Instructor: Karisma Morton, Ph.D.
Office: Virtual (through Zoom)
Class Location: Online: This course is being taught on the Canvas learning management system. To access the course content, please log in with your EUID and AMS password at https://canvas.unt.edu.
E-mail: karisma.morton@unt.edu
(Note: Please allow up to 24 hours for a response.)
Office Hours: Meet virtually by appointment

Class Dates and Times: July 6 – August 7. This course is an asynchronous, self-paced, online course, therefore there will be no required online meeting days or times. However, there will be 1 optional class session per week via zoom (Zoom meeting information will be provided in Canvas). These sessions will not follow a structured format and whatever is discussed will depend on any questions about the course material that you may want addressed by your instructor or your fellow classmates. These sessions will be recorded and posted to Canvas under the appropriate module. Session dates: 7/7, 7/14, 7/21, 7/28, 8/4 (Times to be determined).

Catalog Description:
EDSE 5320: Pedagogical Content Knowledge for Teachers of Geometry. 3 hours.
Research-based practices in the teaching of geometry. Focuses on the nature of geometric thinking and reasoning as well as the overarching geometric concepts.
Prerequisite(s): Certification in middle or secondary mathematics or consent of instructor.

Course Readings:
Required Texts:


Recommended Text:

Any additional readings will be provided.
Course Objectives:
1. Students will research and critically analyze geometric concepts and geometry curriculum
   a. Solve mathematical tasks using more than one approach
   b. Write a summary and response of research articles related to geometric thinking and reasoning
      i. Describe geometric thinking and reasoning
      ii. Describe geometry habits of mind
      iii. Connect geometry habits of mind to practice
   c. Construct a learning trajectory to show how a geometry concept develops across grade levels K-12
2. Students will research proven instructional strategies and develop a professional development video presentation using instructional strategies
   a. Write an abstract for an article related to a particular geometric concept
      i. Select articles from approved mathematics education journals that relate to a particular geometric concept
      ii. Identify related state standards in relation to a geometric concept
      iii. Articulate the key points of the analysis of the article
   b. Create a video presentation related to the geometric concept researched
   c. Peer review video presentations and provide constructive feedback
3. Students will engage with the role that student and teacher identity play in mathematics teaching and learning.
   a. Write a math autobiography that describes their learning experiences in mathematics and the implications they have for their teaching of mathematics
   b. Reflect on and respond to readings

Course Schedule:
Module 1 Introduction of Course Participants, Assessments, and the Geometric Habits of Mind (GHM) Framework
Module 2 Fostering Geometric Thinking (FGT): Relationships
Module 3 FGT: Transformations
Module 4 FGT: Measurement
Module 5 Principles for FGT
Module 6 Putting GHM into Practice: Video presentations, peer feedback, and concluding activity

Assignments and Expectations
Grading
1. Discussion of Course Readings 25 points
2. Math Autobiography 10 points
3. Concept Report 20 points
4. Geometry Concept Learning Trajectory 30 points
5. Mathematical Tasks 15 points

TOTAL: 100 points
A=90-100 points; B=80-89 points; C=70-79 points; D=60-69 points; F=below 60 points

**General Class Policies and Expectations:**

- All grades/points for assignments are final.
- If you have any questions about grades/points awarded to assignments, make an appointment to communicate with me.
- All deadlines are final.
- Submit all assignments on time, or notify me in advance to make other arrangements.
- Use the following naming convention as the file name for assignments:
  - [Last Name] – [Name of Assignment]  e.g., Smith – Final Exam Essay
- Use an appropriate APA formatted heading on all assignments, including your name, the name of the assignment, the course information, your professor’s name, and the date submitted. Use Calibri, Arial, or Times New Roman fonts only. A title page can be used in lieu of a heading.
- For the final exam paper, use proper APA formatting throughout, including a title page.
- Submit assignments as .docx or .doc files (for the purpose of providing feedback).
- It is recommended that you visit the UNT writing center to receive feedback on your assignments and/or your final exam essay prior to submission. [https://writingcenter.unt.edu/online-tutoring](https://writingcenter.unt.edu/online-tutoring)

All submitted work must be original. Academic dishonesty, in any form, will not be tolerated. Any suspicion of plagiarism or other act of academic dishonesty will be reported to the university. It is the student’s responsibility to fully understand the university’s definition of plagiarism. Before beginning the course, visit UNT’s Student Academic Integrity site to read the academic integrity policy.

