DEPARTMENT OF TEACHER EDUCATION & ADMINISTRATION
COLLEGE OF EDUCATION UNIVERSITY OF NORTH TEXAS

SYLLABUS
Classroom Interactions
EDSE 4000 Spring 2016

Location: Matthews 111

Class Dates and Times: Tuesday/Thursday 12:30 – 1:50 pm

Instructor
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E-mail: Colleen.Eddy@unt.edu

Science Master Teacher
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Office: Wooten Hall 344
Phone: 940.565.4246
E-mail: Marcia.Jacobs@unt.edu

Office Hours: (as posted or by appointment)
Dr. Eddy
Tuesday and Thursday from 2:00 – 4:00 pm
Ms. Jacobs
Monday & Wednesday from 10:30am – 12:30pm
Workroom hours
Monday 3:30-5:30pm/ Thursday 12:30pm -2:30pm

Prerequisite: Prerequisite(s): admission to the Teach North Texas Program, a university grade point average of at least 2.75, successful completion of TNTX 1200 and EDSE 3500.

Course Description: Principles of delivering effective instruction in various formats (lecture, lab activity, collaborative settings). Examination of gender, class, race and culture in mathematics and science education. Overview of policy related to mathematics and science education.

TK20 Requirement
This course requires an assignment that will be uploaded and graded in the UNT TK20 Assessment System. This will require the one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into Tk20 for instructors to assess. Please go to the following link for directions on how to purchase TK20. http://www.coe.unt.edu/tk20

Electronic Resources:
UNT
- Access to Blackboard Learn required: https://learn.unt.edu
- UNT Helpdesk
  Email: helpdesk@unt.edu
  Phone: 940.565.2324
  Web Page: http://helpdesk.unt.edu
- Library course link for EDSE 4000: http://guides.library.unt.edu/edse4000
MATH
• Mathematics TEKS: http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html (Note: Select the TEKS appropriate for your field placement)
• National Council of Teachers of Mathematics: www.nctm.org

SCIENCE
• National Science Teachers Association: http://www.nsta.org
• Science TEKS: http://ritter.tea.state.tx.us/rules/tac/chapter112/index.html (Note: Select the TEKS appropriate for your field placement)

ELL
• English Language Proficiency Standards (Proficiency Level Descriptors): http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

OTHER
• Bloom’s Taxonomy: http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
• College and Career Readiness Standards: www.thecb.state.tx.us collegereadiness/crs.pdf
• State of Texas Assessment of Academic Readiness (STAAR): http://www.tea.state.tx.us/student.assessment/staar/
• Preparation Materials for the Content TExES can be found at http://www.texas.ets.org/texes/prepMaterials/#Manuals

**COURSE GOALS:** You will design and implement instructional activities informed by your own understanding of what it means to know and learn mathematics and science, and then evaluate the outcomes of those activities on the basis of student artifacts (i.e., what students say, do, or create).

An important focus of the course is on building awareness and understanding of equity issues and their effects on learning. You are provided frameworks for thinking about equity issues in the classroom and larger school settings and learn strategies for teaching students of diverse backgrounds equitably. Additionally, the course introduces ways in which curriculum and technology are used in classroom settings to build relationships among teachers and students.

In essence, Classroom Interactions is centered on a close examination of the interplay between teachers, students, and content, and how such interactions enable students to develop deep conceptual understanding. You will learn how content and pedagogy combine to make effective teaching.

