OVERVIEW

This course considers the significant role that environments play in children’s learning and development. In their designs for material and social interactions, classrooms and schools are spaces that can impede or enhance children’s sense of themselves as capably intellectual, social, and aesthetic beings. That is, the spaces that we design for children have a part in who they can be and become. As we embark on this course, we build on previous coursework (i.e. EDEC 3613) in which we considered that children have complex sociocultural identities, interests, knowledge, and theories that are always in formation. As teachers, our roles include the careful observation and study of children in order to provoke new ways of being/knowing through the design of thoughtful provocations. The classroom environment is a curriculum that should continually be assessed and reconfigured by teachers. Classrooms should always be spaces that belong to children; we need to design them as shifting in response to children’s ongoing inquiries about themselves and their worlds.

OBJECTIVES

By the end of this course, you should be able to:

1. Conceptualize the role of learning spaces and environments in curriculum within early childhood and beyond. This includes considering the environment’s role in relation to:
   a. Children’s experiences, knowledge, and inquiries
   b. Children’s sociocultural identities
   c. Teachers’ identities as critical curriculum designers and researchers

2. Identify and critically assess for elements of a child-centered space. This process includes:
   a. The collection of artifacts within the classroom environment
   b. Students’ conducting additional inquiry into artifacts (considering their traditional usage/enactment as well as the ways they are used/enacted in the classroom environment where the student is observing)
c. Student analysis of artifacts for the ways they support and/or deter children’s identities, inquiries, and explorations

3. Document children’s inquiries through processes of pedagogical documentation and narration. This includes the ability to:
   a. Gather relevant and detailed information about children’s inquiry processes through images and narratives;
   b. Capture children’s ‘voices’ within the documentation to think more about what children are doing and saying
   c. Extrapolate children’s words and gestures to big ideas and essential questions that can guide next curricular steps

4. Develop understandings of ‘emergent curriculum’ through the design of provocations that consider how materials and environment can respond to children’s inquiries

TEXTS

There is no required text to purchase for this course. All texts will be uploaded to Canvas, corresponding with each module. Note: Because we are covering a lot of ground in just one semester, I expect that you keep up with readings and to come to class prepared to discuss ideas and examples within them.

COURSE STRUCTURE

The course will be interactive and will include a mix of provocations (interactive lectures), small/large group discussions, and group led activities. Your attendance, as well as your active participation, are important to the success of the class. All readings should be done before class, and you should come prepared to each class with notes, ideas, and questions to pose to your classmates. As an instructor, I understand that there are multiple ways of participating in class, and therefore, I have designed the course to honor the multiple modes we use to engage with course content. That is, while I would not force you to speak up in large group, I do expect that you engage in small group discussions and that your responses to the online components of the course reflect your connections to course content.

OBSERVATION HOURS

You will observe an early childhood classroom for 2 hours a week for a total of 10 weeks. By the end of the semester, you should have accumulated 20 “participant observation” hours. You will account for these hours through signing in and out at your sites, as well as through written reflections, documentation, and plans for provocations. Note: Your reflections, documentation, and plans may be shared with the classroom teachers and schools, especially if it may amplify the curriculum in that classroom/school.
COURSE ASSIGNMENTS

Further details will be provided about the assignments during the semester.

Participation and attendance: The primary reason for not doing well in this course would be related to tardies and absences (from class and your observations). Some classes may end in exit tickets that will be part of these 250 points. Missed classes could also affect your final grade. Please see the attendance policy.

Observations on site: Your observations account for 150 points of your final grade, but more importantly, they serve as opportunities for you to gather data for your assignments. If your cooperating teacher and/or the site communicates that you have had excessive tardies, absences, or disruptions during your time on site, we (the teacher, myself, and you) will need to evaluate your grade for this process.

Environmental Artifacts [450 points]: In your classroom environments, you’ll be asked to collect artifacts that related to different topics (to be announced during class). These artifacts will be accompanied by a critical analysis in which you’ll describe and assess how these artifacts may serve children in the classroom. I will provide examples. The primary questions we will ask when looking at these artifacts are: 1) How do they support and/or impede children’s inquiries? 2) Who is included and/or excluded by these artifacts?