**Discussion of Course Readings (25 points)**
There are 6 sets of readings. For each set of readings, a list of what must be read, from the textbook and articles, are provided. All readings for the set must be read and summarized then a response to the prompt for the group of readings must be provided. The response should be at least one paragraph in length, and it must address the readings assigned and the prompt.
Each response must include **at least one quote** from an article with correct APA citation, and it is to be submitted electronically in the designated discussion forum.

Each reading response is worth 5 points, one point for each of the following:
1. Summaries for all readings are provided;
2. Response addresses the prompt with references to the readings, and when appropriate, earlier readings;
3. Response includes opinions, observations, and/or past experiences are thoughtfully related to the readings;
4. Response includes at least one quote from the readings is provided (in APA format) and connects directly to response prompt; and,
5. Overall, it is clear that the articles were read, and the main theme for the group of readings and the prompt is conveyed.

**Math Autobiography (10 points)**
Each student will write a reflection about themselves as a learner of mathematics throughout their life, and their goals as a teacher of mathematics. See canvas for the rubric and for due dates.
Concept Report (20 points)
This is an opportunity for you to become an “expert” with respect to a particular geometric concept, to learn about research materials to extend your thinking of many concepts (not just the one researched), and to lead others in expanding their own thinking. The report will be graded in three parts:
I. Two articles will be selected from approved mathematics education journals that specifically relate to a particular geometric concept, and a summary abstract and an analysis will be submitted to accompany each article;
II. Video presentation to class will include conducting a professional development workshop that relates to the concept researched.
III. Peer review of video presentation and constructive feedback provided.

One of the three key geometric strands must be the focus of the report: Geometric Properties, Geometric Transformations, or Geometric Measurement. When submitting, all files must be uploaded to the designated course folder by the date provided on the calendar. Video presentations will be submitted at the end of the specified module and peer reviews will be conducted in the last module of the course. Check the calendar for due dates.

### I. Article Reports
*Abstracts of articles related to unit plan concept reported*

<table>
<thead>
<tr>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong>st Article Summary</td>
</tr>
<tr>
<td>- Electronic version of the article is submitted with the summary</td>
</tr>
<tr>
<td>Summary includes:</td>
</tr>
<tr>
<td>Algebraic concept stated, along with reference to state standard</td>
</tr>
<tr>
<td>Abstract, that summarizes the article well</td>
</tr>
<tr>
<td>Analysis of the article, that is well-articulated</td>
</tr>
<tr>
<td><strong>2</strong>nd Article Summary</td>
</tr>
<tr>
<td>- Electronic version of the article is submitted with the summary</td>
</tr>
<tr>
<td>Summary includes:</td>
</tr>
<tr>
<td>Algebraic concept stated, along with reference to state standard</td>
</tr>
<tr>
<td>Abstract, that summarizes the article well</td>
</tr>
<tr>
<td>Analysis of the article, that is well-articulated</td>
</tr>
</tbody>
</table>

**Subtotal for Article Reports:** 8

### II. Concept Report Presentation
*Video presentation of concept researched*

<table>
<thead>
<tr>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept is clearly stated in presentation</td>
</tr>
<tr>
<td>Presenter conducts the presentation in a professional workshop manner</td>
</tr>
<tr>
<td>Presentation engages participants</td>
</tr>
<tr>
<td>Presenter addresses concept clearly</td>
</tr>
<tr>
<td>Presenter explains how to assess the conceptual development of the participants effectively by providing pre- and post-assessment strategies</td>
</tr>
<tr>
<td>Presentation flows/is connected</td>
</tr>
</tbody>
</table>

