

MUED 3100, FALL 2021
MUSIC IN CHILDHOOD II

CLASS MEETINGS: T/TH 9:30 – 10:50 AM
MUS 324

INSTRUCTOR:

Mr. Ian Cicco (he/him/his)

Office: Music Building 304

Phone: Not yet listed

E-mail: ian.cicco@unt.edu (preferred)

Office Hours: M/W: 12:00-1:30 | T/R: 11:00-12:00 | by appointment

REQUIRED TEXTS:

- Campbell & Scott-Kassner (2019). *Music in Childhood: From Preschool through the Elementary Grades*. Schirmer, Cengage Learning.
- Duke, R. A. (2009). *Intelligent Music Teaching*. Austin, TX: Learning and Behavior Resources.
- Froseth, J. O. (1998). *Do it! Play recorder*. Chicago: GIA.

REQUIRED MATERIALS:

One Yamaha YRS-24B Soprano Recorder

COURSE DESCRIPTION

The purpose of this course is to stimulate thinking regarding children's learning potential in general elementary music instruction. Course topics will address what to teach (curriculum), how to teach (the tools of teaching such as directives, modeling, and feedback), and prominent pedagogies within the field. The in-class activities, exercises, and discussions will enable you to enhance your knowledge about general music teaching in addition to strengthening your understanding and application of pedagogical knowledge. This course will also engage you to think critically and thoughtfully about general music teaching, how to facilitate students' learning, and how to use music as a tool enable students to develop in areas outside of the music classroom.

COURSE OBJECTIVES

1. To develop an understanding of and be able to successfully engage students in playing instruments, listening, chanting, singing, moving, and identifying musical elements.
2. To be able to apply an understanding of individual differences among children to the preparation of elementary general music lessons and provide opportunities to invite their ideas and interests into the classroom.
3. To familiarize students with a variety of general music methods and materials that are appropriate for the elementary music classroom.
4. To develop an understanding of how general music contributes to a school music program.
5. To design and deliver developmentally appropriate lessons that engage students in musical learning, enable them to solve musical tasks independently and in small groups,

and allow for collaboration between the teacher and students when determining how to achieve musical outcomes.

6. To develop a working knowledge of the Music TEKS and National Core Standards for music education.
7. To reflect on and self-assess teaching experiences.
8. To discover your music teacher identity by recognizing the skills, knowledge, and dispositions that will enable you to teach in general music settings effectively and successfully.

DIVISION OF MUSIC EDUCATION ATTENDANCE POLICY

Regular attendance with promptness and with assignments completed reflects a positive, accepting attitude in university education. With the responsibility of being a music education student comes a conscious decision to act professionally at all times.

More than 3 unexcused absences will result in a failing grade.

Three tardies will be counted as one absence.

*Only university excused absences will be accepted. You must present notification to your professor, which may be obtained from the Office of the Dean of Students.

EXTRA INFORMATION REGARDING ATTENDANCE

1. The following absences do not constitute a university excused absence: illness (even with a note from your personal doctor or the UNT health clinic), family illness, or even family death. The three unexcused absences allowed by the Division of Music Education are to be used for absolute emergencies only. Keep it simple: attend every class and arrive early.
2. If you arrive late to class, it is your responsibility to inform me after class so that I can change an absence mark to a tardy mark. Do not leave class that day until you see me change the mark. If you are late, but do not remind me that you came to class, any marks for absence that day will not be changed.
3. Students who leave class early will receive a tardy for the day.

COVID-19

FACE COVERINGS

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

ATTENDANCE (AS IT PERTAINS TO COVID-19)

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID-19 (<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 MATERIALS FOR REMOTE INSTRUCTION

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

PREPAREDNESS

It is expected that with each class meeting students be prepared for intellectual conversation about the material. If a reading is going to be discussed, please read the material with enough time to digest the important points of the reading as well as some time to reflect upon those ideas. Students that attend class without any preparation for class activities may be dismissed by the instructor.

PARTICIPATION

It is important that you feel empowered and safe to participate in all class activities. As the instructor, I will make every effort to provide a space in which ideas can be discussed respectfully, in addition to ensuring that each student is treated with dignity. It is the responsibility of the student to be proactive in becoming an active member of the learning community. Participation in class activities can take many forms, but ultimately, it is the responsibility of the student to fully participate in class activities. Failure to participate will result in a conversation with the instructor, conference with other faculty members, or a lowered grade.

