EDEC 5513, Fall 2018
Advanced Studies in Early Childhood Education

University of North Texas
Department of Teacher Education and Administration
Accelerated Online Program

Instructor: Tran Nguyen Templeton, Ed.D.
Course Meets: Via the online platform Canvas
Office: Matthews Hall 206-R or via digital media (phone, Zoom, FaceTime, etc.)
Office Hours: M/W 3:30 – 5:30 p.m. or by appointment
Please use my booking site to schedule an appointment during office hours: https://trantempleton.youcanbook.me/
E-mail: Tran.Templeton@unt.edu (48 hour response, except on weekends)
Note on email: **When you email, include EDEC 5513 in the subject line.
Office phone: 940-565-2521

ONLINE DESCRIPTION

Advanced survey of theory/philosophy and research related to educating children. Integrative and comprehensive assessment of both classic and recent contributions in the field of early childhood education. Requires involvement in early childhood setting.

OVERVIEW & BIG IDEAS

In this course, we will investigate and complicate traditional and contemporary theories and philosophies of Early Childhood Education (ECE). Through intensive study, we will examine the affordances of these theories, the modes from which they have been developed, and the assumptions they make about children and culture. In other words, who benefits and who loses in these interpretations of children’s development and learning? In doing this, we start with the knowledge that theories of learning and development are developed through theorists’ own ideological, political, and sociocultural standpoints; what gets taken up in classrooms and schools are informed by our own perspectives.

With this in mind, we will consider how these theories work when they are applied to children and curriculum, as well as to larger social structures such as immigration and school segregation. How can we think with these theories—whether they are developmental, critical, post-structural or otherwise—to inform our educational practices within these modern day conditions? How do they impact children’s educational (and life) experiences? What are the implications of these theories applied, in terms of curriculum and pedagogy, but ultimately in the lives of young children and families? With this knowledge and this inquiry into the theory-to-practice bridge, students will construct a final project which engages observation and analysis of a child within an early childhood setting. This project will consider the realities and possibilities when we look at classrooms and schools with different theoretical lenses and enact curricular practices and policies according to those lenses.
REQUIRED MATERIALS

Shalaby, C. (2017). Troublemakers: Lessons in freedom from young children at school. New York, NY: The New Press. [This is available as an e-publication through the UNT library site. Download the pages you will read from there. Otherwise, if you are reading it online, another student will not be able to access it.]

Other texts will be uploaded to Canvas, corresponding with each module. Access Canvas via your my.unt.edu account or https://unt.instructure.com/

TECHNOLOGY REQUIREMENTS

To be successful in this class, you need to have basic computer skills. This includes the ability to: send/receive emails, upload and download documents/files, post in the Canvas forum, transmit and receive audio, record video of yourself and/or your screen using Screencast or Panopto, etc.

In order to read/download the online texts, it’s important that you have access to a reliable internet connection. At times videos are assigned, and I will post video responses or “lectures” as well. In addition, your assignments will need to be turned in in a timely manner, and if you too frequently have internet connections or computer issues, you may struggle to pass the class. Please see the Assignment Policy on pp. 7-8.

COURSE STRUCTURE

Though this is an online course, I have designed it with the aim of interactivity and dialogue among participants (including myself). The diversity of your unique experiences makes for a richer learning experience for all. Therefore, your contributions are important and valuable as learning is a social (Vygotsky, 1979) and dialogic (Freire, 1970) process.

Each module contains, more or less, the following tasks:

- **An initiating activity or prompt** to prime your thoughts around a particular topic or idea that we will discuss that week. It is a short exercise that should take no more than a few minutes and is meant to jumpstart you for the readings and discussion.
- **An overview** of the module (short write-up and prompt to consider while reading/watching).
- **Several readings and/or videos** that you must read/view in order to be able to engage in discussion.
- **A video provocation** created by me, to supplement the readings/videos
- **Discussion prompts** that require you to post and respond to one or two peers’ posts (I will specify) every week. The prompts are heavily dependent on the readings and provocation; therefore it is imperative that you complete the readings and watch any assigned videos before you post.
- **An assignment/task** that needs to be completed and turned in to me. These assignments will assist you in completing your final project.
ON THE NATURE OF AN ONLINE COURSE