Pedagogical Documentation [60 points each for a total of 240 points]: You’ll create 4 documentation panels or stories. This documentation should capture children’s inquiries through narrative/story. We will look at examples throughout the semester.

Curricular Provocations [40 points each for a total of 160 points]: You’ll describe 4 curricular provocations that could result from your documentation panels/stories. These provocations should focus on inquiry (and not direct instruction) that is oriented around 1) materials, 2) environment, and 3) the role of the teacher. Depending on your site, you will be asked also to reflect with the teacher(s) on these ideas.

Environmental Analysis [125 points]: In the final assignment for the course, you will synthesize your analyses of the environmental artifacts to critically reflect on the classroom and school environment. I will provide guiding questions closer to the date of the final.

COURSE GRADING SCALE

A = 1253-1200 points (90%-100%)
B = 1113-1252 points (80%-89%)
C = 1043-1112 points (75%-79%)
D = 973-1042 points (70%-74%)
F = <973 points (<70%)
### COURSE EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Questionnaire</td>
<td>Friday, 01/18</td>
<td>25</td>
</tr>
<tr>
<td>Participation &amp; attendance</td>
<td>Every class date (includes exit tickets)</td>
<td>250</td>
</tr>
<tr>
<td>Observations on site</td>
<td>20 hours during the semester</td>
<td>150</td>
</tr>
<tr>
<td>Environmental artifacts</td>
<td>See course calendar for dates</td>
<td>400</td>
</tr>
<tr>
<td>Additions to artifacts</td>
<td>Friday, 04/24</td>
<td>50</td>
</tr>
<tr>
<td>Documentation panels/stories</td>
<td>See course calendar for dates</td>
<td>240</td>
</tr>
<tr>
<td>Curricular provocations</td>
<td>See course calendar for dates</td>
<td>160</td>
</tr>
<tr>
<td>Environmental analysis</td>
<td>Thursday, 05/07</td>
<td>125</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td>1400</td>
</tr>
</tbody>
</table>

### Course Calendar

*The instructor reserves the right to change the course calendar, readings, and assignments to meet the needs of the class.*

