EDEE 4330.005 Science Grades EC-6

Instructor Contact

Name: Dr. Christopher S. Long
Pronouns: He/Him/His
Office Location: Matthews Hall 218-C
Phone Number: (940) 565-2939
Office Hours: Thursdays 2:00 – 3:00, Monday 6:30 – 7:30, or by phone/Zoom by appointment
Email: Chris.Long@unt.edu
Communication Expectations: Please use this email for all correspondence with the Instructor. Please do not use the Canvas mail system as it may take me longer to respond. It is my goal to respond to all e-mails within 24 hours. Please include your name and course number in the e-mail.

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

EDEE 4330: 3 hours. Science Grades EC-6 & 4-8.

Subject matter background and material organization for an integrated science program in the primary/elementary and middle school. Students experience firsthand the scope and sequence of science education in a primary/elementary/middle school setting (EDME 4330). Assignments: directed field experience and other class activities take place on site in a school setting. Prerequisite(s): admission to the teacher education program, which includes participation in a field-based program, EDEE 3320, 3380; all courses in the reading/English/language arts part of the academic major (visual art, music, and theatre arts); and required core and academic major science courses and DFST classes. This course is to be taken in the professional year.

Course Structure

This course will be taught as a synchronous remote learning course. We will meet via zoom once a week during our normal class time. All activities will be detailed within Canvas with a module dedicated to each week of the course.

Course Prerequisites or Other Restrictions

EDEE 3320, EDEE 3380. Admission to the teacher education program, which includes participation in a field-based program; all courses in the reading/English/language arts part of the academic major; required core and academic major science courses and DFST classes.

Course Objectives

Add course level objectives here. For a quick overview of how to write measurable learning objectives, please see the Carnegie Mellon University resource "Articulate Your Learning Objectives" (https://www.cmu.edu/teaching/designteach/design/learningobjectives.html). Please see the suggested format below.

By the end of this course, students will be able to:

1. Demonstrate an understanding of the true nature of science (NOS).
2. Demonstrate an in-depth understanding of a major conceptual area in science.
3. Demonstrate professional skills, knowledge, and attitudes as outlined in the Texas Teachers Proficiencies.
4. Apply to science lessons the Scientific Principles of the Texas Essential Knowledge and Skills required by the state of Texas.
5. Identify and use the Science Process Skills as an integral part of science lessons.
6. Identify science materials and lessons to address the appropriate Science Content contained in the Texas Essential Knowledge and Skills.
7. Plan, develop, and implement inquiry-learning activities that follow accepted practice of inquiry-based science in the 5E format.
8. Select (and adapt if necessary) activities and lessons from various resources to an appropriate style and sequence based on science education research.
9. Organize and manage a safe hands-on approach to science instruction.
10. Make connections between teaching, learning, subject areas and your own growth as an educator.
11. Demonstrate arts integration during the delivery of a peer reviewed lesson presentation and within the 5-day thematic unit assignment.

Materials

Required Texts:

Windschitl, M., Thompson, J. & Braaten, M. (2018). *Ambitious Science Teaching*. Harvard Education Press. ISBN: 978-1-68253-162-4

Course Technology & Skills

Minimum Technology Requirements

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

- Using Canvas
- Using Zoom
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

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
Walk-In Availability: 8am-9pm
Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

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.

- Avoid using “text-talk” unless explicitly permitted by your instructor.
- 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

	Assignments	Due Date	Points	Grading
1.	Class attendance: Participation		**15**	Course grade matrix: (for assigning final course grades)
2.	Draft Physical Science Lesson Plan	**10/01/2020**	**35**	
3.	Draw a Scientist Activity	**09/09/2020**	**30**	
4.	Online Activity (09/07/2020)	**09/16/2020**	**15**	100% – 90% = A,
5.	Safety Quiz	**09/30/2020**	**35**	
6.	STEM Model Plans (Ice Cubes)	**11/09/2020**	**35**	89% – 80% = B,
7.	Online Activity (11/23/2020)	**12/01/2020**	**15**	
8.	Physical Science Lesson Plan	**12/07/2020**	**35**	79% – 70% = C,
9.	Life Science Lesson Plan	**12/07/2020**	**35**	
10	Earth and Space Science Lesson Plan	**12/07/2020**	**35**	69% – 60% = D,
11	Summary	**12/07/2020**	**15**	
12	Final Exam	**12/10/2020 (Tentative)**	**50**	below 60% = F
			350	
			100%	

Course Structure

Tentative Class Schedule

Week	Class Meeting	Topic/Lecture/Activity/Assignments Due Dates	
1	08/27/2020	**Science Instruction - The Basics Standards, Current Policies, Theories, and Strategies**	
		Zoom Meeting Schedule	**Activity**
		12.00pm to 12.45pm	Course Introduction and Class Canvas
		12.45pm to 1.00pm	**Debriefing/Q & A**
		1.00pm to 1.45pm	**Science Demonstration**: Planning for Physical Science Lesson Plan