**Subtotal for Presentation:** 11
III. Peer Review of Presentations

Constructive feedback is provided to two peers

Feedback includes:
- Take-away from presentation
- Strength of presentation
- Recommendation for future presentation

Three (3) suggested questions from the four (4) Geometric Habits of Mind:
- Reasoning with Relationships
- Generalizing Geometric Ideas
- Investigating Invariants
- Balancing Exploration and Reflection

<table>
<thead>
<tr>
<th>Subtotal for Peer Reviews:</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total for Concept Report:</td>
<td>25</td>
</tr>
</tbody>
</table>

Geometry Concept Learning Trajectory (30 points)

Select a concept in the content area of geometry. Trace its path in the state standards, starting in Grade 1 and going through Calculus. Map the concept. The concept must be clearly stated, specific enough to recognize and also a big idea in geometry. One of the three key geometric strands must be the focus of the report: Geometric Properties, Geometric Transformations, or Geometric Measurement.

The state standards must be stated on the trajectory map, with their corresponding full text in a separate list accompanying the trajectory. The standards have been grouped into sets of grades, and standards must be provided for each of the grade level sets. Also, the trajectory must show how the concept progresses through grade levels. The path must be easy to follow. References to resources (at least two) must be provided. The trajectory will be assessed based on each subcategory:

I. Concept selected is appropriate and within guidelines
II. Concept relates to state standards for grouped grade levels
III. Conceptual trajectory is created to map the concept across grade levels
## I. Concept Description
*Concept selected is appropriate and within guidelines*

<table>
<thead>
<tr>
<th>Description</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry concept is clearly stated</td>
<td>1</td>
</tr>
<tr>
<td>Concept selected is specific enough to recognize</td>
<td>1</td>
</tr>
<tr>
<td>Concept is categorized as within one of the three key geometric strands, and the strand is stated</td>
<td>2</td>
</tr>
</tbody>
</table>

*Subtotal for Concept Description:* 4

## II. Concept in State Standards
*Concept relates to state standards for grouped grade levels*

<table>
<thead>
<tr>
<th>Description</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Standards, Grades 1-12, cited on the trajectory</td>
<td></td>
</tr>
<tr>
<td>At least 3 standards from Grades 1-3 are included on the trajectory</td>
<td>3</td>
</tr>
<tr>
<td>At least 4 standards from Grades 4-6 are included on the trajectory</td>
<td>4</td>
</tr>
<tr>
<td>At least 4 standards from Grades 7-8 are included on the trajectory</td>
<td>4</td>
</tr>
<tr>
<td>At least 4 standards from Geometry are included on the trajectory</td>
<td>4</td>
</tr>
<tr>
<td>At least 3 standards from other secondary mathematics (Algebra I, II, Pre-Calculus and/or Calculus) are included on the trajectory</td>
<td>3</td>
</tr>
<tr>
<td>State Standards Used in Trajectory, in their entire text, provided in a separate list</td>
<td>1</td>
</tr>
</tbody>
</table>

*Subtotal for Concept in State Standards:* 19

## III. Concept Trajectory
*Conceptual trajectory is created to map the concept across grade levels*

<table>
<thead>
<tr>
<th>Description</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trajectory shows development of the concept across grade levels</td>
<td>3</td>
</tr>
<tr>
<td>The paths/relationships on the trajectory are easy to follow</td>
<td>2</td>
</tr>
<tr>
<td>At least two references to resources are provided</td>
<td>2</td>
</tr>
</tbody>
</table>

*Subtotal for Concept Trajectory:* 7

**TOTAL: 30**
Mathematical Tasks (15 points)

There are 5 mathematical tasks provided. Each task must be attempted with all work shown. The work for each task must be submitted electronically by creating a file labeled, “LASTNAME Math Task #_” and submitted in the designated discussion board. (To submit this electronically, you can either print the task, write on the paper, then scan it back in, or you can use an App that will allow you to record your process, which is completed by uploading the created file.) The tasks are graded on a 3-point scale as follows:

3 – The task is solved with exemplary work shown, with more than one way to solve the task is provided, and at least one way students would incorrectly attempt this task is included.
2 – The task is solved with appropriate work shown. More than one way to solve the task is provided, or at least one way students would incorrectly attempt this task is included.
1 – The task is solved with appropriate work shown.
0 – No work is submitted.

