

EDUC 6050: CULTURE, IDENTITY, AND EDUCATION

SPRING 2021

INSTRUCTOR INFORMATION

- ❖ Virtual Office Hours: Wed noon-1:00 pm and by appt
- ❖ Office Location: Matthews Hall 205E
- ❖ Karisma Morton, PhD; (she/her/hers)
- ❖ karisma.morton@unt.edu*

*please allow 24-48 hours for email responses during weekdays. Responses will not be sent between 8pm and 8am on weekdays or on weekends.

CLASS INFORMATION

Wednesdays 5:30 to 8:20 pm.

You can access our class canvas page at <https://unt.instructure.com> using your UNT EID and password.

STATEMENT OF ACKNOWLEDGEMENT AND SUPPORT

Our society has been faced with many challenges including the pandemic, racism, and social and political unrest. As a faculty member who tries to model humanizing practices with my students, I must acknowledge, consider, and appropriately respond to the possible

effects that these challenges may have on your lives and the lives of those you care about. As such, I am dedicated to supporting you through this course and doing what I reasonably can to ensure your success in light of what is going on in the world around us. I intend to keep the lines of communication open between us and I ask that you inform me of any obstacles or hindrances that may affect your participation in this course. I will also do the same.

LAND ACKNOWLEDGEMENT

“Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long existing history that has brought us to reside on the land, and to seek to understand our place within that history. Land acknowledgements do not exist in a past tense, or historical

context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation.

The land on which we gather is the occupied/unceded/seized territory of the Wichita and Caddo Affiliated Tribes. These tribes have stewarded this land throughout the generations and we would like to pay our respects to elders, both past and present.” UNT Division of Institutional Equity and Diversity. (2020). *Land Acknowledgment*. <https://ied.unt.edu/land-acknowledgment>

COURSE GOALS

In this course we will explore issues related to the culture and identity in American schools. We will read and view scholarly pieces that provide insight into the ways that the structure of the US educational system favors some while excluding and harming others and how this varies based on context and students’ intersecting identities.

We will specifically explore the following questions:

- What is the history of schooling in the US as it relates to culture and student identity? What popular narratives and myths about specific groups of students have impacted schooling?
- Why is culture important to consider in American schooling? What harm can and has been done when culture has not been considered?

- In what ways can we authentically celebrate and leverage culture in curriculum and pedagogy in order to adequately support the learning and thriving of all students? In your own learning experiences, in what ways have privilege and oppression played a role?
- How does student identity relate to culture? What are the different axes of discrimination at play within schooling structures? In what ways are stakeholders (e.g., students, teachers, the research community) resisting and critically confronting this discrimination?

In addition, within this context, we will develop and refine our academic writing through class discussions, peer feedback, and the revision process.

COURSE TEXTS

There are no required texts for this course.

COURSE ASSIGNMENTS

These are the required assignments of this course. Below I provide a brief overview of each assignment. A full description for each can be found on Canvas.

Class Participation and Engagement-20%

Our learning community in this course is rather small which allows for richer and deeper exploration of the course contents. One of the core tenets of this course is how culture and identity inform our viewpoints and perspectives towards schooling and education. As such, your unique experiences and perspectives are an important part of our course since they aid in the collective learning of the entire class. While participation and engagement may be interpreted in many ways, I am proposing that your participation and engagement be **ACTIVE**, meaning that you attend our sessions, be prepared for class meetings by reading the required articles beforehand, and contribute to discussions.

To help structure and give you credit for this participation, you will be graded on three components:

Leading Class Presentations: To add some **variety** and **flavor** to each session, twice during the semester you will collaborate with other class members and plan and facilitate the discussion of the readings for that week. You will be expected to meet and

prepare an activity for us to engage in as a class that first includes a synthesis of the readings but also goes beyond this. Examples include a mini-lesson, a mock debate around questions raised on Canvas, guest lectures, or viewing relevant videos with discussion afterwards. Be creative! Through this exercise, you will hopefully gain valuable experience in teaching your own graduate course in the future. You and your partner should plan this activity for 45-60 minutes of class. Be sure to submit your plan at least 48 hours prior to our class so that I can give you feedback beforehand.

Feedback to Group Presentations: You will also be required to provide feedback to other groups' presentations each week.

Weekly Reflection Posts: At the end of every class session you will be expected to reflect and share your ideas about the readings and class activities. This gives you an opportunity to share with me how you're making sense of the course content, the challenges you're experiencing (both course and non-course related), and any questions you may have.

