“Education... is the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

-Paulo Freire

**Gender Pronouns**
All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.

**Catalog Course Description**
3 hours. Principles and foundations of curriculum for grades EC–8 in public schools. Includes study of professional ethics/responsibilities, educational philosophies, history of American education, schools and society, school and community/parent relationships, legal/political control and financial support, school/classroom organizational patterns, and curriculum development/alignment. Prerequisite(s): None.

**Purpose and Rationale**
The goal of this course is to engage learners in understanding and analyzing the contextualized nature of our American public school system. This course delves into the historical, cultural, political, and social contexts that influence the U.S. school curriculum.

“What is the curriculum?”...This will be the motivating question for the course. While on the surface, it may seem a simple question with a simple answer; this reading of the question fails to convey the complexity of
the concept of curriculum.

“Curriculum” is broadly defined for the purposes of this course, including both schooling and non-schooling contexts (such as popular culture) that are educative and influential for young people. This course will investigate foundations of curriculum, in the senses described above, in particular through the specific lenses of critical social theory and critical pedagogy. Our concern will be to explore through this scholarship the ways in which society and education have been organized by forces of inequality, ideological hegemony, domination, and exploitation; against these forces, we will consider how curriculum might come to be organized in critical, emancipatory, and transformative ways. It is expected that this course will help students along the path of imagining and developing alternative meanings and possibilities for teaching and learning in social context, and that it will provide a set of important theoretical tools for the ongoing pursuit of this project. To be clear, this course will focus on developing a curriculum centering the lives, experiences, and histories of culturally diverse students.

**Student Learning Outcomes**

Students completing EDEE 3320 will be able to:

1. Investigate historical and contemporary perspectives on curriculum issues within the field of curriculum studies.

2. Analyze the social, cultural, and political conditions within which the actual curriculum is enacted and experienced.

3. Draw on the different practices of curriculum theorizing to analyze and/or disrupt one’s understanding of the concept of “curriculum”.

4. Develop curriculum and teaching strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in this democracy.

**Course Format and Procedures**

This class is a remote online course. Therefore, all class activities and synchronous Zoom meetings will take place online and will comprise lectures, media, interactive activities, reflection questions, and discussions.

You will complete a number of online modules using [peardeck](https://www.peardeck.com). This class is an online course, therefore you will complete a rigorous amount of reading that will be paired with a number of modules and assignments. **Make sure that you read the assigned readings prior to beginning each module.** Be sure that you login using your UNT/gmail email address, and then go through the module and complete all of the activities.

**Course Activities**

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

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

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

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

**Provided Materials**

- **Peardeck:** you will utilize this website for the online course modules under the free “student” login.

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

- **UNT Kanopy:** Kanopy is an online platform that allows you to watch hundreds of documentaries. You will login using your UNT EUID.

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

Texas Pedagogical and Professional Responsibilities (PPR) Standards II and IV. InTASC Standards 2, 3, 9, 10

Texas Pedagogical and Professional Responsibilities (PPR) Standards and associated objectives are addressed by this course at the knowledge level and some at the skill development level. Especially relevant is Standard IV: *The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.*

Course Texts, Materials, and Resources

*Un-Standardizing Curriculum: Multicultural Teaching in the Standards-Based Classroom (second edition) by Christine Sleeter and Judith Flores Carmona*

*Planting the Seeds of Equity: Ethnic Studies and Social Justice in the K–2 Classroom by Ruchi Agarwal-Rangnath*
Course Assignments
A brief description of the course assignments are listed below.

<table>
<thead>
<tr>
<th>Assignment &amp; Description</th>
<th>Due date</th>
<th>Score/Points</th>
<th>Turn in by...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MA #1: Critical Reading Reflections</strong></td>
<td>Weeks 1-13</td>
<td>25</td>
<td>Submit on your Google doc linked here</td>
</tr>
<tr>
<td>Before each class session students will complete a critical reflection on the readings.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>MA #2: TEKS Critique</strong></td>
<td>Week 12</td>
<td>25</td>
<td>Submit on your Google doc linked here</td>
</tr>
<tr>
<td>Students will complete a written analysis of the TEKS for their chosen content area and grade level.</td>
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<td></td>
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<tr>
<td><strong>MA #3: Final Portfolio</strong></td>
<td>Week 16</td>
<td>25</td>
<td>Submit on your Google doc linked here</td>
</tr>
<tr>
<td>Starting from and related to the readings and discussions we have had in class, reflect on what you have learned this semester in terms of designing a curriculum to meet the needs of culturally diverse students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participation and professionalism</strong></td>
<td>Weeks 1-13</td>
<td>25</td>
<td>Complete each module, reading, and activities</td>
</tr>
<tr>
<td>Conduct throughout the semester as well as completing each assignment, module, activity, and readings. Before you complete each module be sure to read the assigned readings for the week.</td>
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</tbody>
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**Major Assignment #1: Critical Reading Reflections**

