Principles of teaching social studies in the primary and elementary school. Students observe social studies instruction and materials in real settings, apply principles of social studies instruction in classroom settings and experience first-hand the scope and sequence of the
curriculum in a school setting. Assignments, directed field experience and other class activities take place in grades EC–6.

**Required Books**

- Available for purchase at [digitaltextbooks.biz](http://digitaltextbooks.biz)

- Available for purchase at UNT bookstore & Amazon (ebook, new & used, etc.)
- Copies may be available for checkout from Dr. Krutka in Matthews 206Q upon request

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**Course Assignments, Brief Descriptions, and Grades**

*Grade Distribution: A=90-100; B=80-89; C=70-79; D=60-69; F=59- (grades are rounded up)*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Brief Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment &amp; Pedagogy Assessments</td>
<td>These activities are intended to help you gain the knowledge and teaching skills to be an effective social studies teacher. <strong>Assignment assessments</strong> will consist of a range of announced and unannounced in-class assessments (e.g., multiple choice or free response pop quizzes, discussion participation, project or task completion) intended to assess your knowledge of class readings, podcasts, videos, and other assigned materials. Teacher candidates should be prepared to complete any tasks without notes, but may be allowed to use them. <strong>Pedagogy assessments</strong> will evaluate your ability to enact teaching</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Professional Participation</strong></td>
<td>Your professional participation grade is intended to ensure both your success and that of our class community and includes in-class attendance, professional participation, a class task responsibility, and general course knowledge. Class attendance is required and teacher candidates will lose points for arriving late, leaving early, missing more than one class, or not completing make-up assignments. Respect, courage, responsibility, and energy are essential to successful professional participation in our class. Your knowledge of course assignments, themes, and activities should be evident through your prepared participation. This will include your contribution to our class community with a task responsibility that you will choose at the beginning of the semester. <strong>Click here for a more detailed assignment description and grading rubric.</strong></td>
<td>25%</td>
</tr>
<tr>
<td><strong>Lesson Plan Observation &amp; Field Experience</strong></td>
<td>This lesson plan observation and field experience requirements are intended to provide you an opportunity to gain social studies knowledge from classroom teachers, students, and the school environment. Teacher candidates will observe a social studies lesson taught by the mentor teacher in your current assigned classroom (or another approved classroom). You will take notes, respond to a variety prompts connecting to our studies, and write a brief 3 page (APA, Times New Roman, 12 point font, double spaced) summary of the lesson you observed. This assignment will include an oral interview with the mentor teacher and an analysis sheet. <strong>Click here for a more detailed assignment description and grading rubric.</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Community Inquiry Project</strong></td>
<td>The social studies curriculum is not just on the pages of books or in the content in standards, but all around us. The aim of this project is to encourage you to investigate a social issue(s) in our local community, develop an action plan, and create media so you can share findings with an authentic audience. There are several options for completing this assignment. <strong>Click here for a more detailed assignment description and grading rubric.</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Culture Fair</strong></td>
<td>The purpose of the culture fair is to utilize your knowledge of culturally responsive social studies teaching for a specific cultural group and associated experiences, events, and places likely to be important to a population in your school. You should do historic and geographic research in addition to interviewing a community leader or member about their cultural heritage and educational experiences.</td>
<td>10%</td>
</tr>
</tbody>
</table>
Finally, you will create either a digital portfolio, digital storymap, or journey box to share information and artifacts with an authentic audience of social studies educators and learners. **Click here for a more detailed assignment description and grading rubric.**

| Professional Literature Review | This professional literature review is intended to help you connect to places where you can find professional social studies information that can help you grow as an educator throughout your career. You will write a review of an article from a professional journal on a topic that aligns with our course studies. To gain experience with more informal sources as well, you will make connections in your professional review to websites, blogs, podcasts, online videos, or other sources that could help a social studies educator learn more about or teach a topic. You will be provided a series of prompts to guide your review. Your complete write up will be approximately 3 pages (Times New Roman, 12 point font, double spaced) and written for an authentic audience. **Click here for a more detailed assignment description and grading rubric.** | 5% |
| Lesson Plan | To help you apply your knowledge of social studies content, methods, and integrative approaches, you will write a complete lesson plan on a topic aligned with our course studies. **Click here for a more detailed assignment description and grading rubric.** | 5% |
| Social Media Assignments | The social media assignment will provide you an opportunity to share ideas, develop an online professional identity, and learn with class participants throughout the semester. You will create a professional Twitter account, analyze how educators and organizations use the medium, and compose substantive original and classmate reply tweets. **Click here for a more detailed assignment description and grading rubric.** | 5% |

**Calendar Link and Preview**

The following tentative calendar is intended to provide you an overview of course topics and readings, but should not be used as the source for week-to-week readings. The full, updated calendar can be accessed with the following link: goo.gl/mGZyKQ