Annotated Bibliography-25%

A significant requirement of this course is reading and engaging with the research literature around culture and identity in education. As you read each week, you will create an annotated bibliography to help you identify the main elements of each article including

the main argument(s). Through smaller collaborative groups, you will have the opportunity to read and respond to the annotated bibliographies of your classmates. These collaborative groups will rotate throughout the semester to give you the opportunity to give to and receive feedback from everyone in our class.

Educational Autobiography-20%

As we explore the topics of this course, it is important that we consider the role that culture and identity have played in our learning experiences, both past and present. In this assignment you will reflect on various aspects of your identity including, but limited to, socioeconomic background, gender/sexuality, religion,im/migration, race, and ethnicity. As you do this, you are expected to critically and thoughtfully describe how these axes have individually and collectively impacted the quality of the education you have received, your current views on certain groups of people/students, or your perspectives on schooling and teaching. This reflection should be no more than 6 pages in length and no less than 4 pages. This will be due by Week 3.

Final Paper-35%

Written Paper: The culminating assignment in this course is a final paper about a topic or issue that aligns well with your current research interest(s) and its relationship to culture and/or identity. You have the choice of writing

either a literature review, conceptual/theoretical paper, an empirical paper, or a research proposal. As doctoral students with research agendas, it is important that you get opportunities to develop your writing skills as researchers and receive feedback in a safe and encouraging environment. This assignment will be an ongoing one that will begin early and continue throughout the course with scheduled class time allocated to exploring key writing skills, actual writing time and getting feedback from me and your peers. I will also be including relevant required readings to aid in this process. Prior to submitting the final version of your paper, it will undergo a peer review process where you will receive feedback from two classmates that I will summarize in my own feedback. You will use this feedback to revise and resubmit your paper. Papers should be 15-20 double-spaced pages and follow APA (6th or 7th ed.) style manual guidelines. Your revised paper will be due on our scheduled exam day which is May 11.

Virtual Poster Presentation: You will each prepare a poster, similar to those required for education conferences, displaying the key components of your paper. Your work on this poster may be concurrent to your work on the paper or you may choose to work on it once your paper is near completion. During our final class session (May 4), we will first participate in a gallery walk of those posters, making notes of comments or questions we have for each presenter.

This will be followed by individual brief presentations of each poster, followed by a Question & Answer portion.-Due May 4

COURSE EVALUATION

Class Participation and Engagement	20%
Discussion of Readings	25%
Educational Autobiography	20%
Final Paper	35%
Total	100%

A = 90-100%; B = 80-89%;

C = 70-79%; D = 60-69%; F = 0-59%

COURSE POLICIES

Canvas: Our course Canvas page is the hub where all things related to our course are located. All assignments should also be uploaded there. Please do not email assignments to me. Email announcements will also be sent from Canvas to your UNT email address so be sure to check your email regularly.

Course Expectations: It is my hope that this course will be one that we can co-create. Much of what our course will evolve to will depend largely on your contributions through class participation and input. I value each of

you and your multiple identities as learners, parents, professionals, etc. and I hope that we can use this time as a collective space of inquiry and exploration. I also hope that we can share with one another and learn from one another regarding our understanding of the role of culture and identity in education and how that is informed by our experiences, perspectives, and our syntheses of the research literature. As the instructor of this course I am merely a facilitator of these discussions and not the expert. You each have life experiences and points of view that will inform much of what this course becomes. I ask that as we grapple with the course content that we remain open and respectful to others' points of view.

Attendance: 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. It is very difficult to be enriched by discussions and collaborations if you are not present or prepared for class. Per university policy 06.039 an excused absence falls under the following categories:

- religious holy day, including travel for that purpose;
- active military service, including travel for that purpose;
- participation in an official university function;

- illness or other extenuating circumstances;
- pregnancy and parenting under Title IX; and
- when the University is officially closed.

If your absence is COVID-related (e.g., your illness or that of a family member you are caring for, the need to quarantine due to exposure) it will also count as excused. For any of the above reasons, I can provide you a zoom link so that you can attend class remotely. Given the current global pandemic and all of the personal challenges that can be associated with it, if you are unable to attend a class for any reason (including those not listed above), please be sure to notify me **as soon as possible**. For reasons not listed above where missing class is unavoidable, please let me know so that we can come up with an alternate plan. It is my discretion to excuse absences for reasons not listed above, and it is imperative that you communicate with me.