<table>
<thead>
<tr>
<th>Course Objectives and Evidence of Student Learning</th>
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<tbody>
<tr>
<td><strong>Students will be able to…</strong></td>
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<tr>
<td><strong>Evidence of Student Learning:</strong> (Assignment)</td>
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<tr>
<td><strong>UNT Conceptual Framework, TExES Pedagogy and Professional Responsibility Standards EC-12</strong></td>
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<td>discuss and critique the merits of multiple models of teaching (including direct instruction, inquiry teaching, and use of small groups), understand what each model requires of teachers, and evaluate research results on best teaching practices.</td>
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<tr>
<td>Students will be able to…</td>
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<td>------------------------------------------------------------------------------------------</td>
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</table>
| observe and analyze (1) how teachers can set the task, (2) what students understand about the task, and (3) how students' conceptual knowledge can be built using a variety of instructional strategies, based on evidence from student artifacts. | • Class Assignment: development of knowledge packages  
• Teacher observation  
• Lesson Plan: Knowledge package  
• Professionalism  
• Analysis of Teach  
• Video Analysis Project                                                                 | • Pedagogy  
• Domain I: Competency 003 & 004  
• Domain II: Competency 005, 006  
• Domain III: Competency 007  
• Domain IV: Competency 12 G-I                                                                 |
| plan and teach, with a small group of peers, multi-day high school mathematics or science lessons on an assigned topic. | • Lesson Plans:  
• Observations and  
• Lesson Plans: comments by classroom teachers, master teachers, and by the course instructor and teaching assistants.  
• Pi Day Project  | • Content & Pedagogy  
• Domain I: Competency 002, 003, 004  
• Domain II: Competency 005, 006  
• Domain III: Competency 007, 008,010                                                                 |
| observe and analyze unedited videotapes of instruction in mathematics and science for evidence of effective instructional strategies and student learning. | • Analysis of Teach  
• Video Analysis Project and presentations                                                                 | • Content & Pedagogy  
• Domain I: Competency 002, 004  
• Domain IV: Competency 12 G-I                                                                 |
| observe and analyze classroom instruction with regard to equitable and diverse instructional approaches that afford all students an opportunity to learn. | • Active Participation  
• Class Assignment: Equity simulation  
• Teacher Interview & Observation  
• Lesson Plans: Accommodations to meet the needs of students                                                                 | • Equity & Diversity  
• Domain I: Competency 002, 004  
• Domain II: Competency 005, 006                                                                 |
| demonstrate familiarity with several relevant teaching technologies (presentation software, computer simulation software, graphical analysis and representation software) and analyze how technology can affect classroom interactions. | • Active Participation: discussions of the effectiveness of technology  
• Class Assignment  
• TK-20                                                                 | • Pedagogy & Communication  
• Domain I: Competency 003  
• Domain III: Competency 009 E                                                                 |
| prepare a significant portion of their preliminary portfolios and demonstrate beginning competency with the majority of the proficiencies in the Teacher Development Rubric. | • Store electronically artifacts on TK-20 for the preliminary portfolio                                                                 | • Communication & Professionalism  
• Domain IV: Competency 12 I                                                                 |
# COURSE EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Grading Scale</th>
</tr>
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<tbody>
<tr>
<td>A. Active Participation</td>
<td>10%</td>
<td>90 – 100% = A</td>
</tr>
<tr>
<td>B. Class Assignments</td>
<td>10%</td>
<td>80 – 89% = B</td>
</tr>
<tr>
<td>C. Course Readings-Discussion Group</td>
<td>10%</td>
<td>70 – 79% = C</td>
</tr>
<tr>
<td>D. Professionalism</td>
<td>7%</td>
<td>60 – 69% = D</td>
</tr>
<tr>
<td>E. Teacher Interview/Observations</td>
<td>15%</td>
<td>0-59% = F</td>
</tr>
<tr>
<td>F. Research Lessons</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>G. Analysis of Teach</td>
<td>10%</td>
<td></td>
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<tr>
<td>H. Final Exam</td>
<td>23%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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(A) **Active Participation** - This grade is based upon student attendance, readings, and contribution to in-class and online discussions. This includes professionalism in the classroom as evidenced by effective collaboration with and communication with teaching partners as well as professional feedback to peers. Excessive absences and lack of contribution affect this portion of your grade. You are expected to attend every class meeting. See *Class Policies* for more details. TExES PPR: DI:C002:B,D,E,G; C003:E; C004:B DII: C005:E; C006:A,B; DIII: C007:A, D; C009: F; C010:A

