

University of North Texas at Dallas

Fall 2016

SYLLABUS

EDBE 3470.020 FOUNDATIONS of BILINGUAL and ESL EDUCATION
3 credit hours

School of Teacher Education

Instructor:	Dr. Uvaldina Janecek
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Virtual Office Hours:	Emails received any time will be responded to within 24 hours.
Classroom Location:	DAL 1 308
Class Meeting Days & Times:	Hybrid Course: Face-to-Face session meets Mondays 10:00 am-11:20 am, unless otherwise noted.
Course Catalog Description:	This course will examine philosophies and theoretical underpinnings of bilingual and ESL education, including a review of historical antecedents of bilingual education and evolution of federal and state language policies governing the education of language minority children.
Prerequisites:	None
Co-requisites:	None
Required Text:	Wright, Wayne E. (2015) <i>Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice.</i> – Second Edition. Caslon Publishing: Philadelphia. ISBN: 978-1-934000-15-1
Access to Learning Resources:	UNT Dallas Library: phone: 972-338-1616 web: http://www.untdallas.edu/our-campus/library UNT Dallas Bookstore: phone: (972) 780-3652 e-mail: untdallas@bkstr.com
Course Goals /Overview:	
<p>The goal of this course is to provide alignment with the State Board of Educator Certification standards for bilingual and ESL education. These standards are aligned with the professional standards for the preparation of bilingual/multicultural teachers developed by the Teachers of English for Speakers of Other Languages (TESOL). Students will have the opportunity to investigate and study the theoretical foundations of first and second language acquisition and the history of bilingual education in the United States and in Texas. Focus will be on the study of language development, types of bilingual programs, policies, assessment, historical law cases and the practices in teaching, learning, and applications from theory to practice. In addition, students will create an advocacy plan that focuses on the issues surround educating bilingual and second</p>	

language learners. The various course assignments will provide opportunities for inquiry, research, reflection, problem solving, and peer collaboration.

Learning Objectives/Outcomes: At the end of this course, the student will

1	Demonstrate the ability to present facts about the foundations of bilingual education and the concepts of bilingualism and biculturalism.
2	Be able to identify second language acquisition theories and their applications in the EC-6 classroom.
3	Define and gain knowledge about specific bilingual models related to bilingual education and make appropriate instructional decisions based on course content and design and on the affective, linguistic, and cognitive needs of second language learners.
4	Identify the English language structure associated with bilingual children as English language learners, language theories, instructional strategies, and appropriate materials.
5.	Demonstrate the ability to reflect, articulate, and communicate in various forms (writing, group and individual presentations) the content studied from the text, attending lecture series related to bilingual education, policies, law, current issues surrounding new changes in bilingual education, and the academic curriculum support needed for bilingual and English language learners.
6.	Become aware of ways to bridge the home and school cultural environments. Demonstrate sensitivity and respect for learner's diverse cultural background and regional language and dialects. Become aware of effective multilingual and multicultural learning environments and diversity issues and ways to bridge the home and school cultural environments.
7.	Gain understanding and application of knowledge of convergence of research evidence related to multilingual education including best instructional practices for second language learners (ELLs) as determined by academic achievement.
8.	Discuss political, legal cases, and critical issues surrounding bilingual education, bilingualism, English Only, and the academic success of bilingual and ELLs.
9.	Advocate equity for ELLs and bilingual programs.
10.	Active language support for bilingual, ELLs, and their families.