Absences that are considered unexcused will result in a reduction of your course grade. For each unexcused absence, your final grade in the course will be lowered 10 percentage points with 5 unexcused absences resulting in an F in the course.

It is also expected that you will arrive at class on time and not leave before the end of class. Three instances of arriving more than 15 minutes late or leaving 15 minutes early will result in one unexcused absence. Arriving to class late or leaving early for the reasons listed

above for excused absences will be counted as excused. Again, be sure to communicate with me in those instances.

Assignment Submissions: When submitting assignments to Canvas, please be sure to upload word documents unless specifically instructed otherwise. Be sure to name your files using the following convention: AssignmentName_LastName.FirstName (e.g., Autobiography_BrownTabitha for the Educational Autobiography). My general policy is that late work will not be accepted. In the event that you are having difficulty meeting an assignment deadline, you should let me know as soon as possible so that we can discuss your options.

Tips for Reading: This is a reading intensive course so I am offering the following tips to help you as you read for class each week:

Try to pace yourself as you read every week. Come up with a reading schedule that works for you as you balance your other responsibilities and stick with it. Try your hardest not to procrastinate. Procrastination may lead to an accumulation of readings, which will make it much harder to get through them all.

Some of the readings will be easier to read than others for various readings (e.g. less dense, more interesting topic). For those that aren't so easy to read, do not get bogged down with things that

aren't immediately clear. Just keep reading.

Be an active reader. Underline and highlight words, sentences, and paragraphs that stand out to you. Make notes in the margins. Pose questions in response to what you read. Draw pictures that help you make sense of what you're reading.

Children in Class: If you find yourself in a situation where you do not have available childcare during our class time, please rest assured that your children are welcome in class. As a mother to two boys ages 7 and 10, I completely empathize with the challenges associated with balancing your professional and personal lives rights now. If you do need to bring your child/children to class please be sure to let me know ahead of time. Also, be mindful of the possibility of them being disruptive (maybe due to boredom) and plan accordingly. They are welcome to participate in class discussions and activities as well.

Zoom Etiquette: In the event that we need to have classes via zoom, here are some things to consider. I recognize that you all have the option to turn your cameras on or off depending on conditions in the location where you are attending our class remotely. While I would prefer that you keep your cameras on, especially during class discussions, it is not required. That said, if you do choose to keep your cameras on and are concerned about privacy issues there is an option in zoom that allows you to

choose a virtual background so that others aren't able to view your background. Also, if you choose to turn your camera off please consider including a picture of yourself (either real or a caricature, like Bitmoji) so that there isn't a blank screen. Finally, with internet connectivity being inconsistent, if you get disconnected or must disconnect for any reason, please let me and your classmates know via the chat or email.

Please do not record or take a screenshot of anything or anyone without my consent or the consent of your classmates.

Personal Pronoun Use. As we explore issues of identity in this course, we must extend professional courtesy and sensitivity with respect to individuals and topics dealing with race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference early in the semester in writing (via email) and/or verbally (in class).

Face Coverings: UNT requests everyone wears a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID-19 infection, as recommended by current CDC guidelines and mandated by the City of Denton. As such, I ask that you comply with this request when attending class. I will have

disposable masks available at every class session should anyone need one.

If you are experiencing any [symptoms of COVID-19](#)

([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

[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 SCHEDULE

In the table that follows, I outline the current plan for the semester as far as topics and readings. Please note that this is a working calendar and it may be modified throughout the semester.

Week	Date	Topic	Assignments Due
1	1/19	<i>Introduction to the Course</i>	Weekly Reflection #1
2	1/26	<p><i>Setting the Stage: Traditional American Schooling, Culture, Identity, and Power</i></p> <p>Oakes, J., Lipton, M., Anderson, L. & Stillman, J. (2018). History and Culture: How Expanding Expectations and Powerful Ideologies Shape Schooling in the United States. In Teaching to change the world. (5th edition). (pp. 37-74). Boulder: Paradigm.</p> <p>Darder, A. (1991). <i>Culture and power in the classroom: A critical foundation for bicultural education</i>. Greenwood Publishing Group.</p>	<p>Weekly Reflection #2</p> <p>Annotated Bibliography #1</p>

Challenging Deficit Thinking

Choose between:

Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, 32(5), 19-25.

3

2/2

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.

And read these two:

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.