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Discussion Topic</th>
<th>Reading Assignment (to be read prior to class)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday, 01/14</td>
<td>Course orientation For whom are classrooms and schools?</td>
<td>Christakis (2016) Ch. 2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Thursday, 01/16</td>
<td>Why think about environments?</td>
<td>Kuh (2014) Intro Wurm (2005) Ch. 1</td>
<td>Questionnaire due by Friday, 01/18 at 11:59 p.m.</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday, 01/21</td>
<td>Children’s spaces: Environments for and by children</td>
<td>Kuh &amp; Rivard (2014) Video: Toddlers’ Den Ahmedabed</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Thursday, 01/23</td>
<td>Teachers as facilitators of environments</td>
<td>Jones &amp; Reynolds (2011) Bentley (2011)</td>
<td></td>
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<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
<td>Reading/Handout</td>
<td>Notes</td>
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<tr>
<td>5</td>
<td>Tuesday, 01/28</td>
<td>Environment as a third teacher</td>
<td>Strong-Wilson &amp; Ellis (2007)</td>
<td>Video: <em>The Power of Listening to Children</em></td>
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<tr>
<td>6</td>
<td>Thursday, 01/30</td>
<td>Environment as a third teacher</td>
<td>Handout on participant observations &amp; norms for being guests in schools (TBD)</td>
<td>Sign &amp; return handout in class</td>
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<tr>
<td>7</td>
<td>Tuesday, 02/04</td>
<td>Assessing environments</td>
<td>Wurm (2005) Ch. 2</td>
<td>Observations start this week</td>
</tr>
<tr>
<td>8</td>
<td>Thursday, 02/06</td>
<td>Assessing environments</td>
<td>Young &amp; Morgan (2015)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Tuesday, 02/11</td>
<td>Pedagogical documentation and learning stories</td>
<td>Stacey (2015) Wien (2013)</td>
<td>Artifacts (2) due in class and online by Tuesday, 02/11 at 11:59 p.m.</td>
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<tr>
<td></td>
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<td><em>Optional:</em> Shabazian (2016)</td>
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<tr>
<td>10</td>
<td>Thursday, 02/13</td>
<td>Pedagogical documentation and learning stories</td>
<td>Southcott (2015)</td>
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<tr>
<td>12</td>
<td>Thursday, 02/20</td>
<td>Designing an emergent curriculum</td>
<td>Biermeier (2015) Seitz (2006)</td>
<td>Documentation panel/story #1 &amp; curricular provocation due in class (and online by Thursday, 02/20 at 11:59 p.m.)</td>
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<tr>
<td>No.</td>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Notes</td>
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<tr>
<td>13</td>
<td>Tuesday, 02/25</td>
<td>Designing an emergent curriculum &amp; developing a culture of critical inquiry</td>
<td>Ryan &amp; Grieshaber (2004) Vasquez (2014) - choose chapter 3, 4, 5, or 6</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Tuesday, 03/03</td>
<td>Provocations as material and spatial</td>
<td>Carter &amp; Curtis (2011) Pelo (2007)</td>
<td>Artifacts (2) due in class and online by Tuesday, 03/03 at 11:59 p.m.</td>
</tr>
<tr>
<td>16</td>
<td>Thursday, 03/05</td>
<td>Provocations as material and spatial</td>
<td>Bentley (2013) Cabral, Fincham, &amp; Templeton (2019)</td>
<td></td>
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<tr>
<td>--</td>
<td>Tuesday, 03/10</td>
<td>Spring break</td>
<td>Eat, sleep, be well</td>
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<tr>
<td>--</td>
<td>Thursday, 03/12</td>
<td>Spring break</td>
<td>Eat, sleep, be well</td>
<td></td>
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<tr>
<td>17</td>
<td>Tuesday, 03/17</td>
<td>Rethinking environments</td>
<td>Carter &amp; Curtis (2005) Friedman (2005)</td>
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<tr>
<td>18</td>
<td>Thursday, 03/19</td>
<td>Rethinking environments as aesthetic</td>
<td>Kim (2012)</td>
<td>Documentation panel/story #2 &amp; curricular provocation due by in class (and online by Thursday, 03/19 at 11:59 p.m.)</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
<td>Authors</td>
<td>Additional Information</td>
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<tr>
<td>19</td>
<td>Tuesday, 03/24</td>
<td>Rethinking environments as aesthetic</td>
<td>Schaefer (2016)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Wien (2008)</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Thursday, 03/26</td>
<td>Aesthetic environments</td>
<td>Eckhoff (2017)</td>
<td>Artifacts (2) due in class and online by Thursday, 03/26 at 11:59 p.m.</td>
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<tr>
<td>21</td>
<td>Tuesday, 03/31</td>
<td>Connecting classrooms to the outside world</td>
<td>Wien, Coates, Keating, &amp; Bigelow (2005)</td>
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<td></td>
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<td></td>
<td>Bentley (2012b)</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Thursday, 04/02</td>
<td>Connecting classrooms to the outside world</td>
<td>Benson &amp; Leeper (2008)</td>
<td>Documentation panel/story #3 &amp; curricular provocation due by in class (and online by Thursday, 04/02 at 11:59 p.m.)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Hamlin &amp; Wisneski (2012)</td>
<td></td>
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<tr>
<td>23</td>
<td>Tuesday, 04/07</td>
<td>Environments for diverse learners</td>
<td>Rumenapp, Morales, &amp; Lykouretzos (2018)</td>
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<tr>
<td>24</td>
<td>Thursday, 04/09</td>
<td>Environments for diverse learners</td>
<td>Crafton, Brennan, &amp; Silvers (2007)</td>
<td>Artifacts (2) due in class and online by Thursday, 04/09 at 11:59 p.m.</td>
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<tr>
<td>25</td>
<td>Tuesday, 04/14</td>
<td>Environments for diverse learners</td>
<td>Fu &amp; Shelton (2007)</td>
<td>Documentation panel/story #4 &amp; curricular provocation due by in class (and online by Tuesday, 04/14 at 11:59 p.m.)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Liu &amp; Meyer (2006)</td>
<td><em>Observations end this week (unless there are hours to make up).</em></td>
</tr>
</tbody>
</table>