COMMUNICATION

My preferred method of communication is email, and you can reach me at Ian.Cicco@unt.edu. Please message me directly through email rather than sending messages through Canvas. I will respond to all emails between 9:00 AM – 7:00 PM Monday through Friday, and I will check my email two times a day (e.g., once in the morning and once in evening) on Saturdays and Sundays. You should expect a response within 24 hours for time-sensitive questions and/or notifications. If the nature of your email is not time sensitive, you should expect a response within 48 hours. I will make every effort to respond to all emails as quickly as possible.

Emailing is not the same as texting. Please be sure to use proper e-mail etiquette when sending emails (i.e., greetings, salutations, grammar, politeness). Not sure what that should look like? [Read this!](#) (I'm not as picky as this author, but it's still good to read!) If you're emailing with a question about the course, **please be sure to read the syllabus first**. The answer is probably in there.

ASSIGNMENTS

You will be asked to complete assignments that are relevant to our topics of discussion in class. All written assignments must be typed (either in Canvas's textbox or as a Word document). I will not accept handwritten work unless previously specified. Late assignments will not be accepted.

- **If you are absent, you are still responsible for submitting assignments at the time at which they are due. Likewise, it is your responsibility to find out what was assigned for the following class. Regardless of whether or not you were absent, you are still expected to turn in work on time.**

For all assignments in this course, you will receive feedback within one week from the date that you submitted your work. If you are submitting a lesson that necessitates revisions prior to your peer or actual teaching, you will receive feedback within 24 hours.

ASSIGNMENT DESCRIPTIONS

1. **Class Participation** – You are expected to participate fully in this class and, at times, be in the role of an elementary student. The pedagogical approaches that you will learn this semester are best understood when you participate fully in the learning experiences. After doing so, you will be better able to sequence your own lessons for peer teachings and field experiences. Professionalism and enthusiasm will go a long way! In addition, there are several readings in this course that do not require a reflective response paper. However, you must demonstrate your knowledge of the readings through class discussion. You are also encouraged to pose questions that are directly related to the texts.
2. **Reflective Response Papers** - Throughout the semester, you will respond to a total of seven readings that require you to reflect, analyze, and synthesize ideas about approaches to teaching general music. All reflections are due at 8:30 AM on the day of class (e.g., one hour prior to the class of start time). Late submissions will not be accepted, as the assignment will close at the time of class. Please pay close attention to the syllabus to see if a reading is or reflection is due.
3. **Composition/Pedagogical Assignments** – You will write music appropriate for different pedagogical approaches (e.g., Gordon, Orff Schulwerk, etc.), submit them for review, and present them in class.
4. **Peer-Teachings**: After learning about and developing pedagogical skills, you will participate in peer-teachings for practical applications. These in-class practice experiences will be recorded and sent to you to watch, reflect on, and self-assess. Please note: you are responsible for recording your teaching (a recording on a Smartphone is fine).
5. **Final Portfolio/Repertoire Project**: Throughout the semester, you will gather sources of repertoire, principles, pedagogical practices, and philosophical ideas for your envisioned teaching context. This will require you to reflect on the sources that you believe are most valuable for your future teaching. You may include lesson ideas, favorite songs from the semester (or those of your own that are age-appropriate for K-6), ideas for how to apply contemporary pedagogical practices, and your reflective writing about principles or philosophical ideas related to general music teaching. You are encouraged to use

portfolios such as Wix or Weebly; however, please consult with me about how you wish to organize your materials. You will submit this at the end of the semester, but you are encouraged to revisit it routinely.

6. **Final Presentation:** Based on the lesson ideas that you selected for your Final Portfolio/Repertoire Project, you will have 5-6 minutes to lead the class in a selection that is representative of your individual vision for teaching in a general music classroom. You will work towards this throughout the semester based on your interests in various approaches.
7. ***Recorder demonstrations:** This is an optional assignment. After week two, you may sign up to teach the designated recorder notes for a specific class. By doing so, you will be excused from one written reflection. This opportunity is available one time for each student, and availability is on a first come, first serve basis.
8. ***Reading Overviews:** This is an optional assignment. After week two, you may sign up to present on one of the readings that does not require a reflection. You will lead the class in discussion for approximately 7-10 minutes (give or take). If you choose to do this, you will be excused from one written reflection. This opportunity is available one time for each student, and availability is on a first come, first serve basis (note: you cannot do this and the recorder demonstration – you will choose one over the other).

GRADING POLICY (Grade weighting may not display on Canvas.)

