EDCI 3830 Teaching/Learning Processes and Evaluation

Instructor Contact

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Pronouns: she/her/hers
Office Location: Zoom Room (invitations for one-on-ones will be offered via email)
Office Hours: Mondays 1-3pm, Tuesdays 10am-1pm. I can also be available via scheduled meetings at other times during the week including class time on asynchronous weeks.
Email: danielle.keifert@unt.edu

Communication Expectations: Canvas is the primary tool for communication, but I will also utilize UNT's email system. If you have any personal concerns or questions about the course you may use either to send me a message as both appear in my email inbox. I follow a 24-hour rule for email, meaning I always attempt to reply within 24 hours of receiving an email with the exception of weekends (any message sent Friday will receive a reply by Monday). For any holiday weekends (e.g., Thanksgiving) that extends over the holiday. I expect the same in return! I will provide feedback for course assignments within two weeks. You can always ask me a question about assignment feedback. I will accept modifications to assignments on occasion if students communicate their concerns via email within one week after feedback is provided. CLEAR has a webpage for students that provides Online Communication Tips (https://clear.unt.edu/online-communication-tips) that you can use in thinking about how to communicate with your instructors.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description

Examines the processes of human learning and development as they relate to teaching in diverse EC–12 classroom settings. Understanding of these processes is applied to lesson design, instructional strategies and assessment.

Course Structure

This course will be taught exclusively online for the Fall 2020 semester. This course is 15 weeks long and includes a meeting during final exam week. You will have both synchronous (live via Zoom) meetings and asynchronous tasks and assignments. The Zoom Room number for this course is (960 3159 5484) and the link: Join URL: https://unt.zoom.us/j/96031595484 **Please, do not share this number with anyone outside of our course section for any reason.** You must use a name recognizable to your classmates and instructor so the instructor knows who they are letting into the course. I also encourage you to indicate your preferred pronouns. I try to default to they/them in any case where explicit pronouns are not shared.

Course Prerequisites or Other Restrictions

Students are expected to have junior standing. No prior education courses are required. I expect students are fluent in using Canvas and UNT's email system. Students should also be proficient in the use of word processing software including Word or Pages and Google Docs/Spreadsheets.

Course Objectives

By the end of this course, students will be able to:
1. Articulate the role of developmental/learning theories in supporting equitable, inclusive, anti-racist, and affirming approaches to teaching and learning.
2. Articulate how learning environments can be supportive of youth learning, identity, and participation in class, school, and society.
3. Envision and describe how your classroom will be a site of resistance and transformation toward a more equitable and just society.

Course Competencies

You will eventually take the TExES Pedagogy and Professional Responsibilities exam. There are several competencies related to that exam that this course addresses.
- Standard I: Domain I
  - Competency 001-004: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
  - Competency 1 (A-P): The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs.
  - Competency 2 (A) (D) (F) (G): The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
  - Competency 4 (A-E): The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
- Standard II: Domain II
  - Competency 005-006: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
  - Competency 6 (I): The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
- Standard III: Domain III
  - Competency 007-010: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
  - Competency 8 (C) (D): The teacher provides appropriate instruction that actively engages students in the learning process.

Course Design & Pedagogy

My design of the course is informed by orientation as a critical social-constructivist. What does that mean? Well, it means that I agree with Piaget that experience matters and we make sense of new ideas through the lens of our prior learning, but I also agree with Vygotsky that understanding that process requires looking at the social nature of learning. I assume that learning is fundamentally social (even if you're reading a book, someone wrote that book, someone taught you to read, and you bring your prior experience and ideas to the table to make sense of that book. Perhaps most importantly, all learning happens in the context of our social

and cultural worlds which include interlocking systems of oppression that shape learning opportunities for different people in different ways. What does this mean about how I design for your learning? (1) I'll always design around social interaction; even if some of your work starts out solo you'll always end up working in small groups and in whole class discussions to make sense of it. (2) Learning occurs over time through apprenticeship and is reflected in changes in learners' practice. That means that I'm as much of a learner as I learn from your perspectives and experiences as you are a learner shifting how you design for future students because of the ideas and experience I share. (3) Individuals bring unique experiences and viewpoints that must be centered in order for us to do our work together; dialogue is essential to talk across differences, value differences, and construct common understanding. (4) Learning new ideas is great, but it must be applied to transform the experiences of others in addressing injustices

Materials

No textbook is required for this course. All required course materials will be available via the Canvas course page. Some materials will also require internet connection (e.g., webpages, streaming video). You will need technology tools to access content (see below).