EDEC 4243, Spring 2020, page 7
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Thursday, 04/16</td>
<td>Online class: Creating communities that extend beyond the classroom</td>
<td>Cummins, Chow, &amp; Schecter (2006)</td>
<td></td>
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<tr>
<td>27</td>
<td>Tuesday, 04/21</td>
<td>Online class: Creating communities that extend beyond the classroom</td>
<td>Parnell, Justice, &amp; Patrick (2018)</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Thursday, 04/23</td>
<td>Children’s rights to play in their environments</td>
<td>Jones (2003) Keynote</td>
<td>Revisit all 8 artifacts and add any comments, questions, and connections to class. Due by Friday 04/24 at 11:59 p.m.) I will give feedback for the final analysis.</td>
</tr>
<tr>
<td>29</td>
<td>Tuesday, 04/28</td>
<td>Connecting to standards</td>
<td>Wien (2004)</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Thursday, 04/30</td>
<td>Final class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ENVIRONMENTAL ANALYSIS due by Thursday, May 7, 2020 at 11:59 p.m.
REFERENCE LIST


NOTEWORTHY

Infants/Children: If we claim to value infants and children, then we should walk the walk. Though UNT does not have a formal policy on children in the classroom, I want to make it explicit that infants and children are welcome in our classroom, should you have issues with childcare that affect your attendance and performance in class. This includes breastfeeding infants, toddlers, and other children (so long as they are comfortable being in the classroom). I only ask that you give me a heads-up in advance so that I can more easily accommodate you and your child.

Food/Housing Insecurity: A student with 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. The UNT Food Pantry is a useful resource. Please visit the website for more details, or see me: https://deanofstudents.unt.edu/resources/food-pantry

Title IX Services: Sexual discrimination, harassment, & assault: 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 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: 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 and/or refer to the following website: https://speakout.unt.edu/content/mental-health-resources

COURSE POLICIES

Class Attendance: Attendance is required, as is punctuality. You will get the most out of class if you complete readings before class and actively engage during class. Your contributions are important and valuable as learning is a social (Vygotsky, 1979) and dialogic (Freire, 1970) process. If, due to an emergency, you must miss a class session, please email me as soon as possible before class. You should check with a classmate about any material that you missed.

Any absences and tardiness will affect your participation grade (and my relationship with you!). Missing 25% of classes (including excessive tardies) will mean that you cannot receive more than 75% of the available points. If you miss 50% of the classes or more, you will unfortunately fail the class.
Incompletes: All assignments need to have been completed for a grade to be issued. Incompletes will not be granted, with the exception of a documented emergency.

Assignments: If you are unable to turn in your assignment on the specified due date, please make arrangements with me ahead of time (not the weekend before the assignment is due). All written assignments must be completed in APA style. Please submit assignments via Canvas. Assignments have been assigned to time points that allow me to give you ample and timely feedback. If you turn an assignment in late, however, you will receive less feedback.

Technology in the Classroom: I trust that you will use your digital devices to take notes or conduct class-related inquiries. In this technological age, let's use our computers for good and not for evil 😏 (by distracting ourselves or others, etc.). In other words, please use your devices in class for course purposes. Use your phones only if necessary. Let me know ahead of time if you have family responsibilities or personal situations that require the use of your phone during class.

Integrity: Students who submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records will be subject to charges. Any infraction of this nature, whether it be a phrase or more, will result in a grade of a 0 (zero) for the assignment. Please also see the department policies in the following section for more on this.

Teacher Education & Administration
Departmental Policy Statements

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

ATTENDANCE: See instructor’s attendance policy.

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.

E-PORTFOLIO
Foliotek is a free to you software data management system (MMS) 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 evidence/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://www.coe.unt.edu/office-educator-preparation/foliotek

EMAIL – 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.

EMERGENCY NOTIFICATION & PROCEDURES
UNT uses a system called Eagle Alert to quickly notify you 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). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate
the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

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).

OBSERVANCE OF RELIGIOUS HOLIDAYS
If you plan to observe a religious holy day that coincides with a class day, please notify me.

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 Canvas 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.

SPOT
The Student Perception 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 an opportunity to provide course feedback.

STUDENT WORK SAMPLES
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.

SUCCEED AT UNT
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.

TECHNOLOGY INTEGRATION POLICY
The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

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

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.

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 Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.