A = 90-100 (minimum of 315 out of 350 pts to earn a 90%)

B = 80-89 (minimum of 280 out of 350 pts to earn an 80%)

C = 70-79 (minimum of 245 out of 350 pts to earn a 70%)

D = 60-69 (minimum of 210 out of 320 pts to earn a 60% - not passing)

F = 0-59 (minimum of 175 out of 320 pts to earn a 50% - not passing)

Class Participation	20 pts
Reading Reflections (seven total, each worth 5 pts)	35 pts
Composition/Pedagogical Assignments (five total, each worth 5 pts)	25 pts
Peer Teachings (3 total, each of which are 50 pts)	150 pts
Lesson plan (a draft, when requested, must be submitted, and revisions are due on the day that you teach):	10 points
Execution of teaching	20 points
Reflection	10 points
Final Portfolio/Repertoire Collection	50 pts
Final Presentation	40 pts
1 Exam (Final)	30 pts
TOTAL:	350 pts

Please be aware that raw scores that appear on Canvas may not reflect weighting for each category. In other words, the grades on canvas will weigh each grade as if they were all equally significant.

UNDERGRADUATES

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total hours registered. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

Students holding music scholarships must maintain a minimum 2.5 overall cumulative GPA and 3.0 cumulative GPA in music courses.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended that you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course being doing so. LINK: <http://financialaid.unt.edu/sap>

Plan Ahead!

In order to student teach, you must:

- Have an overall grade point average (GPA) of 2.75 on all UNT course work and an overall GPA of 2.75
- Have an overall GPA of 2.75 in all MUXX courses and all EDXX courses
- Have a minimum of a C in all music and education courses
- Have an overall GPA of 2.75 in your professional development classes. See your Student Handbook for a list of these courses.
- Have completed successfully ALL proficiency examinations before you apply for student teaching. This includes your piano proficiency, concentration proficiency, and all components of the music education student review. No coursework should be taken during student teaching.

PROFESSIONAL CONDUCT AND DISPOSITION

Prospective music educators must demonstrate professional competencies, dispositions, work ethic, and responsible behavior. If faculty develop concerns about students, they may complete a Teaching Success Referral Form and Dispositions Rubric. These forms can be used by any faculty member to refer a student to the Chair of the Division of Music Education when there is a major concern regarding a student's potential to successfully complete the teacher preparation program and/or succeed in the teaching profession. Use of this form allows the Chair, along with faculty colleagues, to both counsel and monitor the progress of students.

- [Teaching Success Referral Form](#)
- [Dispositions Rubric](#)

UNT Music Education Facebook Page: Many important division postings are listed on the MUED Facebook page at <https://www.facebook.com/groups/39604409351/>.

Last, this is YOUR education! I expect that you will make the most of it and communicate with me if there is anything I can do to improve your experience.

Proposed Calendar: Fall 2021
(subject to change in consultation with students)

Week	Days	Topics & Activities	Readings and Assignments Due (by 8:30 AM)
Week 1	Tue, 8/24	MODULE 1 - Introduction to course/What is “general music?” 5 Voices: Vocal/Pitch Exploration	“Let’s Play a Game!” - Purchase a recorder for the next class
	Thur, 8/26	MODULE 1 - How Children Learn: Effective Curriculum Planning - Reading connection: TEKS (on Canvas) - Recorders in Elementary Music (improvisation)	DUE: Reflective Response 1, Ch. 3, “Multiple Meanings of Music for Children” in <i>MIC</i> DUE: Short story with pitch exploration – share in class Important: Begin looking at the <i>UNT Common Lesson plan</i>, as well as the <i>UNT Common Lesson Plan example</i>.
Week 2	Tue, 8/31	MODULE 1 - How Children Learn: Effective Curriculum Planning/Demo Lesson - Recorders in Elementary Music (improvisation)	DUE: Have your recorder for class Reading due: Review TEKS (on Canvas)
	Thur, 9/2	MODULE 1 - Classroom Management - Overview of General Music Methods	Reading due: Ch. 3: “Methods of Teaching” <i>MIC</i>
Week 3	Tue, 9/7	MODULE 2 - Why movement matters: Laban & Movement - Dalcroze Eurhythmics	DUE: Reflective Response 2, Ch. 6, “The Moving Child”, <i>MIC</i> - Reading connection: Ch 7, “Rhythm & the Child” - Reading connection: Ch 9, “The Listening Child” Important: Continue to review the <i>UNT Common Lesson plan</i>, as well as the <i>UNT Common Lesson Plan example</i>. Come prepared with questions for Tue, 9/14 and Thur, 9/16.
	Thur, 9/9	MODULE 2 - Why movement matters: further exploration - Engaging ears and minds through movement	DUE: Reflective Response 3, Goodkin, <i>Folk Dance in the Music Classroom</i> - Reading connection: Mead, <i>More Than Mere Movement, Dalcroze</i> - Begin folkdance analysis: files & instructions on Canvas
Week 4	Tue, 9/14	MODULE 2 - Explore folk dances - Selecting folkdance repertoire for peer teaching #1	DUE: Folkdance Analysis
	Thur, 9/16	MODULE 2 Planning for peer teaching #1	DUE: Lesson Plan Draft (submit on Canvas at 8:30 AM)
Week 5	Tue, 9/21	MODULE 2 Peer Teaching #1	DUE: Lesson Plan (8:30 AM on day of teaching)