Course Technology & Skills

Minimum Technology Requirements
Each student will need:
- Computer with speakers and microphone
- Reliable internet access (please communicate with your instructor ASAP with any concerns)
- Microsoft Office Suite or similar Word processing software
- Google Drive account (this is free)
- Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy
Students should be able to:
- Use Canvas
- Use email with attachments
- Download and install software
- Use Google Drive documents and folders

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: UIT Student Help Desk site (http://www.unt.edu/helpdesk/index.htm)

Email: helpdesk@unt.edu	**Phone**: 940-565-2324	**In Person**: Sage Hall, Room 130
Telephone Availability:	**Laptop Checkout**: 8am-7pm	(check COVID restrictions)
• Sunday: noon-midnight	(check COVID restrictions)	
• Monday-Thursday: 8am-midnight		
• Friday: 8am-8pm		

- Saturday: 9am-5pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

Course Requirements

Below are your required assignments for the semester. The corresponding due dates are listed in the course schedule. For your participation assignments, you will see there are many due dates as these assignments are part of the regular work of the course. For each major assignment you will find corresponding due dates in that course schedule. Your major assignments are also briefly described below.

Assignment	Points Possible	% of Final Grade
Participation Assignments		
Reading Annotations	10 points	10%
Learning Communities Work	15 points	15%
Observation Field Notes & Writing	15 points	15%
SPOT Evaluations (section 90% or higher complete)	5 points	5%
Major Assignments		
Mental Health Modules	5 points each	15%
Positionality for Teaching Statement	20 points	20%
Lesson Plan Analysis & Presentation	25 points	25%
Total Points Possible	*105 points*	*105%*

Mental Health Modules

This assignment is required by the state of Texas as part of all teacher certification programs. There are three training programs (CBITS, Project Alert, and ASK).

Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder, depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills. CBITS has been used with students from 5th grade through 12th grade who have witnessed or experienced traumatic life events such as community and school violence, accidents and injuries, physical abuse and domestic violence, and natural and man-made disasters.

Instructions on how to complete **Early Mental Health Intervention** on-line training:

1. Go to https://cbitsprogram.org or Google "Cognitive behavioral intervention for trauma in schools"
2. Click "register with our website"
3. Follow registration instructions
4. After registration, log in and click "My Account" located in the upper right corner
5. Take the training entitled "CBITS Provider Basic Training Course, Part 1." This training is approximately 2 hours long.
6. **Print and save a PDF of the certificate of training. *Warning, official copies via email may take days.***
7. Submit your electronic certificate to Canvas by due date.

Project Alert

Project ALERT is a free classroom-based substance abuse prevention program for 7th and 8th graders that's proven to reduce the experimental and continued use of drugs. Through a series of comprehensive lessons, Project ALERT motivates students against drug use, cultivates new non-use attitudes and beliefs, and equips teens with the skills and strategies they'll use to resist drugs. Project ALERT is proven to:

1. Motivate students against drug use
2. Provide skills and strategies to resist drugs
3. Establish new non-use attitudes and beliefs

Instructions on how to complete **Substance Abuse (Project ALERT)** on-line training:

4. Please go to the following link: https://www.projectalert.com/
5. Click on "Online Training"
6. Click "Login to access Online Training!"
7. Create your Project ALERT account.
8. Complete 11 lessons and 3 booster lessons
9. **Print and save a PDF of the certificate of training. *Warning, official copies via email may take days.***
10. Submit your electronic certificate to Canvas by due date.