<table>
<thead>
<tr>
<th>Mathematical Tasks</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task #1: Perimeter Problem</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Task #2: Triangle Paradox</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Task #3: Flip-N-Slide</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Task #4: Sliding Down the Diagonal</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Task #5: Packaging Blocks</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total for Mathematical Tasks:</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>
Overview of Course Modules, Assignments, and Suggested Completion Dates

Note: Each student will review the suggested timeline, update any due dates indicated as “suggested” to accommodate each individual’s schedule, and submit the revised timeline to the instructor. Required dates are non-negotiable.

<table>
<thead>
<tr>
<th>Module &amp; Start Date</th>
<th>Assignments</th>
<th>Points</th>
<th>Submission Location</th>
<th>Due Date – Required/Suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1:</strong></td>
<td>Introduction of Course Participants, Assessments, and Geometric Habits of Mind (GHM) Framework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 6-9</td>
<td>Introduction Video                                                          (+1)</td>
<td>Discussions: Introduce Yourself</td>
<td>July 6 – Suggested</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading #1                                                                  5</td>
<td>Discussions: Reading #1</td>
<td>July 7 – Suggested</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math Task #1                                                                3</td>
<td>Discussions: Math Task #1</td>
<td>July 8 – Suggested</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>12 (+1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 2:</strong></td>
<td>Fostering Geometric Thinking (FGT): Relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 10-15</td>
<td>Reading #2                                                                  5</td>
<td>Discussions: Reading #2</td>
<td>July 10 – Suggested</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math Task #2                                                                3</td>
<td>Discussions: Math Task #2</td>
<td>July 13 – Suggested</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math Autobiography                                                          10</td>
<td></td>
<td>July 13-Suggested</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 3:</strong></td>
<td>FGT: Transformations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 16-21</td>
<td>Reading #3                                                                  5</td>
<td>Discussions: Reading #3</td>
<td>July 16 – Suggested</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math Task #3                                                                3</td>
<td>Discussions: Math Task #3</td>
<td>July 17 – Suggested</td>
<td></td>
</tr>
<tr>
<td>Module 4: July 22-27</td>
<td>FGT: Measurement</td>
<td></td>
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<td>---------------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading #4</td>
<td>5</td>
<td>Discussions: Reading #4</td>
<td>July 22 – Suggested</td>
<td></td>
</tr>
<tr>
<td>Math Task #4</td>
<td>3</td>
<td>Discussions: Math Task #4</td>
<td>July 23 – Suggested</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>38</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 5: July 28 - 31</th>
<th>Principles for FGT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading #5</td>
<td>5</td>
</tr>
<tr>
<td>Math Task #5</td>
<td>3</td>
</tr>
<tr>
<td>Reading #6</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
</tr>
</tbody>
</table>

*All assignments listed in Modules 1-5 must be completed prior to the beginning of Module 6*

<table>
<thead>
<tr>
<th>Module 6: Aug 1-7</th>
<th>Putting GHM into Practice: Video presentations, Peer Feedback, and Concluding Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept Report Part III: Peer Review of Presentations</td>
<td>6</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>(+2)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17 (+2)</td>
</tr>
</tbody>
</table>

*This course syllabus is intended to be a guide and may be amended at any time by the instructor.*
Conceptual Framework:
The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas (1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, (2) incorporate the Texas Teacher Proficiencies for learner centered education, (3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and (4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the
educational role for which they are preparing or in which they are developing expertise. A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work: All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Center offers one-on-one consultation to assist students with their writing assignments, including meeting with students virtually through an online conference. To schedule an online tutoring session, you may either come by the Writing Center (Sage 150), call us at 940.565.2563, or email us at WritingCenter@unt.edu For more details, visit https://writingcenter.unt.edu/online-tutoring

Teacher Education & Administration
Departmental Policy Statements

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.”