<table>
<thead>
<tr>
<th>Module Dates Topic</th>
<th>Assignments (To be completed before class; Assignments subject to change to 2 weeks before due date)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compelling Question</strong></td>
<td></td>
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<tr>
<td>Module 1 August 29 Social Studies Purposes <em>What is the purpose of social studies?</em></td>
<td>Class preparations: Create professional Twitter account, bring personal artifact, prepare for Name Stories</td>
</tr>
<tr>
<td>Module</td>
<td>Dates</td>
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<tr>
<td>--------</td>
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<tr>
<td>Module 2</td>
<td>August 30-September 5</td>
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<tr>
<td>Module 3</td>
<td>September 6-12</td>
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<tr>
<td>Module 4</td>
<td>September 13-19</td>
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<tr>
<td>Module 5</td>
<td>September 20-26</td>
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<tr>
<td>Module 6</td>
<td>September 27-October 3</td>
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<tr>
<td>Module 7</td>
<td>October 4-10</td>
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<tr>
<td>Module 8</td>
<td>October 11-17</td>
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<tr>
<td>Module 9</td>
<td>October 18-24</td>
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<tr>
<td>Module 10</td>
<td>October 25-October 31</td>
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</tbody>
</table>
### Why teach geography?

<table>
<thead>
<tr>
<th>Module 11</th>
<th>November 1-7</th>
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<tbody>
<tr>
<td>Teaching Geography</td>
<td>How can geography help us understand our world?</td>
</tr>
<tr>
<td>Module 12</td>
<td>November 8-14</td>
</tr>
<tr>
<td>Teaching Economics</td>
<td>Why teach economics?</td>
</tr>
<tr>
<td>Module 13</td>
<td>November 15-21</td>
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<tr>
<td>Teaching Media Literacy</td>
<td>Why teach media literacy?</td>
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<tr>
<td>Module 14</td>
<td>Break</td>
</tr>
<tr>
<td>November 22-28</td>
<td></td>
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<tr>
<td>Module 15</td>
<td>November 29-December 5</td>
</tr>
<tr>
<td>Review &amp; Final Prep</td>
<td>What types of citizens do we want?</td>
</tr>
<tr>
<td>Module 16</td>
<td>December 6-12</td>
</tr>
<tr>
<td>Final</td>
<td>What is the purpose of social studies?</td>
</tr>
<tr>
<td></td>
<td>Completing of Community Inquiry Project and geography projects</td>
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<tr>
<td></td>
<td>Readings and media on Teaching Economics</td>
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<tr>
<td></td>
<td>Readings and media on Digital Citizenship and Media Literacy</td>
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<tr>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Completing of Culture Fair Project</td>
</tr>
<tr>
<td></td>
<td>Preparation and completion of final project</td>
</tr>
</tbody>
</table>

**Syllabus and Course Notes**

As the instructor, I reserve the right to change course assignments, projects, and examinations throughout the semester. Each assignment/project must be completed and turned in by the due date. If you are absent on a due date, the assignment/project should be turned in on time digitally via e-mail or other means unless other arrangements are made. Make-up assignments must be completed for any missed class time. Late assignments/projects will be subject to a point deduction or non-acceptance at the instructor's discretion. I expect that all course assignments/projects (inside and outside of class and including examinations) will be completed at mastery level (as designated by the instructor). If (in the professional opinion of the instructor) an assignment/project is not satisfactorily completed, it may be returned to the student, and the student may be required to re-do the work until it is at mastery level. The instructor reserves the right to limit the number of times an assignment/project may be re-submitted and to establish a reasonable time frame for resubmissions. If any course assignment/project is not completed at a
mastery level by the final resubmission deadline, the instructor reserves the right to assign the student a grade of "I" or "F" for the assignment and/or course—at the instructor's discretion.

Note: The course syllabus offers a guide and preview of semester assignments and activities, but you should expect modifications and updates throughout the semester. Specific assignments are detailed on the course calendar.

**Course Objectives**

The student will be able to demonstrate
1. Knowledge and application of Powerful and Authentic Social Studies (PASS) standards, Texas Career and College Readiness Standards (TCCRS) for social studies, and Texas Essential Knowledge and Skills (TEKS) for social studies.
2. Knowledge and application of social studies (and all of schooling) as a means to citizenship education.
3. Knowledge and application of the three approaches to citizenship education (i.e. teaching the cultural heritage, teaching the social science disciplines, and teaching children how to think).
4. Knowledge and application of the knowledge base for social studies.
5. Knowledge and application of (a) how to respond to cultural and ethnic diversity, (b) multicultural education, and (c) the accommodation of educational diversity.
6. Knowledge and application of organizational principles of social studies programs.
7. Knowledge of special topics and the application/weaving of these topics into social studies programs.
8. Knowledge and application of character/values education.
9. Knowledge and application of how to incorporate literacy education into social studies.
10. Knowledge and application of how to incorporate visual arts, music, and theatre arts into the social studies program and other academic areas using the Discipline-Based Arts Education (DBAE) and Comprehensive Arts Education models.
11. Knowledge and application of strategies for effective social studies teaching.
12. Knowledge and application of how to engage students in active learning.
13. Knowledge and application of how to help students use maps, globes, and graphics.
14. Knowledge and application of instructional tools—print, multimedia/technology, and community resources.