(B) **Class Assignments** – Throughout the semester written assignments are given that relate to the topic of the class and support the field experience. TExES PPR: DI:C002:B,D,E; C003:A,D,E; C004:B DII: C005:E; C006:A,B; DIII: C007:D; C012:H

(C) **Course Readings-Discussion Groups** (Appendix A) - A significant aspect of this course is to read and engage in the professional literature, and research in mathematics and science education that explores and explains what it means to teach to young learners based on reform methods. Because many of us have limited experiences as students in classrooms based on reform methods, it is often difficult to consider how to teach in this manner. To consider these changes in pedagogical strategies, each week that a reading assignment is due, part of class time will be dedicated to group discussions. Groups will be determined the first week of class, but the instructor reserves the right to change them if issues occur. The roles for each group member will alternate each week. Rubrics will be collected by the quizzer at the end of each discussion and recorded as part of the weekly grade for this category. More information about this assignment is available on Blackboard. TExES PPR: DIII: C007:D; C012:H

(D) **Professionalism** -- This grade is based upon student professionalism in the field as evidenced by arriving to teach on time with prepared materials. Also, this includes professional and timely communication with mentor teachers and instructors regarding field experiences (i.e. lesson plans, observations). Professionalism in the classroom as evidenced by effective collaboration with and communication with teaching partners as well as professional feedback to peers is incorporated as *Active Participation* (See A above). TExES PPR: C012:I

(E) **Teacher Interview/Observations** (Appendix B) – These field experience assignments provide the opportunity to connect with your mentor and the students in the classroom in relation to the teaching of mathematics and science. TExES PPR: DI: C003:A,B; C004:J,M DII: C005:C; C006:A

(F) **Research Lesson** (Appendix C) – It is essential to connect theory and practice within the teaching of mathematics and science. Thus, you will be asked to assist in implementing, leading, and/or planning for activities and lessons within the mathematics or science for the classes you are assigned using standards-based resources,
district curriculum, input from your mentor teacher, and this course instructor. The lessons from teaching will include a detailed 5E lesson plan, sample instructional materials, and use of multiple assessment tools is required. Instruction should reflect approaches supported by this course. **Final Lesson plan is due 48 hours in advance of teach date (excludes Saturday and Sunday).** TExES PPR: DI:C002:A,B,E,G; C003:A-F,H; C004:A-E-H, L,N DII: C005:A-G; C006:B,C; DIII: C007:A-C; C008: A-F; C010:B,C

(G) **Analysis of Teach (Appendix D)** -- The primary goal of this assignment is for you to demonstrate that you are able to analyze student artifacts in support of contentions about student learning for the first lesson taught. Secondary goals include giving you practice in describing your teaching and results thereof in writing, and having you reflect on the outcomes of your teaching. **This assignment is submitted to TK-20.** TExES PPR: DI:C002:A; C004:J; DIII: C007:C; C010:E; C012: I

(H) **Final exam (Video Analysis paper and presentation Appendix E)** - You are to conduct an analysis of your teaching video and report your results in a paper. In addition, you present your results to your classmates. TExES PPR: DI:C002:A; C004:J; C005C; DIII: C010:E; C012: I

**Attendance/Participation/Quality Work:**
- You are expected to be actively involved during the class period. Many activities require you to put yourself in the place of a middle school or secondary student. You will be asked to manipulate concrete materials to gain insight and understanding of mathematical and science concepts. You are also expected to have completed all reading assignments prior to each class as assigned.
- Attendance and punctuality are expected in this course. **Daily roll is taken. Tardiness and absences count toward final grade reduction. Three tardies = 1 absence; 3 absences = one final grade lowered, 4 absences = two final grades lowered, 5 absences = three final grades lowered, 6 absences = failure in the class.**
- All assignments turned in for evaluation should be typed demonstrating APA, neatness and appropriateness in grammar, punctuation, capitalization, and spelling. Points will be deducted for multiple errors.