Ortiz, N. & Ruwe, D. (2021). Black English and mathematics education: A critical look at culturally sustaining pedagogy. *Teachers College Record*, 123(10).

Weekly Reflection #3

Educational Autobiography (by 11:59pm)

Annotated Bibliography #2

Gender Identities and Schooling I

Choose between:

Horvat, E.M. & Antonio, A. L. (1999). 'Hey Those Shoes are Out of Uniform': African American Girls in an Elite High School and the Importance of Habitus. *Anthropology & Education Quarterly*, 317-342.

López, N. (2002) Race-Gender Experiences and Schooling: Second generation Dominican, West Indian, and Haitian youth in New York City, *Race Ethnicity and Education*, 5:1, 67-89.

*4

2/9

And read these two:

Fredman, A., Schultz, N., & Hoffman, M. (2015). "You're Moving a Frickin' Big Ship": The Challenges of Addressing LGBTQ Topics in Public Schools, *Education and Urban Society*, 47(1) 56–85.

Quinn, T. (2007) "You Make Me Erect!": Queer Girls of Color Negotiating Heteronormative Leadership at an Urban All-Girls' Public School, *Journal of Gay & Lesbian Issues in Education*, 4:3, 31-47,

**2 Articles of your choice for final paper

Weekly Reflection #4

Annotated Bibliography #3

Final Paper: Topic Description

5	2/16	<p><i>Class, Cultural Capital, and Schooling</i></p> <p>Hochschild, J. L. (2003). Social class in public schools. <i>Journal of Social Issues</i>, 59(4), 821-840.</p> <p>Yosso, T.J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race, Ethnicity and Education</i>, 8(1), 69-91.</p> <p>**2 Articles of your choice for final paper</p>	<p>Weekly Reflection #5</p> <p>Annotated Bibliography #4</p>
*6	2/23	<p><i>Racial/Ethnic Identities and Schooling I</i></p> <p>Ladson-Billings, G. (2004). Landing on the Wrong Note: The Price we paid for Brown. <i>Educational Researcher</i>, 33(7), 3-13.</p> <p>Dumas, M. J., & ross, k. m. (2016). “Be real black for me” imagining BlackCrit in education. <i>Urban Education</i>, 51(4), 415-442.</p> <p>** 2 Articles of your choice for final paper</p>	<p>Weekly Reflection #6</p> <p>Annotated Bibliography #5</p> <p>Final paper: Position Paper</p>

7	3/2	<p><i>Racial/Ethnic Identities and Schooling II</i></p> <p>Rowe, A. C., & Tuck, E. (2017). Settler colonialism and cultural studies: Ongoing settlement, cultural production, and resistance. <i>Cultural Studies↔ Critical Methodologies</i> 7(1), 3-13.</p> <p>Templeton, T. N., & Cheruvu, R. (2020). Childhood innocence for settler children: Disrupting colonialism and innocence in early childhood curriculum. <i>The New Educator</i>, 16(2), 131-148.</p> <p>Brayboy, B. M. J. (2005). Toward a tribal critical race theory in education. <i>The Urban Review</i>, 37(5), 425-446.</p> <p>** 2 Articles of your choice for final paper</p>	<p>Weekly Reflection #7</p> <p>Annotated Bibliography #6</p>
*8	3/9	<p><i>Racial/Ethnic Identities and Schooling III</i></p> <p>Lew, J. (2006). Burden of acting white nor Black: Asian American identities and achievement in urban schools. <i>The Urban Review</i>, 38, 335-352.</p> <p>Iftikar, J. S., & Museus, S. D. (2018). On the utility of Asian critical (AsianCrit) theory in the field of education. <i>International Journal of Qualitative Studies in Education</i>, 31(10), 935-949.</p> <p>** 2 Articles of your choice for final paper</p>	<p>Weekly Reflection #8</p> <p>Annotated Bibliography #7</p> <p>Final Paper: Annotated Bibliography and Paper Outline</p>
9	3/16	<p><i>SPRING BREAK!! :)</i></p>	