**EDEE/EDME 4340 Standards Realignment Related to TK20 Key Course Assignments/Assessments**

**Association for Childhood Education International Elementary Education Standards 2007**

1.0, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2

**The Interstate New Teacher Assessment and Support Consortium**

1.1(g), 1.1(k), 2.2(d), 2.2(e), 2.2(i), 2.2(j), 2.2(k), 2.2(m), 2.2(o), 3.3(b), 3.3(g), 3.3(l), 3.3(n), 4.4(b), 4.4(c), 4.4(e), 4.4(j), 4.4(m), 4.4(q), 5.5(a), 5.5(b), 5.5(c), 5.5(d), 5.5(g), 5.5(j), 5.5(k), 5.5(o), 5.5(p), 5.5(q), 5.5(r), 5.5(s), 6.6(a), 6.6(e), 6.6(k), 6.6(r), 6.6(t), 6.6(u), 7.7(a), 7.7(b), 7.7(g), 7.7(h), 7.7(m), 7.7(n), 8.8(a), 8.8(e), 8.8(g), 8.8(h), 8.8(j), 8.8(k), 8.8(l), 8.8(n), 8.8(p), 8.8(r), 9.9(d), 9.9(e), 9.9(i), 9.9(m), 9.9(n), 10.10(a), 10.10(b), 10.10(e), 10.10(j), 10.10(n), 10.10(q)

**National Curriculum Standards for Social Studies: Themes of Social Studies**

1, 2, 4, 6, 9, 10
National Curriculum Standards for Social Studies: Pedagogical Standards
1, 2, 3,4,5,6,7,8,9

Pedagogical and Professional Responsibilities Standards (EC-Grade 12)
Standard I: 1.3k, 1.5k, 1.6k, 1.7k, 1.12k, 1.14k, 1.15k, 1.17k, 1.18k, 1.26k, 1.28k,
1.2s, 1.5s, 1.10s, 1.11s, 1.13s, 1.15s, 1.18s, 1.12s, 1.24s, 1.26s
Standard II: 2.1k, 2.2k, 2.3k, 2.23k, 2.20s, 2.21s
Standard III: 3.5k, 3.7k, 3.8s, 3.9s, 3.13s, 3.14s, 3.20s
Standard IV: 4.4k, 4.12k, 4.1s, 4.6s, 4.8s, 4.10s, 4.13s, 4.14s

Texas College and Career Readiness Standards: Social Studies
SS1F1, SS2A2, SS2B1, SS2B6, SS4A1, SS4A6, SS4B3, SS4B4, SS5A2, SS5B1

Texas College and Career Readiness Standards: Cross-Disciplinary Standards
CD1A1, CD1A2, CD1B2, CD1B3, CD1C1, CD1C2, CD1C3, CD1E1, CD1E2, CD1F1,
CD1F2, CD2A3, CD2A4, CD2A5, CD2A8, CD2B1, CD2C1, CD2C2, CD2C3, CD2C4,
CD2C5, CD2C6, CD2C7, CD2C8, CD2E1, CD2E2, CD2E3, CD2E4

UNT Conceptual Framework for Teacher Preparation
1,2,3,4

TEKS Social Studies Standards
- The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.
- The social studies teacher effectively integrates the various social science disciplines
- The social studies teacher uses knowledge and skills of social studies, as defined by the TEKS to plan and implement effective curriculum, instruction, assessment, and evaluation.
- History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.
- Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students’ understanding of geographic relationships in Texas, the United States, and the world.
- Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.
- Government: The social studies teacher knows how governments and structures of power functions, provide order, and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.
- Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.
- Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Curriculum Topics
- Code of Ethics per Chapter 247: Domain II, IV
• TEKS organization, structure, and skills: Domain I, III
• State assessment of students (STARR Responsibilities): Domain I, II, IV
• Curriculum development and lesson planning: Domain I, II, III
• Classroom assessment for instruction/diagnosing learning needs: Domain I, III
• Instructional technology: Domain I, III
• Pedagogy/Instructional strategies: Domain I, III, IV
• Differentiated instruction: Domain I, II, III, IV
• Classroom management: Domain II, IV

Cross-Curricular English Language Proficiency Standards (Texas Statute 74)

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning
expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system.

Here is the link to the Statutory Authority and the ELPS:
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
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 Lab (Sage Hall 152) 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](https://ltc.unt.edu/labs/unt-writing-lab-home).
Teacher Education & Administration

Departmental Policy Statements

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. Jemimah Young 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 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 Peceptions 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. 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 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.

“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.