BILINGUAL EDUCATION STANDARDS

- **Standard I.** The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).
- **Standard II.** The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
- **Standard III.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.
- **Standard IV.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.
- **Standard V.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.
- **Standard VI.** The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS

- **Standard I.** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- **Standard II.** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

- **Standard III.** The ESL teacher understands the processes of first-and second-language acquisition and uses this knowledge to promote students’ language development in English.
- **Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- **Standard V.** The ESL teacher has knowledge of the factors that affect ESL student’s learning of academic content, language, and culture.
- **Standard VI.** The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results and adapt instruction.
- **Standard VII.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Competencies for the Bilingual Generalist TExES Exam

Competency 001. The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

The beginning bilingual teacher:

1. Understands the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education, and the effects of demographic changes on bilingual education.
2. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
3. Understands the importance of creating an additive education program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
4. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.
5. Understands convergent research related to bilingual education (e.g. best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.
6. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus.
7. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.
8. Knows how to create an effective bilingual and multicultural learning environment (e.g. by demonstrating sensitivity to students’ diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).
9. Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs (e.g. by emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

Competency 008: The ESL teacher understands the foundations of ESL education and types of ESL programs. The beginning ESL teacher:

The beginning bilingual teacher:

1. Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
2. Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals, and research findings on their effectiveness.
3. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
4. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Competency 009 The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment. The beginning ESL teacher:

1. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect student's learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
2. Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students' learning and language acquisition.
3. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
4. Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.
5. Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

Competency 010 The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education. The beginning ESL teacher:

1. Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and ARD meetings, serving on SBDM committees, serving as a resource for teachers).
2. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.
3. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL parents in a variety of educational contexts.
4. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

Course Outline

EDBE 3470 FOUNDATIONS of BILINGUAL and ESL EDUCATION

The topics of discussion are primarily textbook based. The calendar of assignments, presentations and discussions includes a timeline, dues dates, Student Learning Objectives, Bilingual and ESL Standards and Competencies. Complete instructions for each assignment can be found in the corresponding MODULE on Blackboard. This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added. These will be noted in the Readings and Activities/Assignments sections.

Date	Face-to-Face Topics	Online Topics	Assignment	Learning Objectives & Competencies
Week 1 Aug 22	<ul style="list-style-type: none"> • Course information • Chapter 1 - Who are English Language Learners? • Selection of Law Case Teams 	<ul style="list-style-type: none"> • Chapter 1 Quiz 	<ul style="list-style-type: none"> • Read Chapter 1 – Who are English Language Learners? 	LO 6, 9, 10 Competencies 001.2,4,9 and 009.1-5
Week 2 Aug 29	<ul style="list-style-type: none"> • Chapter 2 Language • Chapter 3 Language Learning and Teaching 	<ul style="list-style-type: none"> • Chapters 2 & 3 Quiz 	<ul style="list-style-type: none"> • Read Chapters 2, 3 	LO 1, 2, 4, and 7 Competencies 001.5; 008.1
Week 3 SEP 5	LABOR DAY -- NO CLASS		<ul style="list-style-type: none"> • Read Chapter 4 	
Week 4 SEP 12	<ul style="list-style-type: none"> • Chapter 4 Language and Education Policy for ELLs 	<ul style="list-style-type: none"> • Video Review History of B.E. –TABE http://www.youtube.com/watch?v=AWbN_Y8aa5k • Chapter 4 Quiz 	<ul style="list-style-type: none"> • Answer questions on video • Work on Law case DUE 9/19 	LO 1, 5, and 8 Competencies 001.1-4; and 008.1
Week 5 SEP 19	<ul style="list-style-type: none"> • Law Case Group Presentations 	<ul style="list-style-type: none"> • Read Chapter 5 	<ul style="list-style-type: none"> • Work on Role Model Presentation DUE 10/3 or 10/10 	LO 1, 5, 8 Competencies 001.1, 4 and 008.1; 010. 1-4
Week 6 SEP 26	<ul style="list-style-type: none"> • Chapter 5 Program Models for ELLs • LPAC 	<ul style="list-style-type: none"> • Chapter 5 Quiz 	<ul style="list-style-type: none"> • Read Chapter 6 	LO 3,7 Competencies 001.6,7,9 and 008.1-4
Week 7 OCT 3	<ul style="list-style-type: none"> • Chapter 6 Summary • Role Model Presentations 	<ul style="list-style-type: none"> • Watch videos: “Assessing English-Language Learners” https://www.youtube.com/watch?v=2Oy6z8t-FG0 “Authentic Assessment for English Language Learners” 	<ul style="list-style-type: none"> • Read Chapter 7 	LO 5, 7 Competencies 001.5, 7 and 008.4