<p>10</p> <p>3/23</p>	<p><i>Racial/Ethnic Identities and Schooling IV</i></p> <p>Donato, R. (2012). Legally White, Socially “Mexican”: The Politics of De Jure and De Facto School Segregation in the American Southwest, <i>Harvard Educational Review</i>, 82(2), 202-225.</p> <p>Saavedra, C. M., & Pérez, M. S. (2012). Chicana and Black feminisms: Testimonios of theory, identity, and multiculturalism. <i>Equity & Excellence in Education</i>, 45(3), 430-443.</p> <p>Solorzano, D. G., & Bernal, D. D. (2001). Examining transformational resistance through a critical race and LatCrit theory framework: Chicana and Chicano students in an urban context. <i>Urban education</i>, 36(3), 308-342.</p>	<p>Weekly Reflection #9</p> <p>Annotated Bibliography #8</p>
<p>11</p> <p>3/30</p>	<p><i>Language and Schooling</i></p> <p>Lewis, A. E. (2003). <i>Race in the schoolyard: Negotiating the color line in classrooms and communities</i>. Rutgers University Press. Ch 4 Breaking the Silence: Race, Culture, Language, and Power at Metro2</p> <p>Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. <i>Harvard Educational Review</i>, 85(2), 149-171.</p> <p>Frieson, B. L. (2021). Remixin’ and flowin’ in centros: exploring the biliteracy practices of Black language speakers in an elementary two-way immersion bilingual program. <i>Race Ethnicity and Education</i>, 1-21.</p>	<p>Weekly Reflection #10</p> <p>Annotated Bibliography #9</p> <p>Final Paper: Final Paper First Draft and Memo</p>

<p>12</p> <p>4/6</p>	<p><i>Immigrants</i></p> <p>Olsen, L. (2000). Learning English and learning America: Immigrants in the center of a storm. <i>Theory into practice</i>, 39(4), 196-202</p> <p>Ngo, B. (2017). “Living the Dream” for Hmong Immigrants: The Impact of Subtractive Schooling on Family and Community, <i>Educational Studies</i>, 53(5), 450-467.</p>	<p>Weekly Reflection #11</p> <p>Annotated Bibliography #10</p> <p>Final paper: Peer Feedback</p>

<p>13</p> <p>4/13</p>	<p><i>Intersectionality</i></p> <p>Carbado, D. W., Crenshaw, K. W., Mays, V. M., & Tomlinson, B. (2013). Intersectionality: Mapping the movements of a theory. <i>Du Bois review: social science research on race</i>, 10(2), 303-312.</p> <p>Kimberle Crenshaw TED Talk</p>	<p>Weekly Reflection #12</p> <p>Annotated Bibliography #11</p> <p>Final Paper: Second Draft</p>
<p>14</p> <p>4/20</p>	<p><i>Ethnic Studies</i></p> <p>Tintiangco-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal-Rangnath, R., & Sleeter, C. (2015). Toward an ethnic studies pedagogy: Implications for K-12 schools from the research. <i>The Urban Review</i>, 47(1), 104-125.</p> <p>Sleeter, C. E. (2011). The Academic and Social Value of Ethnic Studies: A Research Review. National Education Association Research Department.</p>	<p>Weekly Reflection #13</p> <p>Annotated Bibliography #12</p> <p>Final Paper: Peer Feedback to Second Draft</p>

<p>15</p> <p>4/27</p>	<p><i>The Role of Teacher Identity</i></p> <p>McKinney de Royston, M., Madkins, T. C., Givens, J. R., & Nasir, N. I. S. (2021). “I’m a Teacher, I’m Gonna Always Protect You”: Understanding Black Educators’ Protection of Black Children. <i>American Educational Research Journal</i>, 58(1), 68-106.</p> <p>Vickery, A. E. (2021). “Still I Rise”: a Black feminist teacher’s journey to (re) member her journey to teach. <i>Race Ethnicity and Education</i>, 24(4), 485-502.</p> <p>Rubio, B., Palmer, D. K., & Martínez, M. (2021). Si no estás defendiendo tus alumnos, que estás haciendo en el salón? A Mexican Immigrant Teacher’s Journey to Critical Consciousness. <i>Journal of Language, Identity & Education</i>, 20(1), 45-57.</p>	<p>Weekly Reflection #14</p> <p>Annotated Bibliography #13</p> <p>Final Paper: Third Draft</p>
<p>16</p> <p>5/4</p>	<p>Virtual Poster Presentation</p>	<p>Weekly Reflection #15</p> <p>Final Paper: Peer Feedback to Third Draft</p>

Department of Teacher Education and Administration: Preparing Tomorrow's Educators and Scholars

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

Mission

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

Vision

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

UNT's Standard Syllabus Statements

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and

sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

Department Syllabus Statements

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

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.