		1.45pm to 2.00pm	**Debriefing/Q & A**
		2.00pm to 2.50pm	**Individual Activity:** Designing My **Draft** Physical Science Lesson Plan: Chemical Changes (**Lesson Plan Template**) **Due**: Wednesday September 02 – 11:59pm (09/01/20) **Upload**: Canvas **Points**: 35 (**Completion**)
2	09/03/2020	**Ambitious Science Teaching**	
		Assigned Readings for 09/03/2020	
		Chapter 1	Chapter 2
		Appendix A	Appendix B / Appendix C
		Zoom Meeting Schedule	**Activity**
		12.00pm to 12.45pm	What is Ambitious Science Teaching
		12.45pm to 1.00pm	**Debriefing/Q & A: Summarize**
		1.00pm to 1.45pm	Analysis of 5E Learning Cycle Lesson Plan
		1.45pm to 2.00pm	**Debriefing/Q & A**
		2.00pm to 2.50pm	**Individual Activity:** **Draw a Scientist Activity** **Due**: Wednesday September 09 -11:59pm (09/09/20) **Upload**: Canvas **Points**: 30 (**Completion**)
Week	**Class Meeting**	**Topic/Lecture/Activity/Assignments Due Dates**	
3	09/10/2020	**Engage**	
		Assigned Readings for 09/10/2020	
		Chapter 5	**Appendix E**

<table>
<tr><td></td><td></td><td>Zoom Meeting Schedule</td><td>Activity</td></tr>
<tr><td></td><td></td><td>Online Activity (Canvas)</td><td>Individual Activity:

Read Chapter 5 and Appendix E and answer the following questions in Canvas (Week 3 Discussion Board)

1. How to generate interest and curiosity?
2. How to assess current knowledge, including misconceptions?
3. How to raise questions?
Due: Wednesday September 16-11:59pm (09/16/20)

Upload: Canvas

Points: 15 (Completion)</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td rowspan="7">4</td><td rowspan="7">09/17/2020</td><td colspan="2">Engage</td></tr>
<tr><td colspan="2">Assigned Readings for 09/17/2020</td></tr>
<tr><td>Chapter 3</td><td>Chapter 4</td></tr>
<tr><td>Zoom Meeting Schedule</td><td>Activity</td></tr>
<tr><td>12.00pm to 12.45pm</td><td>Review of Week 3</td></tr>
<tr><td>12.45pm to 1.00pm</td><td>Debriefing/Q & A: Summarize</td></tr>
<tr><td>1.00pm to 1.45pm</td><td>Science Specific Instructional Strategies for Engage</td></tr>
<tr><td>1.45pm to 2.00pm</td><td>Debriefing/Q & A/Quick Quiz Question</td></tr>
<tr><td>2.00pm to 2.50pm</td><td>Individual Activity:

Engage: Physical Science Lesson Plan: Chemical Changes</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>Week</td><td>Class Meeting</td><td colspan="2">Topic/Lecture/Activity/Assignments Due Dates</td></tr>
<tr><td rowspan="4">5</td><td rowspan="4">09/24/2020</td><td colspan="2">Explore</td></tr>
<tr><td colspan="2">Assigned Readings for 09/24/2020</td></tr>
<tr><td colspan="2">Chapter 6</td></tr>
<tr><td>Zoom Meeting Schedule</td><td>Activity</td></tr>
</table>

		12.00pm to 12.45pm	1. How to provide time for students to work together 2. How to observe and listen to students as they interact 3. How to ask probing questions to redirect students' investigations when necessary
		12.45pm to 1.00pm	**Debriefing/Q & A: Summarize**
		1.00pm to 1.45pm	1. Variables and "Fair Tests" 2. Integrating **scientific practices** in science lessons
		1.45pm to 2.00pm	**Debriefing/Q & A: Summarize**
		2.00pm to 2.50pm	**Individual Activity:** **Safety and Laboratory Quiz** **Due**: Wednesday September 30-11:59pm (09/30/20) **Location**: Canvas **Points**: 35
6	10/01/2020	**Explore**	
		Assigned Readings for 10/01/2020	
		Appendix F	
		Zoom Meeting Schedule	**Activity**
		12.00pm to 12.45pm	Supports of making sense of experimental design and purpose
		12.45pm to 1.00pm	**Debriefing/Q & A: Summarize**
		1.00pm to 1.45pm	Scientific Inscriptions, Evidence, Claims, and Explanations
		1.45pm to 2.00pm	**Debriefing/Q & A: Summarize**
		2.00pm to 2.50pm	**Individual Activity:** **Explore:** Physical Science Lesson Plan: Chemical Changes
Week	**Class Meeting**	**Topic/Lecture/Activity/Assignments Due Dates**	
7	10/08/2020	**Explain**	

