Suicide to Save a Life is a gatekeeper training that can be modified between 1-3 hours, based on the needs of the trainees. It is similar to Question, Persuade and Refer (QPR) and is a best practice training that was developed in Texas, with Texas specific data, resources and information. Participants have opportunities to learn the warning signs, protective and risk factors about suicide. They will learn how to ask people directly about suicidal thoughts and behaviors and how to refer them to appropriate help. There are training courses offered across Texas, as well as an online video of two ASK Master Trainers teaching a sample course for an hour.

Instructions on how to complete **Suicide Prevention** on-line training:

1. Please go to the following link: <http://www.sprc.org/resources-programs/ask-about-suicide-save-life>
2. Select "Training" at top of screen, pull down menu and select "Online Courses"
3. Select "A Strategic Planning Approach to Suicide Prevention" only.
4. Click on the link to Register or Login.
5. Create a New Account.
6. Check your email to complete registration
7. Only take the course titled "A Strategic Planning Approach to Suicide Prevention"
8. **Print and save a PDF of the certificate of training. *Warning, official copies via email may take days.***
9. Submit your electronic certificate to Canvas by due date.

Course Overview

This course runs for 15 weeks and is divided into 3 parts plus a workshop time to support deep analysis of a lesson plan in your learning community. The modules each have a topic and set of key questions.

| Part I | Part II | Part III |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Choices we make in the (cultural) language we use to convey relationships shape our stories. | Stories we gather about our students and ourselves as learners. | How stories (and gathering stories) inform learning designs. |
| <ul style="list-style-type: none">• How does language convey relationships?• What is a deficit theory?• How do our multiple identities and past experiences shape the stories we tell about ourselves and others? | <ul style="list-style-type: none">• How do theories shape the stories we tell about learning?• What differences do aspects of identities/experiences make in how particular theories shape a story about an individual? | <ul style="list-style-type: none">• When should/do learning designs gather stories about students?• How should stories about students inform learning designs? |

The Course-at-a-Glance on the next page gives you a sense of the kinds of activities and ideas in which we'll engage in this course including what to do before each class (read, watch, and respond) some of the activities in class (both independent and in your Learning Community), and what homework assignments are due after class. You will find many more details about your weekly homework in the Canvas weekly pages. These pages will also have links to relevant readings, videos, podcasts, or other resources for your homework assignments.

Course-at-a-Glance*

| | Week & Topic | Before Class Due Before Class | In Class Due End of Each Class | LC Assignments Due Friday 11:59pm | Individual Tasks Due Friday 11:59pm |
|---------------|---------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Part 1 | Week 1 Language & Relationality | Before Thursday Remen (1999) | Welcome Course Overview Big Ideas – Boroditsky (2017) | Small Group – Teacher Service | 1. Complete Introduce Yourself Form 2. Write for yourself |
| | Week 2 Deficit Theories & Assessment | McDermott (1993) Tanner (2013) Assessment Videos (2016) | Welcome Reflection Big Ideas – Disabilities and Arbitrary Rules | Introduction & Personal Learning Discussion | 1. LC Assignment on Definition of Learning. |
| | Week 3 The Need for Multiple Stories | Gutiérrez & Rogoff (2003) Colón (2021) | Welcome Reflection Big Ideas – Cultural Repertoires | Talking about Culture | 1. Mental Health Module #1 2. LC Assignment on Culture. |
| Part 2 | Week 4 Adolescent Brains | Spinks (2022) Moshman (2011) | Welcome Reflection Big Ideas – Brains, Experience, and Learning | Teaching and Learning in Schools | 1. Mental Health Module #2 2. LC Assignment on Ideal Teaching. |
| | Week 5 Learning + Cognitive Development | Snowman & McCown (2015) McLeod (2018) | Welcome Reflection Big Ideas – Piaget & Vygotsky Comparison | Teaching Future Students | 1. Mental Health Module #3 2. LC Assignment on Piaget & Vygotsky |
| | Week 6 Identity Development | Snowman & McCown (2015) EK (2016) | Welcome Reflection Big Ideas – Analyzing Yourself using Theories | Teaching and Observing Learning | Outline your Positionality for Teaching Statement |
| | Week 7 Identity & Experience | Annamma et al., (2013) Stereotype Threat (2012) Hobson (2014) | Welcome Reflection Big Ideas – “Normal” and Power-Explicit Language | Discussing “Normal” and Planning for Observing | 1. Use your observation tool “in the wild” 2. Complete Mid-Semester Feedback |
| | Week 8 Broader Cultural Systems | Tannenbaum (2018) Aubrey & Riley (2019) Ramsey (2004) | Welcome Reflection Big Ideas – Analyzing Yourself in Systems | Noticing and Describing Learning (Part 1) | Use your revised observation tool “in the wild” |