**Field Experience:**
You must complete a minimum of 9 clock hours in your assigned math or science classroom this semester. You will complete 3 observations, 1 single-day teach, and 1 two-day teach. Each time you go to your campus you will spend a minimum of 90 minutes in the classroom. This time is to be documented on your early field experience log. With permission of your mentor, you may complete additional observations. You are not allowed on your campus until you have received word from your field experience coordinator or instructor that your background check has cleared.
- If you fail to show up to teach a planned lesson without adequate notice to your instructor and mentor teacher, you could be administratively dropped from the course. It is at the discretion of the instructor and the mentor teacher to decide if you will be allowed to reschedule. In addition, significant point loss will occur under the professionalism grade if you are not administratively dropped from the course.

**Grading and Grade Reporting:**
Assignment grades are generally reported within one week of the due date on Blackboard Calendar. Students can access their assignment grades within Blackboard using the ‘My Progress’ icon on the EDSE 4000 home page. Assignments posted less than one week **AFTER** the due date listed on the Blackboard calendar are eligible for one-half of the assignment points indicated on the rubric.

**Conferences:** These may be scheduled either at the instructor or student’s request.
Student Evaluation

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short 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.

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: Fulfiling 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).

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.

Teacher Dispositions

It is the responsibility of the University of North Texas College of Education, in collaboration with the College of Arts and Sciences, College of Music, and the College of Visual Arts and Design to successfully prepare candidates to become effective teachers. The UNT Education Preparation Program requires candidates to demonstrate the knowledge, skills, and dispositions outlined in the conceptual framework of the College of Education as they align with the expected behaviors of beginning teachers. Each candidate will be evaluated on these dispositions by faculty and school personnel and provided with feedback to assist with their progress. Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001).

The following twelve dispositions are expected of the University of North Texas teacher education candidates in the university classroom and in the schools:
1. Is prepared and punctual.
2. Develops appropriate relationships with peers, colleagues and students.
3. Communicates in a manner appropriate to the learning environment.
4. Makes appropriate adaptations and accommodations for those with diverse needs.
5. Is flexible and comfortable with change, adapting, adjusting, and modifying practices to meet the needs of students and peers.
6. Demonstrates initiative and responsibility in making plans, completing tasks, and meeting deadlines.
7. Accepts and acts upon constructive criticism.
8. Actively seeks out professional growth opportunities.
9. Seeks out, develops, and continually refines his/her expertise in technology and technological applications
10. Maintains high expectations for self and all others.
11. Complies with educational laws and policies.
12. Demonstrates ethical and scholastic integrity.

Teacher Education & Administration

Departmental Policy Statements

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”
**Observation of Religious Holidays:** If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Videotaping:** Videotaping in the K-12 classroom is for educational purposes only. Posting any portion of a video for non-educational purposes is in violation of the FERPA Act and could have legal consequences.

**Academic Integrity:** Students are encouraged to become familiar with UNT’s policy on academic integrity: [http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf](http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.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.

**Student Conduct:** Expectations for behavior in this class accord with the Code of Student Conduct: “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 Center for Student Rights and Responsibilities 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.” See [www.unt.edu/csrr](http://www.unt.edu/csrr).

**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 [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu).

**Attendance:** Attendance and punctuality are expected in this course. Daily roll will be taken. Tardiness and absences will count toward final grade reduction. Three tardies = 1 absence; 3 absences = one final grade lowered, 4 absences = two final grades lowered, 5 absences = three final grades lowered, 6 absences = failure in the class.

**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.

**SETE:** The Student Evaluation of Teaching Effectiveness (SETE) 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 SETE 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](http://www.coe.unt.edu/tk20). Announcements regarding TK20 will also be posted on this website.

**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 registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-practice-exam-registration. 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.