The underlying assumption of this course is that schools are systemically unjust and inequitable. With that in mind, we will engage in conversations about race, class, sexuality, gender, religion, etc. that may be personal, as well as political. It is my belief that our work as teachers is never free of either domain, and as the feminist mantra goes, “The personal is political”. Because the issues we discuss may feel personal and/or political, you may find yourself agitated or uncomfortable with content, topics, and/or ideas presented by any one person on the community. It is my hope that you will contact me to discuss any of your discomfort so that we can develop a plan to move forward and engage in productive dialogue about these issues.

Please remember that the digital domain often presents challenges, especially as we are unable to see each other’s facial expressions, listen for vocal tones, and see body language. If you are unsure about posting something, it’s oftentimes best to leave it aside, reflect on it, and return to it later. You can also send me a private message if you are feeling unsure about what you would like to post.

COURSE OBJECTIVES

In this course, I expect that you will each be able to:

1. Identify the big ideas and assumptions undergirding theoretical perspectives within the field of Early Childhood Education and Care (ECEC)
2. Study and engage in critical discussions around prevailing and contemporary conceptualizations of children and curriculum
3. Document the life of an early childhood setting and analyze through a particular theoretical or conceptual framework
4. Examine the possibilities for transformation of classrooms and curriculum with the application of critical and post-structural theories
5. Respond to overt and underlying issues of social justice that require a critical perspective

COURSE EVALUATION

(Rubrics will be provided with assignment descriptions during the course)

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment Description</th>
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<tbody>
<tr>
<td>25</td>
<td>Initial questionnaire</td>
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<td>200</td>
<td>Participation in weekly discussions on Canvas</td>
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<td>(25 points per module for 8 modules)</td>
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<td>25</td>
<td>Plagiarism module/quiz</td>
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<tr>
<td>35</td>
<td>Observation notes &amp; interpretations</td>
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<tr>
<td>35</td>
<td>Mini-ethnographic project: Description of the site</td>
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<tr>
<td>35</td>
<td>Mini-ethnographic project: Reflection on classroom processes/practices</td>
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<tr>
<td>35</td>
<td>Mini-ethnographic project: Reflection on teacher-child interactions</td>
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<tr>
<td>35</td>
<td>Mini-ethnographic project: Reflection on children’s interactions</td>
</tr>
<tr>
<td>125</td>
<td>Mini-ethnographic project: Final paper</td>
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<td>550</td>
<td>Total</td>
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COURSE GRADING SCALE

A = 493-550 points (90%-100%)
B = 438-492 points (80%-89%)
C = 383-437 points (70%-79%)
D = 328-382 points (60%-69%)
F = <328 points(<59%)

Course Calendar

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

Deadlines are 11:59 p.m. Central Time on the date noted. If something is due by 09/02, it is 09/02 at 11:59 p.m. Central Time.