		https://www.youtube.com/watch?v=ehq0Yt9Atew		
Week 8 OCT 10	<ul style="list-style-type: none"> • Role Model Presentations 	<ul style="list-style-type: none"> • Chapter 6 Quiz 	<ul style="list-style-type: none"> • Read Chapter 8 	LO 5, 7 Competencies 001.5, 7; 008.4
Week 9 OCT 17	NO CLASS			
Week 10 OCT 24	<ul style="list-style-type: none"> • Chapter 7 Listening and Speaking • Chapter 8 Reading 	<ul style="list-style-type: none"> • Chapter 7 Quiz • Chapter 8 Quiz 	<ul style="list-style-type: none"> • Read Chapter 9 	LO 2, 3, 4, 7 Competencies 001.5, 7, 8, 9; 008.4; 009.1, 2, 4, 5
Week 11 OCT 31	<ul style="list-style-type: none"> • Movie Review “Justice for My People” – Movie will begin at 9:45 AM 	<ul style="list-style-type: none"> • Answer reflection questions on “Justice for my People” • English Only/English Plus Online forum 	<ul style="list-style-type: none"> • Read material for English Plus/English Only Forum 	LO 1-8 Competencies 001.1-9; 008.1-4; 009.1-5; 010.1-4
Week 12 NOV 7	<ul style="list-style-type: none"> • Movie Review “Stand and Deliver” -- Movie will begin at 9:15 AM. 	<ul style="list-style-type: none"> • Answer reflection questions on “Stand and Deliver” 	<ul style="list-style-type: none"> • Review TExES Certification Manual 	LO 2, 5-8 Competencies 001.2, 4, 5, 9; 008.4; 009.1-5; 010.1
Week 13 NOV 14	<ul style="list-style-type: none"> • Chapter 9 Writing • Advocacy Plan Workshop 	<ul style="list-style-type: none"> • TExES Practice Quiz Online 	<ul style="list-style-type: none"> • Chapter 9 Quiz • Read Chapters 10 & 11 	LO 2, 3, 4, 7 Competencies 001.5, 7, 8, 9; 008.4; 009.1, 2, 4, 5
Week 14 NOV 21	<ul style="list-style-type: none"> • Chapter 10 Content-Area Instruction for ELLs • Chapter 11 – Primary Language Support 	<ul style="list-style-type: none"> • Chapter 10 Quiz • Chapter 11 Quiz 	<ul style="list-style-type: none"> • Work on Advocacy Plan DUE 11/28 or 12/5 	LO 2, 3, 4, 7 Competencies 001.5, 7, 8, 9; 008.4; 009.1, 2, 4, 5
Week 15 NOV 28	<ul style="list-style-type: none"> • Advocacy Plan Team Presentations – Class will begin at 9:00 AM 		<ul style="list-style-type: none"> • Read handout <i>The Learning Environment Created for ELLs</i> 	LO 2, 5, 6, 9, 10 Competencies 001.8, 9; 009.1-5; and 010.1-4
Week 16 DEC 5	<ul style="list-style-type: none"> • Advocacy Plan Presentations 	<ul style="list-style-type: none"> • Webcast: Dr. Elsa Cárdenas-Hagan http://www.colorincolorado.org/webcasts/disabilities/ 	<ul style="list-style-type: none"> • SPED activities 	LO 3, 5, 7, 8 Competencies 001.5, 8, 9; 009.1-5; 010.1-4
Week 17 DEC 12	Comprehensive Online Final Exam			

