Instructor
Dr. Jeannette L. Ginther
Email
jeannette.ginther@unt.edu
Office Hours
Zoom or In-Person by Appointment

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION:
Preparing Tomorrow’s Educators and Scholars

The Department of Teacher Education and Administration seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission
The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision
We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

CATALOGUE DESCRIPTION
The purpose of this course is to guide preservice teachers in cultivating a reflective, professional teacher identity while building and sustaining a classroom learning community that effectively serves all students. Preservice teachers will also study culturally responsive, anti-racist, ethical teaching practices as well as orientations to classroom organization viewed through an equity lens. Throughout this course, preservice teachers will position themselves as practice-based researchers in a clinical field experience, and plan the initial stages of a research project that will be completed in the final semester of the EC-6 program.

COURSE GOALS
In this course, preservice teachers will:
• Explore and evaluate models of teaching and learning alongside forms and functions of curriculum and assessment;
• Explore and evaluate theories of classroom organization and social and emotional learning (SEL) to determine what behaviors, routines, and actions cultivate inclusive, joyful communities of learners;
• Create pathways for building classroom communities where students are empowered to shape their own learning experiences and celebrate their linguistic and cultural identities.
• Articulate the elements of a vision for teaching built from the UNT core values and commitments;
• Consider the ways in which sociocultural knowledge influences beliefs and practices as a teacher;
• Challenge traditional, biased, and/or culturally blind notions of discipline, rewards, and behavior management that exist in schools today; and
• Demonstrate a research mindset that supports critical inquiry as central to the practice of teaching.

CLASS TIME/LOCATION
Day/Time:
Location:

REQUIRED TEXTBOOKS (PURCHASE ASAP)
• Minor, C. & Alexander, K. (2020). We got this: Equity, access, and the quest to be who our students need us to be. New Hampshire, Heinemann.
BOOK STUDY REQUIREMENT (Select and Purchase ONE of the following books ASAP)
*Please do not choose a book you have already read. Trust me, this course will be way more interesting if you pick one that is new to you! Review each one, then select the area of knowledge where you would like to grow more proficient as a human being and educator.*


CLASS CANCELLATIONS/POSTPONEMENTS/NOTIFICATIONS
In the event a class session needs to be cancelled and/or postponed, you will receive a notification from me via Canvas Announcement. Please enable Canvas notifications for Announcements on your mobile device, and check Canvas each day before leaving for class.

ATTENDANCE POLICY
Since this class meets only once per week, in-person attendance in this class is REQUIRED and NECESSARY. Our time in class will consist of small group and whole class discussion, as well as critical learning with respect to the key content and concepts. You are a VITAL part of this learning community, and your contributions are part of the knowledge that we will create in our classroom. Please attend all classes and arrive on time!

The following attendance policies are in effect for this section of EDCI 4010:

- **First In-Person Absence:** You are provided with ONE absence (excused or unexcused) without grade penalty, but you still must notify the professor and complete/submit assignments on their designated due dates.

- **Second and Third In-Person Absences:** You will receive an automatic FINAL grade C if you miss two (2) in-person classes; D if you miss three (3) in-person classes; or F if you miss four (4) or more in-person class sessions (excused or unexcused). You will need to retake the class in the future to receive credit towards your degree plan if you receive a D or F. Retaking the class could delay your graduation and affect your financial aid. **Note:** if you have extenuating circumstances supported by legal, official documentation provided via the Dean of Students office, the professor may make exceptions to the policy for a second (2nd) or third (3rd) absence by assigning appropriate make-up work. **Note:** if you have extenuating circumstances supported by legal, official documentation provided via the Dean of Students office, the professor may make exceptions to the policy for a second (2nd) or third (3rd) absence by assigning appropriate make-up work. **Note:** if you have extenuating circumstances supported by legal, official documentation provided via the Dean of Students office, the professor may make exceptions to the policy for a second (2nd) or third (3rd) absence by assigning appropriate make-up work. **Note:** if you have extenuating circumstances supported by legal, official documentation provided via the Dean of Students office, the professor may make exceptions to the policy for a second (2nd) or third (3rd) absence by assigning appropriate make-up work. **Note:** if you have extenuating circumstances supported by legal, official documentation provided via the Dean of Students office, the professor may make exceptions to the policy for a second (2nd) or third (3rd) absence by assigning appropriate make-up work. **Note:** if you have extenuating circumstances supported by legal, official documentation provided via the Dean of Students office, the professor may make exceptions to the policy for a second (2nd) or third (3rd) absence by assigning appropriate make-up work.

