



University of North Texas

**EDEE 3320: Foundations of Education:
The School Curriculum**

Spring 2021

Professor: Mrs. Paula Szymanski

Pronouns: she/her/hers

Email: Please communicate with me for this class using the Canvas Inbox. I will still check my UNT email, but I prefer if you use the Canvas Inbox

Digital Office Hours: By appointment

“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 an online course. Therefore, all class activities and meetings will take place online and will comprise lectures, media, interactive activities, reflection questions, and discussions. There will be 5 synchronous sessions in which attendance is expected.

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

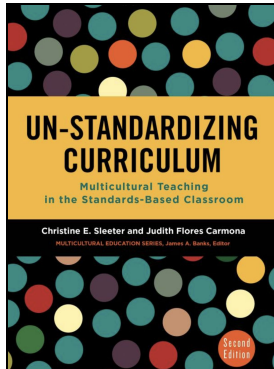
- [Peardeck](#)- you will utilize this website for the online course modules under the free “student” login.
- [UNT Libraries Videos on Demand](#) (VOD)- throughout the semester you will be asked to watch a number of documentaries that can be found in the UNT VOD. You can login using your UNT EID and 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

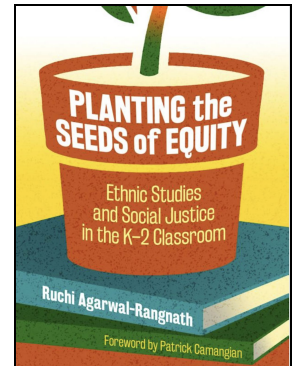
Texas Pedagogical and Professional Responsibilities (PPR) Standards and associated objectives are addressed by this course at the knowledge level and some at the skill development level. Especially relevant is Standard IV: *The teacher fulfills professional roles and responsibilities and adheres to legal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

Course Texts, Materials, and Resource



[*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.
Due dates and submission directions will be located in the Canvas Calendar

Assignment & Description	Turn in...
<p>Critical Reflections Students will complete 3 critical reflections throughout the semester meeting the requirements in the assignment description.</p> <p><i>Note: there are 2 posts for each CR: (1) the initial post where the student answers the question/prompt and (2) the student reads & responds to 2 other classmates.</i></p>	<i>Discussion Board on Canvas</i>
<p>Book Study Students will work in small groups that will lead a class discussion on their selected chapter. Presentations will take place during the synchronous sessions. This is an individual grade, but students will collaborate & present in small groups.</p>	<i>Presentation submitted to Canvas</i>
<p>Dynamics of a District Students will evaluate the diversity within a district and its schools. Students will be asked to anticipate the needs of the students based on accountability data and identify how the students may be impacted by the curriculum.</p>	<i>Submit to Canvas</i>
<p>TEK Analysis Students will evaluate selected grade/content area Texas curriculum standards (TEKS), determine appropriate activities, and identify where & how to incorporate culturally relevant lessons</p>	<i>Submit to Canvas</i>
<p>Components of Curriculum & Inquiry Design Students will apply their new knowledge of curriculum and begin planning for their Inquiry Design Model Blueprint. There will be 4 assignments that are paced to allow the student plenty of time to produce a quality product.</p>	<i>Submit to Canvas</i>
<p>Inquiry Design Model Blueprint Students will create an inquiry mini-unit plan that demonstrates an understanding of curriculum, activity pacing, incorporation of multicultural/diverse learning opportunities, and community opportunities in order to provide students with a curriculum that is relevant and accessible.</p>	<i>Submit to Canvas and upload to foliotek</i>
<p>Student Participation & Engagement Attendance for class is not mandatory, but it is highly encouraged (and expected). Participation will be based on class attendance and weekly assignment submissions.</p>	<i>Attend weekly class and complete weekly assignment on time</i>

Critical Reflections: CR-1 through CR-3

As teachers, we must constantly analyze our society and how it impacts our students. Your Critical Reflections (CR) 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. I am not interested in extensive paraphrasing of what the authors wrote about, but your engagement of the readings. 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? These three parts need not be separate. You can engage the readings/media/cultural artifact as you summarize and synthesize them.

The criteria for each Critical Reflection is described in the table below:

Critical Reflection Criteria

<i>Your initial post for the weekly CR should be posted to Canvas by 11:59pm on Wednesday. Initial posts will be about 1 page, single-spaced in length (300-500 words).</i>	
A critical summary of the readings, videos, or other sources and includes at least 2 direct quotations from the readings, videos, or other relevant sources (APA format)	4pts
Your personal reflection and engagement of the readings/media	4pt
<i>After you make your initial post, read your classmates' posts and respond to at least 2 other classmates.</i>	
Responses should be thoughtful, relevant/on topic, and meaningful.	2 pt

Online community norms regarding discussion posts and response

- Listen actively.
- Speak from your own experience instead of generalizing.
- Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
- Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
- The goal is not to agree -- it is to gain a deeper understanding.
- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.