As teachers, we must constantly engage with ideas about schools and society to better understand how curriculum impacts our students. For each reading this semester, students will complete critical reading reflections (CRR) that will consist of four parts:

1) Summaries of the main ideas/thesis of the author(s)
2) Illustrative example(s) that illustrate those main ideas
3) Compelling quotes from the authors
4) Application for your future classroom
Your critical reflections do not need to be extensive, but they should cover the required readings/media for the week. You should cover the main points of the readings, including the main arguments/theses in them. You may consider questions such as: What was the author trying to convey? What was your general perception of the authors’ perspectives? What questions were raised and/or answered for you in terms of your own interests? How do the readings help you, or not, to formulate your own ideas about the topics presented?

Your CRRs need to be submitted to your personal Google doc and should be approximately 300 words or the equivalent if you choose to hyperlink audio or video reflections. Your Google doc should be linked to our work class document.

In addition to your CRR, you should also post a portfolio reflection at the end of each class that includes your takeaways for what you might use in your classroom.

**MAJOR ASSIGNMENT #2: TEKS Critique**

Each person will complete a TEKS critique. This activity requires you to demonstrate your knowledge of the TEKS, the curriculum, as well as critical multicultural and ethnic studies. This 3-5 page paper (double spaced with a minimum of three references) should include your analysis of the state level curriculum and standards and a synthesis of the premise and consequences of such curricular decisions. Here are some reflection questions from Sleeter and Carmona (2016) to guide your analysis:

1. **Who produced this document? Can you tell where the authors or producers are coming from?**
2. **How is this document intended to be used? By whom?**
3. **What is it trying to accomplish? What is its purpose?**
4. **What key concepts does it use? What problems, issues, and points of view does it direct attention toward? What does it direct attention away from? Whose view of the world does it tend to support? Whose view does it undermine or ignore?**
5. **How would you describe the ideology of this document?**
6. **Whose knowledge isn’t here, that could be here? What is left out?**

I would also like for you to “mine” what is absent in the curriculum and find spaces and opportunities in the TEKS to incorporate ethnic studies. It is important for teachers to learn how to “mine” what is absent in the curriculum “... rather than assume there to be an ideal moment when school curriculum aligns with their ideological beliefs around social justice” (Vickery et. al., 2014, p. 254). I would also like for you to find spaces and opportunities in the TEKS to incorporate ethnic studies/critical multicultural education. The project should reveal your understanding of your grade level and content area, how concepts within the realm of critical multicultural education and ethnic studies are essential in understanding curriculum development, and any other reflection that you may find relevant to your discussion. Make sure to follow the most recent APA referencing style. Please be sure to utilize the UNT writing center for writing and editing support.
MAJOR ASSIGNMENT #3: Final Portfolio Plan

Your task is to reflect on what you have learned during the course, and how it has affected your thinking about the curriculum and how to make it meaningful and relevant to culturally diverse learners. You may create a website, infographic, or hyperlinked image (e.g., bitmoji classroom). While you will engage with specific course concepts, theories, and readings that have made a difference to you, the assignment is subjective in nature, and asks you to convey, how you might apply the ideas from this class to your future classroom. Please make sure that you cite authors, theories, frameworks, and ideas that were discussed throughout the course.

1) Write an introduction that provides an overview of what your portfolio will address. You can begin your post with an autobiographical narrative, an example from the media, a story, movie, etc. But at the end of this section, you should indicate to the reader what the rest of your portfolio will address;

2) Utilize course readings, other articles or book chapters, and what you learned this semester to organize and synthesize the possibilities of creating and implementing a multicultural and culturally sustaining curriculum.