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|----------|-------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------|
| Part 3 | Week 9 Historic & Systemic Oppression: Student Experience | Wiggins (2014) Emdin (2020) | Welcome Reflection Big Ideas – Shifting to Imagining Your Classroom | Noticing and Describing Learning (Part 2) | 1. Upload Philosophy of Teaching Statement 2. Prepare Creative Re-Interpretation Presentation |
| | Week 10 Historic & Systemic Oppression: Restorative Justice | Laird (2019) TX Appleseed (2019) Frillman (2016) | Welcome Reflection Big Ideas – Keeping Students in Community | Creative Re-Interpretation Presentations | Upload PDF (or link) for one possible lesson to analyze |
| | Week 11 Constructivist & Sociocultural Informed in Learning Designs | McLeod (2019) Open Learning (2016) Paris (2012) | Welcome Reflection Big Ideas – (Critical) Constructivism in the Classroom | Choosing a Lesson for Analysis | n/a |
| | Week 12 Assessment in Learning Designs | William (2013) Softening the Edges (2017) | Welcome Reflection Big Ideas – Assessment | Analyzing Your Lesson | n/a |
| Workshop | Weeks 13-15 Analyzing a Learning Design | | Week 13: Analyzing Your Lesson | | |
| | | | Week 14: Analyzing Your Lesson | | |
| | | | Week 15: Final Lesson Analysis Presentations | | |
| | | | Finals: No Final – SPOT Evaluations due before last week of class | | |

***Syllabus Change Policy**

I reserved the right to change this course plan, particularly as the course schedule may undergo changes during the semester. I will always alert you to these changes in a timely manner.

Quality of Work and Feedback

As your instructor, I intend to provide detailed feedback on your individual paper (Positionality Statement) as well as your weekly Learning Community assignments. Although I appreciate students using spell and grammar check before turning in assignments, you will not be penalized for those sorts of errors. I am more interested in your big ideas than the details of the writing. If, however, I have difficulty understanding what you have written, I am not able to give substantial feedback. If in doubt, do not hesitate to reach out. Please note all of your work for this course must be original (see Academic Integrity Policy).

Grading

Letter grades will be allocated on the following scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 50-59

I expect all students will earn A's in this course if they are participating regularly and turning in all major assignments.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. Please complete SPOT evaluations when they become available.

Course Competencies

You will eventually take the Professional Responsibilities & Pedagogies Exam. There are several competencies related to that exam that this course addresses. Here are **a few of the core standards** addressed:

- Standard I: Domain 1. Designing Instruction and Assessment to Promote Student Learning
 - Competency 001: The teacher understands 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: The teacher understands 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.

Additional Course Policies

Attendance Policy

Attendance is very important as this course is designed to engage you actively in making sense of ideas together with peers in your learning community and the whole class. We are meant to learn *with* and *from* each other. Thus, your presence is valuable. Therefore, I expect you to be present at each class meeting and in your learning community meetings. If you need to miss class for any reason, you must email me **prior to class** to communicate what is going on. Further information on attendance is available here: [University of North Texas' Attendance Policy Student Attendance and Authorized Absences | University Policy Office \(unt.edu\)](#)

COVID UNT Policy Statement on 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 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.

Class 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>.

Writing Policy

Educators are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a colleague. It is important that you practice checking spelling, grammar, syntax, and to ensure that your writing makes sense to your readers. In this class, your peers and instructor are your primary readers. We are less concerned about spelling/grammar and more concerned with communicating your ideas. While spelling and grammar are an important part of communicating, if our community is able to understand your ideas, you will receive credit. If you are struggling with your writing in any capacity, I recommend the UNT Writing Lab (Auditorium Building, 105). They offer one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://writingcenter.unt.edu/welcome-unt-writing-lab>.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible, preferably 1 week in advance.

Late Work

If you need more time to complete an assignment, I am willing to grant an extension in most cases (unless I'm up against a university deadline, etc.). However, you must take the initiative to reach out to me, and requests for assignment extensions must be emailed to me in advance of the deadline. It is very difficult for instructors to stay on top of late work, so your timely completion of assignments is greatly appreciated.

Communication Expectations

I will rely on UNT's email system and Canvas for communication. I follow a 48-hour rule for email, meaning I always attempt to reply within 48 hours of receiving an email except for weekends (any message sent Friday will receive a reply by Tuesday), or for any holiday weekends (e.g., Thanksgiving) that extends over the holiday.

I will provide feedback for course assignments within two weeks. You can always ask me questions about assignment feedback. CLEAR has a webpage for students that provides [Online Communication Tips](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) that you can use in thinking about how to communicate with your instructors.

Technology Requirements

Minimum Technology Requirements

Each student will need:

- Computer with reliable access to Canvas + internet (please communicate with your instructor ASAP with any concerns)
- Microsoft Office Suite or similar Word processing software
- Google Drive account (this is free)
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

***We will regularly use our devices in class for course activities. Please bring them with you!**

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

UNT Policies

This is an abbreviated list of UNT policies; a full list can be found on our Canvas page.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged

to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

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. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

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 IA System 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](http://spot.unt.edu/) (<http://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, 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.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)

UNT TEACHER EDUCATION PROGRAM COMMITMENTS

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act*. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

- **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
- **Activism.** Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
- **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

**Teacher Preparation at The University of North Texas
Core Commitments**

| Commitments- > | As Teachers | To Children 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 a more just, more caring, and more peaceful world. | We imagine metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit. |
| Communities | We are members of multiple communities-connected in ways that make our successes intertwined. | We value inclusive learning communities that connect us within and outside of our classrooms. | We practice humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short. | We imagine schools as sustaining intersecting ways of being, knowing, and languaging. |