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topic</th>
<th>Tasks (in recommended order)</th>
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</table>
| 1      | Monday, 08/27 to Friday, 08/31 | Course Orientation | Module overview  
Initiating activity/prompt  
Read/view the following texts:  
Watch Jamila Lyiscott’s 2 TED Talks  
(1 slam poem & 1 talk)  
Emdin (2017) Ch. 1  
Souto-Manning & Yoon (2018) Ch. 1  
View instructor’s provocation  
Discussion post due 08/30; Responses to peers due 08/31  
Questionnaire  
Mini-ethnography task (not actually due til 09/07) |
| 2      | Saturday, 09/01 to Friday, 09/07 | What’s good, Piaget? Challenging traditional theories of child development | Complete plagiarism module before beginning module 2  
Module overview  
Initiating activity/prompt  
Read/view the following texts:  
Watch “Piaget’s Stage Theory of Development”  
Dahlberg, Moss, & Pence (1999) Ch. 3  
Ramsey & Williams (2003) Ch. 2  
View instructor’s provocation  
Discussion post due 09/05; Responses due by 09/06  
Mini-ethnography task due by 09/07 (Secure the site) |
<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topic</th>
<th>Overview</th>
<th>Activity/Prompt</th>
<th>Read</th>
<th>View</th>
<th>Discussion</th>
<th>Mini-ethnography</th>
<th>Notes</th>
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<tbody>
<tr>
<td>3</td>
<td>09/08-09/14</td>
<td>Teachers as ethnographers: Learning to see and see again</td>
<td>Module overview</td>
<td>Initiating activity/prompt</td>
<td>Read the following texts: Shalaby (2017) Introduction &amp; Preface, Leavitt (1994) Ch. 3</td>
<td>View instructor’s provocation</td>
<td>Discussion post due 09/12; Responses due by 09/13</td>
<td>Mini-ethnography task due by 09/14 (Memos on artifacts)</td>
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<td>4</td>
<td>09/15-09/21</td>
<td>Intersectionalities and who defines normal, acceptable, worthy and teachable</td>
<td>Module overview</td>
<td>Initiating activity/prompt</td>
<td>Read the following texts: Kimberle Crenshaw’s TED talk, Ferri &amp; Connor (2014), Shalaby (2017) pp. 3-39</td>
<td>View instructor’s provocation</td>
<td>Discussion post due 09/19; Responses due by 09/20</td>
<td>Mini-ethnography tasks due by 09/21 (Observation notes &amp; memos on school processes/practices)</td>
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<td>5</td>
<td>09/22-09/28</td>
<td>The hidden curriculum of school and the children left behind by it</td>
<td>Module overview</td>
<td>Initiating activity/prompt</td>
<td>Read the following texts: Shalaby (2017) pp. 41-72, Valle &amp; Connor (2011) Ch. 3, Yoon, Llerena, &amp; Brooks (2016)</td>
<td>View instructor’s provocation</td>
<td>Discussion post due 09/26; Responses due by 09/27</td>
<td>Mini-ethnography task due by 09/28 (Observations &amp; memo on adult-child interactions)</td>
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<td>6</td>
<td>09/29-10/05</td>
<td>Good girls and bad boys: The production of schoolchildren</td>
<td>Module overview</td>
<td>Initiating activity/prompt</td>
<td>Read/view the following texts: Shalaby (2017) pp. 75-114, Broderick &amp; Leonardo (2016)</td>
<td>View instructor’s provocation</td>
<td>Discussion post due 10/03; Responses due by 10/04</td>
<td>Mini-ethnography task due by 10/05 (Observations &amp; memo on children’s interactions)</td>
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</table>
| 7 | Saturday, 10/06 to Friday, 10/12 | Who gets to be human? Shifting our lens as teachers | Module overview
Initiating activity/prompt
Read/watch the following texts:
Shalaby (2017) pp. 115-150
Lopez-Robertson, Long, & Turner-Nash (2010)
Watch excerpt from Examined Life
View instructor’s provocation
Discussion post due 10/10; Responses due by 10/11
Mini-ethnography task due by 10/12
Schedule a time to talk with me about your final paper
If necessary, catch up on any observations for the final
|
| 8 | Saturday, 10/13 to Friday, 10/19 | Theory: What is it good for? (Wrap-up) | See my final reflections & overview
Read the following texts:
Shalaby (2017) pp. 151-181
Discussion post due 10/17; Response due 10/18
Final papers due 10/19 at 11:59 p.m.
No late papers so that I can give timely feedback and grades.
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**Important Dates**

Please refer to the following website for registration, drop, pass/fail, etc. dates for the accelerated online program: https://registrar.unt.edu/registration/fall-8-week-sessions

- 09/14: Last day to change to pass/no pass status
- 10/01: Last day to drop a course
- 10/12: Last day to withdraw from the semester
- 10/18: Last class day
- 10/19: Finals due

**REFERENCES**


COURSE POLICIES

Canvas: We will use Canvas as the platform for the course. It is your responsibility to check Canvas for the readings, which will be uploaded there unless it is the primary text. From time to time, I may make revisions, based on the needs of the class. Those revisions will be announced on Canvas, and the appropriate changes will be made to the module.