		Assigned Readings for 10/08/2020		
		Chapter 7	Chapter 8	Appendix D
		Zoom Meeting Schedule	**Activity**	
		12.00pm to 12.45pm	1. How to ask for evidence and clarification from students 2. How to use students' previous experiences as a basis for explaining concepts	
		12.45pm to 1.00pm	**Debriefing/Q & A: Summarize**	
		1.00pm to 1.45pm	What is a Scientific Explanation?: Student Explanation	
		1.45pm to 2.00pm	**Debriefing/Q & A: Summarize**	
		2.00pm to 2.50pm	**Individual Activity:** Explain: Physical Science Lesson Plan: Chemical Changes	
8	10/15/2020	**Explain**		
		Assigned Readings for 10/15/2020		
		Chapter 11	Chapter 12	Appendix G
		Zoom Meeting Schedule	**Activity**	
		12.00pm to 12.45pm	How to encourage students to explain concepts and definitions in their own words, and then provide scientific explanations and vocabulary	
		12.45pm to 1.00pm	**Debriefing/Q & A: Summarize**	
		1.00pm to 1.45pm	What is a Scientific Explanation?: Teacher Explanation	
		1.45pm to 2.00pm	**Debriefing/Q & A: Summarize**	
		2.00pm to 2.50pm	**Individual Activity:** Explain: Physical Science Lesson Plan: Chemical Changes	
Week	Class Meeting	**Topic/Lecture/Activity/Assignments Due Dates**		
9	10/22/2020	**Elaborate**		
		Assigned Readings for 10/22/2020		
		Chapter 9		
		Zoom Meeting Schedule	**Activity**	
		12.00pm to 12.45pm	How to design/plan activities for students to apply scientific concepts, skills, and vocabulary to new situations	
		12.45pm to 1.00pm	**Debriefing/Q & A: Summarize**	
		1.00pm to 1.45pm	Educational Technology in Science Education	

		1.45pm to 2.00pm	**Debriefing/Q & A: Summarize**
		2.00pm to 2.50pm	**Individual Activity:** Elaborate: Physical Science Lesson Plan: Chemical Changes
10	10/29/2020	**Elaborate**	
		Assigned Readings for 10/29/2020	
		Chapter 10	
		Zoom Meeting Schedule	**Activity**
		12.00pm to 12.45pm	How to resolve conflicts between students' alternative explanations and universally accepted scientific knowledge
		12.45pm to 1.00pm	**Debriefing/Q & A: Summarize**
		1.00pm to 1.45pm	How to resolve conflicts between students' alternative explanations and universally accepted scientific knowledge
		1.45pm to 2.00pm	**Debriefing/Q & A: Summarize**
		2.00pm to 2.50pm	**Individual Activity:** Elaborate: Physical Science Lesson Plan: Chemical Changes
Week	**Class Meeting**	**Topic/Lecture/Activity/Assignments Due Dates**	
11	11/05/2020	**Evaluate**	
		Assigned Readings for 11/05/2020 – Refer to Canvas	
		Refer to Canvas for Week 11 Readings	
		Zoom Meeting Schedule	**Activity**
		12.00pm to 12.45pm	1. Diagnostic, Formative, & Summative Assessment Strategies for Science Instruction 2. Using Diagnostic, Formative, & Summative Assessments Effectively
		12.45pm to 1.00pm	**Debriefing/Q & A: Summarize**
		1.00pm to 1.45pm	Review: Life Science Lesson Plan: Camouflage
		1.45pm to 2.00pm	**Debriefing/Q & A: Summarize**
		2.00pm to 2.50pm	**Individual Activity:** Evaluate: Physical Science Lesson Plan: Chemical Changes