ASK about Suicide to Save a Life Gatekeeper Training

ASK about Suicide to Save a Life is a gatekeeper training that can be modified between 1-3 hours, based on the needs of the trainees. It is similar to Question, Persuade and Refer (QPR) and is a best practice training that was developed in Texas, with Texas specific data, resources and information. Participants have opportunities to learn the warning signs, protective and risk factors about suicide. They will learn how to ask people directly about suicidal thoughts and behaviors and how to refer them to appropriate help. There are trainings offered across Texas, as well as an online video of two ASK Master Trainers teaching a sample course for an hour.

Instructions on how to complete **Suicide Prevention** on-line training:

1. Please go to the following link: http://www.sprc.org/resources-programs/ask-about-suicide-save-life
2. Select "Training" at top of screen, pull down menu and select "Online Courses"
3. Select "A Strategic Planning Approach to Suicide Prevention" only.
4. Click on the link to Register or Login.
5. Create a New Account.
6. Check your email to complete registration
7. Only take the course titled "A Strategic Planning Approach to Suicide Prevention"
8. **Print and save a PDF of the certificate of training. *Warning, official copies via email may take days.***
9. Submit your electronic certificate to Canvas by due date.

Positionality for Teaching Statement

Our stories and experiences shape who we are and what we believe. This assignment will ask you to reflect upon your own stories and experiences and connect them to what you believe about teaching and learning, as well as address how you will adjust your instruction and classroom community to meet the unique experiences of your future students. **View the full assignment here.**

Lesson Plan Analysis

The **Lesson Analysis** assignment is intended to provide you an opportunity to apply what you are learning about sociocultural and critical lenses on development and learning to examine and modify an existing lesson plan related to your disciplinary focus. As a future teacher, you will often pull lessons from existing curricula and online sources. It is a central part of your teaching practice that you examine these learning designs from a critical standpoint, identify their strengths and weaknesses, and address those weaknesses to ensure that your future students are best positioned to learn. Positioning your students to learn requires a thorough understanding of developmental and learning theory so that you can design for the unique histories of your students as your learning community changes from year to year. This is a central part of teaching equitably. **View the full assignment here.**

Course-at-a-Glance

This course runs for 15 weeks and is divided into 3 modules. The modules each have a different topic and set of key questions.

Module 1	Module 2	Module 3
Choices we make in the (cultural) language we use to convey relationships shape our stories.	Stories we gather about our students and ourselves as learners.	How stories (and gathering stories) inform learning designs.
• How does language convey relationship? • What is a deficit theory? • How do our multiple identities and past experiences shape the stories we tell about ourselves and others?	• How do theories shape the stories we tell about learning? • What differences do aspects of identities/experiences make in how particular theories shape a story about an individual?	• When should/do learning designs gather stories about students? • How should stories about students inform learning designs?

The Course-at-a-Glance on the next page gives you a sense of the kinds of activities and ideas in which we'll engage in this course. You will find many more details about your weekly homework in the Canvas weekly pages. These pages will also have links to relevant readings, videos, podcasts, or other resources for your homework assignments.