EDBE 3470 Grading Matrix and Due Dates – Fall 2016

DUE	Assignment	Points
See Modules for Due Dates	Discussion Boards You will be given credit for entering a thread on the each of the 8 Discussion Boards and additional points for responding to the thread of a classmate for a maximum of 5 points each.	40
Throughout the course	Chapter Quizzes Online multiple choice quizzes for Chapters 1-11 with varying in number of items. Refer to the MODULES for due dates. Each item on the quizzes is worth 3 points.	225 total for all seven quizzes
SEP 12	Bilingual Education in Texas You will view a 33 minute YouTube video about the history of bilingual education in Texas, then answer a short set of questions.	50
SEP 19	Historical Legal Cases Collaborative Group Presentation of a landmark law case– team project.	75
OCT 3 or OCT 10	Bilingual Role Model PowerPoint and a one-page paper; upload both to Blackboard. Research and report on a bilingual individual who has contributed to one or more of the following social structures: culture, language (sign language included), politics, education, medicine, science, business, film, music, etc.	75
OCT 31	<i>Justice for My People: The Dr. Héctor P. García Story</i> Movie Analysis Understanding the historical changes and the importance of the Mexican American civil rights movement. Answer a set of questions and upload to Blackboard.	50
OCT 31	English Only/English Plus Forum You will prepare to participate in an online forum via the Blackboard Discussion Board by perusing websites on the topic and responding to the posts of your classmates in an informed and professional manner.	20
NOV 7	<i>Stand and Deliver</i> Movie Review Language, education & culture – home and school connections. Understanding the social deficit and its implication on academic underachievement among minority students. Answer a set of questions and upload to Blackboard.	50
NOV 14	TExES Practice Quiz Online timed 20 item multiple choice quiz on Blackboard covering a variety of domains addressed in the TExES Practice Manual.	40
NOV 28 or DEC 5	Advocacy Plan and Presentation Upload a paper on the day the assignment is due and present your plan with your partner using a PowerPoint presentation. Details and an example(s) provided during our Advocacy Plan Workshop.	200
DEC 5	Special Education Topics Read a handout and watch a video about special education and English Language Learners then answer a set of short-response questions.	50
DEC 12	Online Final Exam Twenty-five multiple choice items worth five points each.	125
Total Maximum Points Possible:		1000

Grade Determination:

1000 – 900 = A 899 – 900 = B 799 – 700 = C 699 – 600 = D 599 – 0 = F

University Policies and Procedures

Students with Disabilities (ADA Compliance): Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO 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/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: APA style is required for all writing assignments. Refer to the 6th edition for additional information as it is a requirement in the Department of Teacher Education. All major writing assignments will require APA style.

Students are expected to pay attention to detail in their writing assignments, projects, and presentations. Late assignments will be subject to a deduction of points and/or to the lowering of the final letter grade for the course--at the discretion of the instructor. Late assignments may be turned in ONE week after due date. Late assignments will NOT be accepted after one week of due date.

Exam Policy: Online quizzes and the ability to retake is solely at the instructor's discretion. The final exam is FINAL – you must take it on final exam day. NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

[http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic%20Integrity.pdf) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, **submitting work of another person or work previously used** without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Deadlines and Incompletes: Please be mindful of University deadlines for dropping and withdrawing from classes. Also, in order for me to consider giving an INCOMPLETE for this course, you must be passing it, and you must present documentation of extenuating circumstances that have prevented you from completing your obligations for this course. **If these two conditions do not apply, please do not ask for an Incomplete Grade.**

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the

online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

NO CHILDREN ARE ALLOWED IN CLASS. Students with children are expected to make the appropriate arrangements for child care prior to the start of the semester. Students are not to leave their children on the UNT Dallas campus unattended. Children may attend class only if the assignment or activities pertain to a particular chapter from the text or to provide supporting information and hands on practice. The instructor will inform the class ahead of time when such an activity will take place.

In case of an illness (family, personal or child), an excused absence will apply. Receiving medical treatment at a medical clinic or emergency room or attending a family funeral, an announcement or obituary and medical document from a clinic, hospital and or physician’s office will be required. Information must be presented on letterhead.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- [https://help.blackboard.com/en-us/Learn/9.1 SP 12 and SP 13/Student/040 Browser Support for SP 13](https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13)
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

Student Signature _____