In this assignment you are expected to demonstrate your knowledge and understanding of the course material, capacity to apply different theoretical frameworks to the curriculum you will teach, and clearly communicate your stance via writing, video, audio, and infographics. This portfolio needs to be substantive, reflect the course, and aesthetically pleasing. Make sure to follow the most recent APA referencing style. Please be sure to utilize the UNT writing center for writing and editing support.
The following calendar provides students with a preview of topics for the course, but students should follow our course calendar. Moreover, students are expected to be flexible as minor changes are often made by instructors to improve the course.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Class Topic</th>
<th>Major assignments Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12/14</td>
<td>Introductions and community building</td>
<td>MA #1: CRR due</td>
</tr>
<tr>
<td>2</td>
<td>12/15</td>
<td>Students’ lives as curriculum</td>
<td>MA #1: CRR due</td>
</tr>
<tr>
<td>3</td>
<td>12/16</td>
<td>History of schooling and the curriculum</td>
<td>MA #1: CRR due</td>
</tr>
<tr>
<td>4</td>
<td>12/17</td>
<td>Subtractive education and curriculum violence</td>
<td>MA #1: CRR due</td>
</tr>
<tr>
<td>5</td>
<td>12/18</td>
<td>Multicultural education</td>
<td>MA #1: CRR due</td>
</tr>
<tr>
<td>6</td>
<td>12/21</td>
<td>Whose knowledge is taught and valued?</td>
<td>MA #1: CRR due</td>
</tr>
<tr>
<td>7</td>
<td>12/22</td>
<td>Students’ lives as curriculum</td>
<td>MA #1: CRR due</td>
</tr>
<tr>
<td>8</td>
<td>12/23</td>
<td>Freedom Dreaming: a new vision for the curriculum</td>
<td>MA #1: CRR due</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Activity</td>
<td>Assignments</td>
</tr>
<tr>
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</tr>
<tr>
<td>Day 9</td>
<td>01/04</td>
<td>Ethnic studies book club</td>
<td>MA #1: CRR due</td>
</tr>
<tr>
<td>Day 10</td>
<td>01/05</td>
<td>Content standards</td>
<td>MA #1: CRR due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MA #2: TEKS Critique due</td>
</tr>
<tr>
<td>Day 11</td>
<td>01/06</td>
<td>Planning a multicultural inquiry unit</td>
<td>MA #1: CRR due</td>
</tr>
<tr>
<td>Day 12</td>
<td>01/07</td>
<td>Rethinking our content areas: Making inquiry critical</td>
<td>MA #1: CRR due</td>
</tr>
<tr>
<td>Day 13</td>
<td>01/08</td>
<td>Finals day</td>
<td>MA #3: Final portfolio due</td>
</tr>
</tbody>
</table>
Course reading references


Jones, S.P. (2020). Ending Curriculum Violence: Yes, curriculum can be violent-- whether you intend it to or not. Here’s what it looks like and how you can avoid it. Teaching Tolerance. Retrieved May 20, 2020 from https://www.tolerance.org/magazine/spring-2020/ending-curriculum-violence?utm_source=TeachingTolerance&utm_campaign=034ebfa730-Newsletter+5-12-2020&utm_medium=email&utm_term=0_a8cea027c3-034ebfa730-495c00dc54-Newsletter+5-12-2020&utm_medium=email&utm_term=0_a8cea027c3-495c00dc54-101036553


Teacher Education & Administration Departmental Policy Statements

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

Title IX Services. Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations.

UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs:http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT’S Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.

University Mental Health Services. I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: https://speakout.unt.edu/content/mental-health-resources

UNT Career Connect: All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default.

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the
law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

**Observation of Religious Holidays:** If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Academic Integrity:** Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

**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 [https://deanofstudents.unt.edu/conduct](https://deanofstudents.unt.edu/conduct).

**Attendance:** See the instructor’s attendance policy.

**Eagle Connect:** All official correspondence between UNT and students is conducted via Eagle Connect and it is the student’s responsibility to read their Eagle Connect Email regularly.

**Cell Phones and Laptops:** Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

**SPOT:** The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online 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 the SPOT to be an important part of your participation in this class.

**Comprehensive Arts Program Policy.** The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

**Technology Integration Policy.** The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and
implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

**TExES Test Preparation.** To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-exams. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

**Six Student Success Messages.** The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.
My Statements

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

Children in Zoom calls. I understand the challenges of attending graduate school during this pandemic and also being a parent. I aim to support you as you succeed in both realms and thus have developed the following policies:
● All exclusively breastfeeding babies are in class as often as is necessary and parents may turn off camera for this reason if they choose to do so;
● For older children and babies, I understand that unforeseen disruptions in childcare often place parents in the position of missing the Zoom meeting. You are welcome to have your child with you during Zoom meetings in order to cover gaps.
● I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;
● In all cases when your children join us in our Zoom call, please be prepared to mute your mic if necessary.
● I maintain standards for all students, but please contact me if you are having difficulty with the school-parenting balance.

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

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

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

Social Media and Online Sharing. Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the
College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. You should not capture images or record video from online meetings and share those outside our class community with consent. Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.

**Observation of Religious Holidays**: I support your observance and practice of sacred religious traditions. Like with any other absence, please notify your instructor as soon as possible if you plan to observe a religious holy day that coincides with a synchronous class session.

**TExES Test Preparation**. TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Success Office (TSO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam can find available dates and register at http://coe.unt.edu/texes. Students may only take one practice exam per session that relates to their teaching track/field at UNT. Students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For more information and suggested study materials, go to: [http://coe.unt.edu/texes](http://coe.unt.edu/texes) or visit the TExES Success Office in Matthews Hall, Room 119F. Additional test preparation materials (i.e. Study Guides for the TExES) are available at [http://tx.nesinc.com](http://tx.nesinc.com).

**University Mental Health Services**. I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: [https://speakout.unt.edu/content/mental-health-resources](https://speakout.unt.edu/content/mental-health-resources).

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