			DUE: Reflection (11:59 PM on day of teaching)
	Thur, 9/23	MODULE 3 - Gordon's Music Learning Theory (MLT) - Rhythmic Chants in Early Childhood - Chants with Rhythm Patterns - Recorder Pedagogy: high C and A	Reading due: Azzara, <i>Audiation, Improvisation, and Music Learning Theory</i> Reading due: Dalby, <i>About Music Learning Theory</i>
Week 6	Tue, 9/28	MODULE 3 - Gordon's Music Learning Theory Continued - Chants with Rhythm Patterns Continued - Songs and Tonal Patterns - Recorder Pedagogy: G	DUE: Metered word chain for soprano recorder (hard copy and online submission) - Choose to present this or the activity due on Thur, 9/30
	Thur, 9/30	MODULE 4 - Lesson planning for Pre-K - Preparation for Teaching #2	DUE: Song without words/instructions for movement - Choose to present this or the activity due on Tue, 9/28 - Prepare teaching for peer teaching on Tue, 10/5
Week 7	Tue, 10/5	MODULE 4 Preparation for Teaching #2 – Peer Teaching & Feedback	DUE: Lesson plan draft (not graded – email it to me prior to class)
	Thur, 10/7	MODULE 4 Teaching #2	DUE: Lesson Plan (8:30 AM on day of teaching) DUE: Reflection (11:59 PM on day of teaching)
Week 8	Tue, 10/12	MODULE 4 Teaching #2	DUE: Lesson Plan (8:30 AM on day of teaching) DUE: Reflection (11:59 PM on day of teaching)
	Thur, 10/14	MODULE 5 - The Kodály Process: Prepare, Present, Practice - Kodály Approach: Folk Songs and Singing Games - Kodály Teacher Training Courses	Reading due: <i>The Kodaly Method, Ch. 2</i> (on Canvas) - Begin to review the rote teaching folk song document in Canvas; you will submit an example of this/teach a folk song in small groups on Thur, 10/21
Week 9	Tue, 10/19	MODULE 5 - Kodály continued - The singing child and vocal development - Selecting Folksongs Songs with a Purpose: Choosing appropriate literature for diverse and current-day learners - Recorder Pedagogy: E and Low D	DUE: Reflective Response 4, Ch. 4 (MIC) & <i>Songs with a Questionable Past</i> (on Canvas)
	Thur, 10/21	MODULE 6 Introduction to Orff Schulwerk: History, Philosophy, and Practice	DUE: Collection of 10 or more folk songs (save as a zip file and submit via Canvas; Teach one of the songs by rote in small groups)