Book Study Chapter

Our class will read the book *Planting the Seeds of Equity* by Agarwal-Rangnath. This book will provide real-life examples of how teachers incorporate equity into their lesson plans and allow our class to have meaningful conversations regarding how we can make our classrooms more equitable. This book study will also help you prepare for your Inquiry Design Model (final assignment). In Canvas, students will be assigned a chapter in the book and be expected to read the chapter on their own. After they have read the chapter, they will work as a small group to put together a small presentation for the class that provides an overview of their chapter. Students will be graded individually, but will work collaboratively to make sure the chapter has been covered correctly.

Dynamics of a District

The purpose of this assignment is to have you critically evaluate the dynamics and diversity of a district, its schools, and its community as it relates to the different sources of curriculum. The work you do for this assignment can be incorporated into the TEKS analysis and Inquiry Design Model Blueprint assignment later in the course.

During class we will be examining aspects of a particular school district. We will discuss the district mission statement, overall demographics of the district, recent testing scores, etc. Discuss the demographics of the city (or cities) the school district serves. You may find that including a brief history of the city would be helpful with understanding the demographics and/or current events that are impacting the community members.

We will also examine a school within that district. Using the same approach as you did with the district, compare and contrast the mission statement, testing scores, and demographics of the school within this district. If you were a teacher at this school, anticipate the types of challenges you might expect based on your findings. How might your students enrich the curriculum? What biases might you have that you need to work to overcome? What might you be interested in learning from your students?

Once you have collected the information about your school, you will answer questions on the Canvas Assignment regarding the information that you've found.

TEKS Analysis

For this assignment, you will be asked to evaluate TEKS for a specific grade level and content area. This activity requires you to demonstrate your knowledge of the TEKS as well as critical multicultural and ethnic studies. This assignment should demonstrate your knowledge of what the TEKS are, how they are developed, and how teachers should approach the Texas curriculum standards when planning their lessons.

I would also like for you to “mine” what is absent in the curriculum and find spaces and opportunities in the TEKS to incorporate activities and learning that makes the curriculum accessible and relevant to your students. 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). The assignment 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.

Components of Curriculum & Inquiry Design

This assignment has been separated into 4 smaller assignments that will serve as the rough draft for your final paper/project. Each week, 1-2 components of the final paper will be discussed and students will receive instruction on how to complete each section. We will continue to explore and discuss topics that are relevant to curriculum, multicultural education, inquiry unit plans, and more.

Students will have time in class to begin working on their mini-unit plan with access to their collaborative group (and instructor). Students will receive feedback from their collaborative group, other students, and the instructor in various ways over the 4 weeks. Each week there will be an assignment due and students can use the feedback to make revisions before the final paper is due.

Inquiry Design Model Blueprint

The purpose of this assignment is for you to make revisions to your previous smaller assignments and create a mini-unit plan for the TEKS you selected. This assignment should demonstrate that you have critically evaluated your selected school and community by incorporating instruction that allows for student engagement, relevance, and equity. Another question that you should expect to hear during a teaching interview is “describe a lesson you have taught and how did you ensure that it was equitable?” This assignment will prepare you for this very important question.

For this assignment, you will create an inquiry mini-unit plan that reflects a theme or topic appropriate for your content area and grade level. The inquiry unit should be coherent and unified in concept, not disparate lessons “stuck” together. It must be in the template provided. Please follow the grading rubric for this assignment, as I will not accept any revisions for a higher grade after it has been submitted. This assignment will be uploaded into Foliotek during finals week and visible in your portfolio.

CALENDAR PREVIEW

This is a tentative calendar for our course.

Students are expected to be flexible as minor changes are often made by instructors to improve the course.