- **Tardiness:** If you are late to in-person OR Zoom class due to weather or unforeseen circumstances once or twice, that is completely acceptable and reasonable. However, if you are chronically tardy (late arrival three or more times), one or more full letter grades will be deducted from your final grade at the professor’s discretion.

- **Attendance Reporting:** It is YOUR responsibility to sign the attendance sheet AND email the professor about your absences.

University Excused Absences:
- Religious holy day, including travel for that purpose
- Active military service, including travel for that purpose
- Participation in an official university function
- Illness or other extenuating circumstances
- Pregnancy and parenting under Title IX

If you need help generating/providing official documentation for your absence from the Dean of Students:
- Contact the Dean of Students Office via phone: 940-565-2648 or via email: deanofstudents@unt.edu
- Dean of Students Website

PLEASE NOTE: It is truly unfair to expect or demand exceptions to the attendance policies outlined, above, without being able to document the necessity of excessive absences. To maintain the integrity of the coursework/content of our Teacher Education program, and to avoid placing the instructor in situations where my compassion and kindness are exploited or taken advantage of, you must follow the attendance policy as written. That being said, the instructor reserves the right to excuse absences for reasons not listed above.
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COURSE ASSIGNMENT DESCRIPTIONS

In-Class Activities (40%): A majority of student learning/assignments will take place IN PERSON during scheduled class sessions and/or during student teaching placement hours. In-Class Activities include Community Building/SEL Activities, Book Study Sessions, Reading Responses, PLC (Professional Learning Community) Discussions/Tasks, Instructional Design/Analysis, Vision Statements, Presentations, Video Interview Responses, and Class Reflections. Student teaching placement activities include Learning Walks, Data Collection, Direct/Indirect teaching, and other tasks as assigned. Being physically present in class and participating in these activities is required to earn credit for this part of the course. You will also be required to submit in-class assignments in Canvas.

Inquiry into Classroom Research Journal (50%): Throughout the semester, students will maintain a weekly notebook that will inform their research and teaching. Students will respond to specific prompts and focus their notes on the creation of a research prospectus/question that will address their classroom teaching experience. This journal and the research question will be used for the final research project in Block C of student teaching. It is expected that each student has one journal entry per field experience day and the entry is related to instruction, classroom environment, student interactions, school/community relationships, routines, etc. Students will upload/post a photo of a significant journal entry EACH WEEK for reflection, discussion, and peer support. Journal entries will receive a grade based on depth, relevance, reflection, and initiating professional discourse.

Research Proposal and Presentation (10%): At the end of the semester, students will develop a research question for their research project in Block C of student teaching. They will explain the rationale behind their selection, share preliminary data gathered from their placement to justify the need to pursue further research, and a brief review of existing literature in this focus area. Students will present their proposal via PPT in class.

GRADING
A: Exemplary. The student performs well above and beyond the minimum criteria.
B: Proficient. The student performs slightly above the minimum criteria.
C: Average. The student meets the minimum criteria.
D: Below Average. The student does not meet the minimum criteria and/or does not meet attendance requirements.
F: Improvement Required. The student does not complete the coursework and/or does not meet attendance requirements.

PROFESSIONAL BEHAVIOR IN CLASS
Teachers must exhibit a high degree of professional behavior to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. This includes engagement and participation during all learning activities, online discussions about content and readings, performance tasks, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.

If you engage in unprofessional behavior including (but not limited to) working on unrelated assignments during class, excessive use of personal technology during class, non-participation in class, lack of communication regarding absences, and disrespectful/confrontational interactions with peers and professor, the instructor reserves the right to deduct one or more letter grades from your final grade and/or refer you to the Dean of Students for Code of Conduct violations which may result in dismissal from our program and/or the University.