	Week & Topic	Goal	Meeting	HW	Assignment Due
Module 1	**Week 1** Language & Relationality	Articulate examples of how language choices for positioning ourselves in relation to others shapes what we understand about those persons/materials/lands/waters.	8/26 Synchronous Class Meeting	Read Watch Annotate Write	Submit proposed observation sites (Canvas) due 8/31 at 5:30pm
	Week 2 Deficit Theories & Assessment	Define deficit-theories and describe at least two consequences of these orientations.	Learning Community Meeting	Read Watch Listen Annotate	
	Week 3 The Need for Multiple Stories	Examine differences in learning histories.	9/9 Synchronous Class Meeting	Read Watch Write Observe	
Module 2	**Week 4** Adolescent Brains	Articulate the challenge of comparing adolescent to adult brains including assumptions about development ending at adulthood.	Learning Community Meeting	Read Watch Write	Submit CBITS Mental Health Module Certificate due 9/21 at 5:30pm
	Week 5 Learning + Cognitive Development	Identify socio-cultural aspects of learning.	9/23 Synchronous Class Meeting	Read Watch Annotate Observe Prepare	
	Week 6 Identity & Experience	Articulate importance of distinctions between "individualist" approaches to learning and "relational histories" approaches. Suggest non-deficit ways of understanding difference in identities.	Learning Community Meeting	Read Watch Observe Write Annotate	Submit Project Alert Mental Health Module Certificate due 10/5 at 5:30pm
	Week 7 Emotional/Physical Development	Characterize stage theories vs. theories of continual development and change.	10/7 Synchronous Class Meeting	Read Watch Draft Observe	Submit ASK about Suicide Mental Health Module Certificate due 10/12 at 5:30pm
	Week 8 Broader Cultural Systems	Examine influence of multiple layers of complex systems.	Learning Community Meeting	Watch Read Observe Write Annotate	
Module 3	**Week 9** Historic & Systemic Oppression: Student Experience	Articulate importance of taking students' perspectives.	10/14 Synchronous Class Meeting	Read Write	Upload Positionality for Teaching Statement & Creative Re-interpretation due 10/26 5:30pm
	Week 10 Historic & Systemic Oppression: Restorative Justice	Describe approaches to student engagement/behavior that integrate restorative justice moves.	Learning Community Meeting	Read Listen Watch Annotate	
	Week 11 Constructivist & Sociocultural Informed in Learning Designs	Articulate ways of shaping students' experience through constructivist, socio-cultural, and culturally-sustaining approaches to learning design.	11/4 Synchronous Class Meeting	Read Watch Annotate	
	Week 12 Assessment in Learning Designs	Characterize kinds of assessment and articulate their distinct roles in designing for learning.	Learning Community Meeting	Read Review Watch	Bring Draft Analysis of Lesson plan to class 11/18 at 5:30pm
	Weeks 13, 14, 15, & Finals Analyzing a Learning Design	Develop capacity to critically analyze learning designs.	11/18 synchronous 11/25 asynchronous 12/2 video office hours 12/9 synchronous		- Upload Lesson Analysis to Canvas by 12/25 at 5:30pm - Group presentation in class 12/9 at 5:30pm

Syllabus Change Policy

There is a chance that the Syllabus, particularly the course schedule will undergo changes during the course of the semester. I reserve the right to make changes as necessary. I will always alert to these changes in a timely manner.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. Please complete SPOT evaluations when they become available (November 16, and no later than December 3rd). The whole class will receive 5 extra points when 90% or more have completed their evaluations.

Course Policies

Attendance Policy

Attendance is very important as this course is designed to engage you actively in making sense of ideas together with peers in your learning community and the whole class including your professor! We are meant to learn *with* and *from* each other. Your presence is valuable!

As such, the policy for attendance is as follows. Communication is key as we work together in class and to communicate about absences. I expect you to be in class every day. Because I realize sometimes something comes up, every student will be given **two unexcused absences as a freebie** (no impact on your grade). You may use this for travel, a mental-health day, or any other purpose you see fit without needing to communicate with me. However, after that, **all unexcused absences will result in a 2.5% loss on your final grade** (to be calculated at the end of the semester). Thus, three missed classes means you can only score 97.5%, four 95% etc.
There are some instances of **excused absences**: Holy Days, illness, university excused absences (e.g., participation in an away sporting/academic event). **In order to qualify as an excused absence, the student must communicate with me in advance**. **Holy Day absences must be reported by Class #2, all others as soon as it is planned.** You may also miss class if you are sick, but I expect an email before class starts. Once you've let me know you're sick, if you're missing a second class you do not have to do so again, but I hope you will. I like to stay in contact with you even if you are not able to attend class. This policy is intended to help me support you as a learner and provide you with the best learning experience possible. I care when my students go missing! Please stick with us!!

Further information on attendance is available here: University of North Texas' Attendance Policy (http://policy.unt.edu/policy/15-2-).