<table>
<tr><td></td><td></td><td></td><td>Individual Activity:
STEM Model Plans
Due: Wednesday November 11-11:59pm (11/11/20)
Location: Canvas
Points: 35 (Completion)</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td rowspan="6">12</td><td rowspan="6">11/12/2020</td><td colspan="2">STEM</td></tr>
<tr><td colspan="2">Assigned Readings for 11/12/2020 - Refer to Canvas</td></tr>
<tr><td>Zoom Meeting Schedule</td><td>Activity</td></tr>
<tr><td>12.00pm to 12.45pm</td><td>STEM Essentials</td></tr>
<tr><td>12.45pm to 1.00pm</td><td>Debriefing/Q & A: Summarize</td></tr>
<tr><td>1.00pm to 1.45pm</td><td>Recap:
English Language Learners and Science Teaching/Diversity and Science Teaching</td></tr>
<tr><td>1.45pm to 2.00pm</td><td>Debriefing/Q & A: Summarize</td></tr>
<tr><td>2.00pm to 2.50pm</td><td>Individual Activity:
Overall Reflection: Science Lesson Plans</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>Week</td><td>Class Meeting</td><td colspan="2">Topic/Lecture/Activity/Assignments Due Dates</td></tr>
<tr><td rowspan="6">13</td><td rowspan="6">11/19/2020</td><td colspan="2">Home-Based Science Instruction and Learning</td></tr>
<tr><td colspan="2">Assigned Readings for 11/19/2020 - Refer to Canvas</td></tr>
<tr><td>Zoom Meeting Schedule</td><td>Activity</td></tr>
<tr><td>12.00pm to 12.45pm</td><td>Technology Tools for Home-Based Science Instruction and Learning</td></tr>
<tr><td>12.45pm to 1.00pm</td><td>Debriefing/Q & A: Summarize</td></tr>
<tr><td>1.00pm to 1.45pm</td><td>Technology Tools for Home-Based Science Instruction and Learning</td></tr>
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<tr><td></td><td></td><td colspan="2">Science Instruction in Informal Settings</td></tr>
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<tr><td rowspan="4">14</td><td rowspan="4">11/26/2020

(11/26/2020–11/27/2020 Thanksgiving Break, no classes; university closed)</td><td colspan="2">Assigned Readings for 11/26/2020 – Refer to Canvas</td></tr>
<tr><td>Zoom Meeting Schedule</td><td>Activity</td></tr>
<tr><td>Online Activity (Canvas)</td><td>Framework for Science Instruction in Informal Settings</td></tr>
<tr><td></td><td>Individual Activity:

Read the Assigned Readings for 11/26/2020 and answer questions in Canvas (Week 14 Discussion Board)

Due: Wednesday December 02-11:59pm (12/02/20)

12/02/2020

Location: Canvas

Points: 15 (Completion)</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>Week</td><td>Class Meeting</td><td colspan="2">Topic/Lecture/Activity/Assignments Due Dates</td></tr>
<tr><td rowspan="8">15</td><td rowspan="8">12/03/2020</td><td colspan="2">Summary</td></tr>
<tr><td colspan="2">Assigned Readings for 12/03/2020</td></tr>
<tr><td>Chapter 13</td><td>Chapter 14</td></tr>
<tr><td>Zoom Meeting Schedule</td><td>Activity</td></tr>
<tr><td>12.00pm to 12.45pm</td><td>1. Which practices work best in our classrooms?
2. Under which conditions?
3. And for whom?</td></tr>
<tr><td>12.45pm to 1.00pm</td><td>Debriefing/Q & A: Summarize</td></tr>
<tr><td>1.00pm to 1.45pm</td><td>AST Routines</td></tr>
<tr><td>1.45pm to 2.00pm</td><td>Debriefing/Q & A: Summarize</td></tr>
<tr><td>2.00pm to 2.50pm</td><td>Individual Activity:

Complete the following sentence: (Make sure your response considers ELs, Diversity, Culturally Responsive Teaching, and Inclusion)

If I want to improve students' scientific explanations, then I need to focus on _____ and ways to do this is to _____ and/by/with [if applicable]</td></tr>
</table>

			_____. **Upload**: Canvas **Points**: 15 (**Completion**)
Friday 12/04/2020		**All Three Completed Science Lesson Plans due 11.50pm – Foliotek**	
16	12/10/2020	**Final Exam (MCQ)**	

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.

Course Policies

Attendance Policy

Regular attendance in class is essential to success in this course. One absence will be allowed without question. Additional, unexcused absences may result in the loss of a letter grade. Please see https://policy.unt.edu/policy/06-039 for more information on excused absences. I f you must miss class, please contact the instructor as soon as possible so that accommodations can be made.

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.

Class Materials for Remote Instruction

The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions

of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

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 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

While attending class, weather in person or virtually, please be present and attentive. Avoid recreational use of electronics and other distracxtions.

Late Work

Work is expected to be turned in by the due dates specified within Canvas. Late work will be accepted with a 10% penalty up to seven days late. After seven days, acceptance of late work is at the discretion of the instructor.

Examination Policy

The final exam in this course will be an online timed exam via Canvas. The textbook and course notes will be available to use during the exam.

Assignment Policy

All due dates are detailed within Canvas. All assignments, will be turned in via Canvas and/or Foliotek.

The University 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.

Syllabus Change Policy

Provide information as to policies regarding changes to the syllabus, course information, due dates.

- MathLab (https://math.unt.edu/mathlab)

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. [Insert specific sanction or academic penalty for specific academic integrity violation.]

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 [insert administration dates] 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.

Download the UNT System Permission, Waiver and Release Form

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, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. 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.

   Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

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 (Delete this statement if not applicable)
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)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)

- Writing Lab (http://writingcenter.unt.edu/)