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](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 Laptop:** Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

**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.

**Collection of Student Work:** In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**TK20:** Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: [http://www.coe.unt.edu/tk20-campus-tools](http://www.coe.unt.edu/tk20-campus-tools). Announcements regarding TK20 will also be posted on this website.

**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 atcoe-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.texas.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.

Technical Requirements and Assistance
The following information has been provided to assist you in preparation for the technological aspect of the course.
UIT Help Desk http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Canvas: https://clear.unt.edu/supported-technologies/canvas/requirements
Computer and Internet Literacy http://clt.odu.edu/oso/index.php?src=pe_comp_lit
Headset/Microphone (if required for synchronous chats)

Minimum Technical Skills Needed
Navigating and using basic tools of Canvas
Using email and attaching documents
Creating and submitting a video presentation
Creating and submitting files in commonly-used word processing program formats
Copying and pasting text between applications
Student Technical Support
The University of North Texas UIT Student Helpdesk provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

- Email: helpdesk@unt.edu
- Phone: 940.565-2324
- In Person: Sage Hall, Room 330-D
- Hours:
  - Sunday: Noon – Midnight
  - Monday-Thursday: 8 am – Midnight
  - Friday: 8 am – 8 pm
  - Saturday: 9 am – 5 pm

Access and Log-In Information
This course is being taught on the Canvas learning management system. To access the course content, please log in with your EUID and AMS password at https://canvas.unt.edu.

If you don't know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

Locate the “UNT Helpdesk” tab at the left of the Canvas course page, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance: http://it.unt.edu/helpdesk

Online Student Resources
Links to all of these services can be found on https://clear.unt.edu/canvas/student-resources

- **Academic Resource Center**: https://www.unt.edu/academics.htm
  Buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.

- **Center for Student Rights and Responsibilities**: http://www.deanofstudents.unt.edu/conduct
  Provides Code of Student Conduct along with other useful links.

- **Office of Disability Accommodation**: http://www.disability.unt.edu/
  ODA exists to prevent discrimination on the basis of disability and to help students reach a higher level of independence.

- **Counseling and Testing Services**: http://www.studentaffairs.unt.edu/counseling-and-testing-services
  CTS provides counseling services to the UNT community, as well as testing services such as admissions testing, computer-based testing, and career and other testing.

- **UNT Libraries**: http://www.library.unt.edu/ Online library services.

- **Online Tutoring**: http://www.writinglab.unt.edu/online-tutoring
  Chat in real time, mark-up your paper using drawing tools, and edit the text of your paper with the tutor’s help.

- **The Learning Center Support Programs**: http://learningcenter.unt.edu/support-programs-lc
  Various program links provided to enhance the student experience.

- **Supplemental Instruction**: http://www.learningcenter.unt.edu/si Program for every student, not
just for students who are struggling.

- **UNT Writing Lab**: [http://www.writinglab.unt.edu](http://www.writinglab.unt.edu)
  Offers free writing tutoring to all UNT students, undergraduate and graduate.

- **Math Tutor Lab**: [http://www.math.unt.edu/mathlab](http://www.math.unt.edu/mathlab) Located in Sage Hall, Room 103.

- **Succeed at UNT**: [http://www.success.unt.edu](http://www.success.unt.edu) How to be a successful student information.

**Other Student Resources**

- UNT Portal: [http://my.unt.edu](http://my.unt.edu)

- UNT Library Information for Off-Campus Users: [http://www.library.unt.edu/services/facilities-and-systems/campus-access](http://www.library.unt.edu/services/facilities-and-systems/campus-access)

- UNT Computing and Information Technology Center: [http://citc.unt.edu/services-solutions/students](http://citc.unt.edu/services-solutions/students)

- UNT Academic Resources for Students: [http://www.unt.edu/academics.htm](http://www.unt.edu/academics.htm)

- Computer Labs: *provide information if departmental labs are available for use to students*
  General access computer lab information (including locations and hours of operation) can be located at: [http://www.gacl.unt.edu/](http://www.gacl.unt.edu/)

**Important Notice for F-1 Students taking Distance Education Courses**

**Federal Regulation**

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.
If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.