

EDEE 3300.024	
Interdisciplinary Studies in Education	
Instructor – Ryan Smits	Pronouns – he/him
Office location – Matthews 206L	Office Hours – by appointment TWR zoom: https://unt.zoom.us/my/rsmits
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DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

COURSE PREREQUISITES:

EDRE 3350, EDEE 1010, or EDEC 1010; Admission to Teacher Education program; Enrollment in Block A; Concurrent enrollment in EDEE 3340, EDEE 3330, and EDRE 3350.

CATALOG DESCRIPTION

School curriculum and approaches are often constructed by a range of social and physical science disciplines. In this course, students will learn about these disciplinary approaches, their disproportionate impacts, and interdisciplinary approaches in schools. Course will focus on similarities and differences between multidisciplinary, transdisciplinary, and interdisciplinary ways of thinking and how those various ways of thinking are instantiated in curriculum and instruction. This course will center issues of equity, diversity, and inclusion in schools and

society. Course serves as the centering course for Block A and requires attendance in seminars.

COURSE GOALS AND DESCRIPTION

- Identify and describe the similarities and differences in three different ways of thinking (multidisciplinary, transdisciplinary, and interdisciplinary) and how those ways of thinking are instantiated in curriculum and instruction;
 - Explain key aspects of foundational learning theories and how they contribute to each of the three different ways of thinking;
 - Plan and conduct an educational inquiry project that is interdisciplinary in nature;
 - Describe how interdisciplinary approaches support justice-oriented in teaching and learning.
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REQUIRED FIELD HOURS

This course contains a required field experience at an off-site location; a Criminal Background Check will be required.

REQUIRED TEXTBOOKS AND/OR MATERIALS

All readings will be drawn from the professional literature in education and interdisciplinary studies. The readings will be posted online.

ATTENDANCE EXPECTATIONS

This course is designed and organized to be highly collaborative and experiential. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course.

Poor or late attendance, not attending for the full class time, or lack of preparation (i.e., not completing reading assignments or other non-graded assignments) will adversely affect your grades in this course. Specifically, you are allowed to miss **ONE (1)** session without penalty, no explanation necessary. Any unexcused absence beyond one absence will result in a loss of engagement points for that week's class. Excused absences will automatically be granted for religious observances, military duty, and any UNT-sponsored event. Illnesses and medical emergencies will be excused on an individual basis.

COURSE STRUCTURE

Our section meets every Thursday from 12:00–2:50 PM in Matthews 312. However, these meetings are subject to our ongoing situation with COVID-19. Please be sure to check your UNT email every morning to know about any potential shifts in our schedule. Additionally, please note the following:

1. UNT is requesting that students, faculty, and staff use masks to ensure the safety of everyone in the local UNT community and in the communities that we return home to.
 - a. Know that children younger than 5 are part of the unvaccinated population right now, and many students, staff, and faculty have children in their families.
2. If you are not feeling well, please do not come to class. I will record class sessions and upload them to Canvas. During a time like this, I will not penalize you for missing class due to medical issues. Make sure to keep me updated and take initiative to stay updated on course events. If you have excessive absences (missing class over 25% of the time), I will be in contact.

Communication Expectations: Canvas is my primary tool for sharing information about course assignments/activities, but I also communicate via email. 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 in Friday (last work day of the week), I attempt to 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.

COURSE ASSIGNMENTS

MAJOR ASSIGNMENTS
Students will professionally participate in weekly discussions, activities, and projects related to the course and course readings. (50%)
Students will write a paper that synthesizes and critiques disciplinary and interdisciplinary approaches to education with an emphasis on educational and social justice. (25%)
Students will submit an online portfolio and present it orally that draws on course themes and readings to develop action plans for equitable approaches to curriculum and instruction. (25%)

See [Course Calendar](#) for more details

STUDENT EVALUATION	
Professional Participation	50%
Interdisciplinary Paper (Due 4/20)	25%
Portfolio and Presentation (Due as Final)	25%
TOTAL	100%

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate.

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. (UNT Policy 16.001)

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.

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.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including

University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

DEPARTMENT OF TEACHER EDUCATION & ADMINISTRATION STATEMENTS

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

Educator Standards Addressed in this Course

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

Texas Teaching Standards:

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

Standard 1--Instructional Planning and Delivery. Standard 1A:i,ii,iv; 1B: i,ii (Lesson design)

Standard 2--Knowledge of Students and Student Learning

Standard 3--Content Knowledge and Expertise

Standard 4--Learning Environment

Standard 5--Data-Driven Practice

Standard 6--Professional Practices and Responsibilities

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards Addressed:

The beginning EC-12 teacher knows and understands:

Competency 001: human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs

Competency 002: student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that

promote all students' learning

Competency 005: how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive

Competence 007: principles and strategies for communicating effectively in varied teaching and learning contexts.

EC-12 Tech Apps Standards Addressed:

The beginning EC-12 teacher knows and understands how to:

Standard I. use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products

Standard II. collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

Standard III. make informed decisions by applying critical-thinking and problem-solving skills.

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 <u>more</u> 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 relating languaging.