A note on Artificial Intelligence (AI) and Plagiarism: Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. AI is increasingly available and will undoubtedly be part of your career. Therefore, understanding its uses without depending on it is an essential skill. That distinction, and strong writing itself, relies on critical thinking and employing strategies to develop ideas and assess arguments. While some assignments may invite the use of online tools, the core expectation for our class is that the work you submit is your own original writing. Using the work of someone else including AI and without citing it is a form of cheating/plagiarism.
ADDITIONAL INFORMATION

Accessibility. I expect that students in our class will have a variety of physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I encourage you to privately discuss your specific needs with me as soon as possible in order to make the classroom and the course more accessible.

Preferred Name. As a UNT student, you are able to change how your preferred name shows up on class rosters, Canvas, and MyUNT. As a faculty member, I am committed to using your preferred name. Additionally, if your name changes at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your name, you can do so by looking at the following guidelines: https://registrar.unt.edu/transcripts-and-records/update-your-personal-information

Gender Pronouns. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.

Land Acknowledgment. The University of North Texas occupies the ancestral, traditional and contemporary lands of the Wichita and Caddo people. We recognize Texas’ federally recognized Native Nations, historic Indigenous communities in Texas, Indigenous individuals and communities who live here now, and those who were forcibly removed from their homelands. In offering this land acknowledgment, we affirm Indigenous sovereignty, history, and experiences.

Food/Housing Insecurity. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: https://deanofstudents.unt.edu/resources/food-pantry

Social Media and Online Sharing. Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. You MAY NOT capture images or record video from in-person or online meetings and share those outside our class community with consent. Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.

Observation of Religious Holidays: I support your observance and practice of sacred religious traditions. Like with any other absence, please notify your instructor as soon as possible if you plan to observe a religious holy day that coincides with a synchronous class session.

University Mental Health Services. I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: https://speakout.unt.edu/content/mental-health-resources.

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate throughout the semester.
The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

**Texas Teaching Standards:**
Standards required for all Texas beginning teachers fall into the following 6 broad categories:
- Standard 1—Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)
- Standard 2—Knowledge of Students and Student Learning
- Standard 3—Content Knowledge and Expertise
- Standard 4—Learning Environment
- Standard 5—Data-Driven Practice
- Standard 6—Professional Practices and Responsibilities

**EC-12 Professional Pedagogy and Responsibilities (PPR) Standards**
The beginning EC-12 teacher knows and understands:
- **Competency 001:** human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs
- **Competency 002:** 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 005:** how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive
- **Competence 007:** principles and strategies for communicating effectively in varied teaching and learning contexts.

**EC-12 Tech Apps Standards**
The beginning EC-12 teacher knows and understands how to:
- **Standard I.** use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products
- **Standard II.** collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
- **Standard III.** make informed decisions by applying critical-thinking and problem solving skills.

**English Language Proficiency Standards (ELPS)**
This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link: [http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4](http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4).

**Texas College And Career Readiness Standards**
The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link: [http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8](http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8)

**Technology Applications**
Teacher Education Program Core Values

While teaching has always been a relational and intellectual endeavor, we acknowledge that teaching is also both an ethical and a political act. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural and socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

**Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.

**Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.

**Activism.** Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.

**Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.
**UNT Course Policies**

**Attendance.** The student is responsible for regular and punctual attendance and is expected to participate in all courses in which the student is enrolled. *Absences may lower a student’s grade where class attendance and class participation are deemed essential by the faculty member.* A student is responsible for requesting an excused absence in writing, providing satisfactory evidence to the faculty member to substantiate excused absence and delivering the request personally to the faculty member assigned to the course for which the student will be absent. A student needing assistance verifying absences due to illness or extenuating circumstances for all courses should contact the Dean of Students office. The Dean of Students office will verify the student’s documentation and advocate on the student’s behalf, as appropriate, to instructors for excused absences. When an absence is excused, the faculty member will provide a reasonable time after the absence for the student to complete an assignment or examination missed.

**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 deansofstudents.unt.edu/conduct.

**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.
The Dean of Students Office at 940 is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide 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 at disability.unt.edu.

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

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.

Survivor Advocacy. 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.

Department of Teacher Education and Administration Statements

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 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 at www.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. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.