Class Participation: Participation in an online class means showing up to post and respond to peers’ posts by assigned dates. The effectiveness of this course depends on your timely posts. You must post and respond to posts in order to receive the full credit for participation that week.

Assignments: All written assignments must be completed on time because of the intense nature of the course. 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 the assignment is due). Without prior arrangements, five percentage points will be deducted for each day late beyond the due date.

**All written assignments must be completed in APA style** (http://www.apastyle.org/ or https://owl.english.purdue.edu/owl/resource/560/01/). You must submit assignments via Canvas. Please note that many submissions will go through Turnitin, a plagiarism checker, so make sure that your work is original.

Assignments have been intentionally assigned throughout the semester to align with the course readings and meetings. Like you, I have a full schedule that has been carefully arranged. These assignments have been assigned to time points that allow me to give you ample and timely feedback so please be respectful of this. **If you turn an assignment in late, you will receive less feedback; this may have a ripple effect with other assignments that build on each other.** In addition, turning assignments in after the due date can put undue pressure on you to compensate for the tardiness, and it can put me in the unnecessary, and time-consuming, position of “keeping tabs on you”.

Extra credit: I do not give extra credit assignments so it is important for you to do your best on the work that is already assigned in the course.

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.

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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.

Integrity beyond question is expected of every student. Every source used to inform written work, whether expressed in quotation marks or simply integrated into the substance of the paper, accessed in print or Internet publication, must be appropriately cited. Documented plagiarism will be reported to the
appropriate College official. All work submitted in this course must be the student’s own and original, which means that it has not been submitted for any other course or publication.

Plagiarism violates academic integrity (and it also affects my personal relationship with you). Any attempt to present someone else’s work as your own, on papers, exams, transcripts, etc. constitutes plagiarism, a form of theft and fraud. There are various forms of plagiarism of which the following are most common. It is your responsibility to ensure that you clearly distinguish between your words and ideas and those of other authors, and to understand proper ways to give credit to other authors and sources.

1. **Word-for-word plagiarism.** This includes (a) the submission of another student’s work as your own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis, internet) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another’s work without proper use of quotation marks and citation.

2. **Patchwork plagiarism.** This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people’s words does not constitute “original” work.

3. **Unacknowledged paraphrase.** It is perfectly legitimate to set forth another author’s facts or ideas in one’s own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.

4. **Self-plagiarism.** Work created for a class may be turned in only for credit in that class. Attempting to receive academic credit for work done for another class is a form of academic dishonesty. Please speak with me if you are considering combining your work for this class with work for another class.

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**NOTEWORTHY**

**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. 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](https://deanofstudents.unt.edu/resources/food-pantry)

**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 and/or refer to the following website: [https://speakout.unt.edu/content/mental-health-resources](https://speakout.unt.edu/content/mental-health-resources)

**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 McNama 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.

Teacher Education & Administration
Departmental Policy Statements

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

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.

ACCESS TO INFORMATION – EAGLE CONNECT
Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: eagleconnect.unt.edu/

ADA STATEMENT
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at disability.unt.edu, (940) 565-4323.
EPORTFOLIO
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

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).

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.

OBSERVANCE 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.

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**
UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. As a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, visit success.unt.edu/.

**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.

“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).

**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.

NOTICE FOR F-1 STUDENTS AND ONLINE COURSES
To read INS regulations for F-1 students taking online courses, please go to http://www.immigration.gov/graphics/services/visas.htm and select the link to “8 CFR 214.2(f)” in the table next to “F-1.” Paragraph (f)(6)(i)(G). A final rule with clarifications on the restriction can be found here: http://www.immigration.gov/graphics/lawsregs/fr121102.pdf. Refer to Section IX on page 9 with the subject header “Online and Distance Education Courses.” To comply with immigration regulations, an F-1 holder within the U. S. may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following: (1) Submit a written request to the instructor for on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

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

The Educator as Agent of Engaged Learning

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.