Week Of	Class Topic
Jan 11th to 17th	Meet your instructor & classmates! Course objectives & expectations Canvas Basics & Foliotek
Jan 18th to Jan 24th	Public Education: Past, Present, and Future Compare & contrast public education from early 1900s to present day; school/classroom organization; major influences on curriculum development
Jan 25th to Jan 31st	What exactly is curriculum and how is it developed? Explore the various types of curriculum, including Texas curriculum standards (TEKS), criticisms of curriculum development including achievement gaps, inequality
Feb 1st to Feb 7th	Accountability and Curriculum: Making the curriculum accessible to every student in your class Discuss the relationship between standardized tests & curriculum; explore accountability data for Texas and school districts and how to make your curriculum accessible to all of your students
Feb 8th to Feb 14th	Criticisms of curriculum and the importance of understanding the community you serve Further analyze how curriculum and instructional design can have positive and negative effects on students
Feb 15th to Feb 21st	The power that student/family relationships have on teaching your curriculum Learn ways to get to know your students & their families so you can plan relevant lessons; Analyze district data & identify trends using accountability data
Feb 22nd to Feb 28th	Just because you have the ingredients to teach your lesson, doesn't mean your lesson tastes good Compare/contrast various ways to make your curriculum accessible (multicultural learning, learning cycle, 5E model, C3, etc). Examine an example IDMB mini-unit
Mar 1st to Mar 7th	What are you going to teach? Write your supporting questions based on the subject area & grade level TEKS you chose
Mar 8th to Mar 14th	What is it that you want your students to know/learn at the end of this mini unit? Brainstorm ideas for the summative performance task and design how the student could demonstrate mastery; decide how you are going to get the kids excited about your lesson

Mar 15th to Mar 21st	<i>How are you going to teach your TEKS?</i> Using your supporting questions and summative performance task (argument) design between 1-2 formative performance tasks for each supporting question
Mar 22nd to Mar 28	<i>How will you extend the learning?</i> Design an extension activity for your students who have demonstrated mastery before the mini-unit is completed and determine an appropriate Taking Informed Action activity that allows for community connections
Mar 29th to Apr 4th	<i>Working in your Professional Learning Community</i> You will share a rough draft of your IDMB with your group and offer feedback to each other regarding what has been planned so far. Make any adjustments to your mini-unit plan based on the feedback you received.
Apr 5th to Apr 11th	<i>Working in a Professional Learning Community</i> Second peer review & make changes to final paper, if necessary
Apr 12th to Apr 18th	<i>Reflecting on your own learning</i> This week you will be reflecting on what you've learned about public education and curriculum.
Apr 19th to Apr 25	There is no final examination for this course.

Course reading references

- Agarwal-Rangnath, R. (2020). *Planting the Seeds of Equity: Ethnic Studies and Social Justice in the K–2 Classroom*. New York City, NY: Teachers College Press.
- Au, W. (Ed.). (2014). *Rethinking multicultural education: Teaching for racial and cultural justice*. Rethinking Schools.
- Grant, S. G. (2013). From inquiry arc to instructional practice. *Social Education*, 77(6), 322-326.
- 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=Teaching+Tolerance&utm_campaign=034ebfa730-Newsletter+5-12-2020&utm_medium=email&utm_term=0_a8cea027c3-034ebfa730-&utm_campaign=495c00dc54-Newsletter+5-12-2020&utm_medium=email&utm_term=0_a8cea027c3-495c00dc54-101036553
- Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, Ma: Beacon Press.
- Sleeter, C., & Stillman, J. (2005). Standardizing knowledge in a multicultural society. *Curriculum Inquiry*, 35(1), 27-46.
- Sleeter, C., & Carmona, J. F. (2017). *Un-standardizing curriculum: Multicultural teaching in the standards-based classroom*. New York City, NY: Teachers College Press.
- Swan, K., Lee, J. K., & Grant, S. G. (2018). *Inquiry design model: Building inquiries in social studies*. National Council.
- Tatum, B. D. (2000). The complexity of identity: Who am I. *Readings for diversity and social justice*, 2, 5-8.
- Thomason, R. (2017). An Open Letter to Teachers Everywhere: Are you ready for a revolution? This veteran educator is. *Teaching Tolerance*. Retrieved May 20, 2020 from <https://www.tolerance.org/magazine/spring-2017/an-open-letter-to-teachers-everywhere>
- Torres, C. (2017). Why Teaching about Social Justice Matters: This teacher is often asked, “Why can’t you let ‘social justice’ go?” Here’s her answer. *Teaching Tolerance*. Retrieved May 20, 2020 from <https://www.tolerance.org/magazine/why-teaching-about-social-justice-matters>
- Valenzuela, A. (2005). Subtractive schooling, caring relations, and social capital in the schooling of US-Mexican youth. *Beyond silenced voices: Class, race, and gender in United States schools*, 83-94.
- Vickery, A., Holmes, K., & Brown, A. (2015). Excavating critical racial knowledge in economics and world geography. *Doing race in social studies: Critical perspectives*, 253-282.

Teacher Education & Administration Departmental Policy Statements

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

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

Mission

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

Vision

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

UNT's Standard Syllabus Statements

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

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

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

to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

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

Department Syllabus Statements

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

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

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

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 Pazy 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>.

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 instructional 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/texas-advising-office/texas-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/texas. 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.