COVID-19 Impact on Attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR

to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Statement on Face Covering

Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class if you are face-to-face (for example, if you observe friends rehearsing in their band, you must wear a face mask during that observation). If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

Class Participation

I want to see full participation from all students. What counts as full participation will of course look different depending on the student. You may demonstrate participation through any and all of the following means:
- Asking questions or sharing ideas during Zoom meetings
- Asking questions or sharing ideas through the chat window during Zoom meetings
- Talking, writing, and coordinating efforts in your Learning Community
- Asking questions and adding ideas to reading annotations
- Completing thoughtful and thorough homework assignments

Late Work

UNT instructors have the prerogative to accept or not to accept late work. Under normal circumstances, I do not accept late work. However, if you are sick or managing unexpected social/emotional/familial or other concerns (particularly due to COVID), I will coordinate specific extensions with students as needed. **Communication is key. You must let me know that the assignment will be late BEFORE it is due.** When you email or talk with me, you should have an alternate plan in mind for when the assignment will be completed.

Examination Policy

There are no exams in this course. Each assignment states whether it is a collaborative or independent assignment.

Assignment Policy

Official due dates for assignments are listed in the Course Schedule above and on Canvas. Canvas will also list what kind of file restrictions may exist (for example, some assignments will only be accepted in word processing software like Word, Pages, or Google Docs). I encourage students to set up reminders in a calendar program for major due dates, and consider setting up your main page for this course in Canvas to list upcoming due dates. Although reminders will be included during synchronous Zoom sessions, students are expected to use their Course Schedule and Canvas to stay on top of deadlines. All assignments are to be submitted via Canvas.

Canvas will employ Turnitin as a check for plagiarism. This is a great asset for you—if you turn in your assignment a few days early and see some sections noted by Turnitin, take a look at why and revise!

If it comes time to submit and you have technical difficulties (for example, your internet has gone out or your computer is frozen), please email your instructor as soon as possible with that information and a plan to get the assignment submitted. Additionally, UNT is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Instructor Responsibilities and Feedback

As your instructor in this course I commit to:

- Being present in every synchronous meeting to my fullest. I'll engage deeply with you, think carefully about your ideas, and contribute to our classroom sense of community.
- Working to ensure that students feel a sense of belonging in the community. This means creating space for all of you—your past experiences, your identities, your ideas, and your dreams.
- Respond to feedback with careful reflection. I welcome critical reflection that is both positive and negative, as long as it is meant to (a) communicate your felt experience in the course or (b) intended to improve the course experience for you and/or your peers.
- Providing meaningful feedback to your thoughtful work. I take your contributions seriously and hope to provide you with critical feedback that helps you be a better teacher and learner.
- Answer any assignment questions with as much clarity as I can. I will continue to discuss assignment details as needed to ensure that you have a clear sense of your task.
- Responding within 24 hours to email during weekdays. Fridays or long-weekends (like Thanksgiving) I will respond the next business day. For example, if you email Wednesday before Thanksgiving I will strive to respond by Monday after Thanksgiving.
- Engage with your ideas. I intended to learn *with* and *from* you. You have different life experiences than I do and different perspectives on learning. I want to learn about those experiences so that I can be better at my job!

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and

sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

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

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

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

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. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

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. Visit UNT's Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [November 16th – December 3rd] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).
The paragraph reads:
(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through

distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
To comply with immigration regulations, an F-1 visa holder within the United States 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 an 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 it in writing with a notice sent to the International Student and Scholar Services Office. ISSS 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 Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.
See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media. Please not that all class sessions and office hours may be recorded this semester as they occur through Zoom.

2. I will record your presentations. This will allow me to re-view them if necessary while evaluating your progress in the course, and will allow me to iterative re-design this course in the future.

3. Sometimes when I record your presentations, I will ask for your permission to use those recordings to share with future course sections. In this case, I will obtain your permission using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

4. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings. *In this course you will be recorded for the purposes of iterative design of the course and for the purpose of making class discussions available for your re-viewing during the course of this semester. The instructor will not use the recording for any future students, but will use it for her own purposes of re-design (i.e. I will see this video again in the future as I re-design my course, but I will not share it with future course sections).*

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of

an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person's pronouns?
- How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services

- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)

- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services
- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)