		• Body percussion • The simple bordun • Recorder Pedagogy: F	• Reading due: “The Playing Child,” <i>MIC</i>
Week 10	Tue, 10/26	MODULE 6 • Orff Percussion • Question & Answer Improvisation • Improvisation • Orff Teacher Training Courses • Recorder Pedagogy: Low C	• DUE: Reflective Response 5, “Precision in Language and Thought” and “What to Teach” (Duke) & Contributions of Carl Orff to Elem Music Ed • Have the <i>Music for Children</i> excerpt (on Canvas) accessible for class; bring recorders
	Thur, 10/28	MODULE 6 • Cultivating Creativity in the “Orff” Classroom • Orff: Adding sound color • Writing your own pieces (using the volumes)	• Reading due: Selected chapter from <i>Play, Sing, & Dance</i> by Goodkin • Have excerpts from <i>Music for Children</i> (on Canvas) accessible for class
Week 11	Tue, 11/2	MODULE 6 • Orff and popular music • Teaching recorder effectively	• DUE: Reflective Response 6, “Assessment,” Duke
	Thur, 11/4	MODULE 6 • Teaching Students with Disabilities	
Week 12	Tue, 11/9	MODULE 6 • Constructing a Detailed Lesson Plan • Deconstructing a Recorded Lesson	• DUE: Reflective Response 7, “Sequencing Instruction,” Duke • Bring repertoire ideas
	Thur, 11/11	MODULE 6 • Constructing a Detailed Lesson Plan • Deconstructing a Recorded Lesson • Writing Lesson #3	• DUE: Bring materials/lesson drafts to class
Week 13	Tue, 11/16	MODULE 6 • Practicing Lesson #3	• DUE: Lesson Plan Drafts (bring to class)
	Thur, 11/18	MODULE 6 • Teaching #3	• DUE: Final Lesson Plan • DUE: Reflection (11: 59 PM)
Week 14	Tue, 11/23	MODULE 6 • Teaching #3 (Possibly rescheduled)	• DUE: Final Lesson Plan • DUE: Reflection (11: 59 PM)
	Thur, 11/25	THANKSGIVING	• Bring repertoire lists/favorite “picks”/current popular music that is age appropriate for grades K-6
Week 15	Tue, 11/30	MODULE 7 Final Presentations	• (No lesson plan needed)
	Thur, 12/2	MODULE 7 Final Presentations	• (No lesson plan needed)
Week 16	Tue, 12/6		
	Thur, 12/8	Final Exam	Portfolio/Repertoire Project due by 8:00 AM

OTHER IMPORTANT INFORMATION

ACADEMIC INTEGRITY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a) use of any unauthorized assistance in taking quizzes, tests, or examinations; b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e) any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b) the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

<http://vpaa.unt.edu/dcgcover/resources/integrity>

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.

Student Code of Conduct: <http://deanofstudents.unt.edu/conduct>

ACCESS TO INFORMATION: EAGLE CONNECT

Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect: <http://eagleconnect.unt.edu/>

ODA STATEMENT

The University of North Texas 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 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, 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 Office of Disability Accommodation.

LINK: <https://studentaffairs.unt.edu/office-disability-access>

PHONE: 940-565-4323

UNT POLICY STATEMENT ON DIVERSITY

UNT values diversity and individuality as part of advancing ideals of human worth, dignity and academic excellence. Diverse viewpoints enrich open discussion, foster the examination of values and exposure of biases, help educate people in rational conflict resolution and responsive leadership, and prepare us for the complexities of a pluralistic society. As such, UNT is committed to maintaining an open, welcoming atmosphere that attracts qualified students, staff, and faculty from all groups to support their success. UNT does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, or veteran status in its application and admission process, educational programs and activities, employment policies and use of university facilities.

See: [Diversity Statement](#)

Link: https://policy.unt.edu/sites/default/files/04.018_PolicyStateOnDiversity.pub8_.18.pdf

2021-2022 SEMESTER ACADEMIC SCHEDULE (WITH ADD/DROP DATES)

See: [Fall 2021 - Registration Guide](#)

Link: <https://registrar.unt.edu/registration/fall-registration-guide>

ACADEMIC CALENDAR AT A GLANCE, 2021-2022

See: [Academic Calendar](#)

Link: <http://catalog.unt.edu/content.php?catoid=26&navoid=2783>

FINAL EXAM SCHEDULE

See: [2021 Final Exam Schedule](#)

Link: <https://registrar.unt.edu/registration/fall-registration-guide>

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

Link: <https://ferpa.unt.edu/>

COUNSELING AND TESTING

UNT's Center for Counseling and Testing has an available counselor whose position includes 16 hours per week of dedicated service to students in the College of Music and the College of Visual Arts and Design. Please visit the Center's website for further information:

<https://studentaffairs.unt.edu/counseling-and-testing-services>. For more information on mental health issues, please visit: <https://speakout.unt.edu/>.

The counselor for music students is:

Myriam Reynolds

Chestnut Hall, Suite 311

(940) 565-2741

Myriam.reynolds@unt.edu

ADD/DROP POLICY

Please be reminded that dropping classes or failing to complete and pass registered hours may make you ineligible for financial aid. In addition, if you drop below half-time enrollment you may be required to begin paying back your student loans. After the 12th class day, students must first submit a completed "Request to Drop" form to the Registrar's Office. The last day for a student to drop a class in Fall 2021 is **November 12**. Information about add/drop may be found at: See: [Add Drop](#)

Link: <https://registrar.unt.edu/registration/fall-registration-guide>

STUDENT RESOURCES

The University of North Texas has many resources available to students. For a complete list, go to:

See: [Student Resources](#)

Link: https://www.unt.edu/sites/default/files/resource_sheet.pdf