

The Division of Music Education is dedicated to empowering students through learning opportunities that are contextual and relevant to a career in teaching. To become an effective music educator, each student must commit to excellence in both teaching and musicianship.

**MUED 4103, Spring 2025**  
**Advanced Techniques and Materials for Elementary General Music Instruction**  
Tuesday, Thursday: 8:00 – 10:00am  
Office Hours: MW 10:00-11:00am and by appointment

**Jamie Rives**, Lecturer  
Cell: (817) 793-9627  
E-mail: [jamie.rives@unt.edu](mailto:jamie.rives@unt.edu)

**Sarah Hamilton**, TA  
Cell: (615) 967-4241  
E-mail: [sarah.hamilton@unt.edu](mailto:sarah.hamilton@unt.edu)

**Jennifer Archuleta**, Cooperating Campus Teacher  
School Phone: (940) 369-4600  
E-Mail: [jarchuleta@dentonisd.org](mailto:jarchuleta@dentonisd.org)

**Required Text:**

First, We Sing! Kodály-Inspired Teaching for the Music Classroom, Teaching Guide, Revised Edition, Susan Brumfield

**Required Materials:**

Tuning Fork –A 440  
Yamaha Soprano Recorder, YRS 24B  
Tablet or Laptop to use in every class- **a cell phone is NOT adequate**  
Working UNT Email Account  
Canvas Access

**Location:**

WS Ryan Elementary School (201 West Ryan Road, Denton, 76210)

**Course Objectives:** This course is designed to give students authentic, contextual experiences in an elementary music setting. Students will have the opportunity to observe an experienced music teacher, develop lesson planning skills, and refine teaching practices.

**What's the daily schedule?**

- Plan to park by 7:55am and allow time to walk to the front office. Park in the lot in front of the school.
- Check in as a visitor in the front office at 8:00am. **YOU MUST HAVE YOUR ACTUAL DRIVER'S LICENSE OR PASSPORT. NO PHOTOS.**
- Meet on the stage by 8:05am.
- Class discussion from 8:05 – 8:35am
- Observe/teach 2nd grade from 8:45am – 9:35am
- Debrief, 9:35 – 10:00am

**\* No blue-jeans or T-Shirts. Professional dress is required at all times. Always have your UNT ID displayed and come through the front office. You will also check out through the front office.**

## **Attendance**

This is a highly interactive class, and there is no replacement for experiences that take place during class time. Therefore, **the instructor must be notified in advance of an absence or tardy**. Per the division of Music Education handbook, the official attendance policy is:

"Students cannot miss more than 3 classes in a given semester for each music education course (not counting university excused absences). If more than 3 classes are missed, the student will earn an "F" for the semester grade for that course. Instructors may have more stringent policies than this basic policy. Please check individual class syllabi for any additional attendance requirements."

In addition to this policy, each absence (for which notice was not provided) and every two tardies can lower the grade by one level (e.g., A becomes B) at the instructor's discretion. The grade can also be lowered by one level for any absence beyond two and more than three absences are grounds for dismissal from or failure in the course. In the event of an absence, students are responsible to turn assignments in by posted deadlines (unless previous arrangements have been made) and stay caught up on what was missed. If absences and tardies begin to become excessive, students are encouraged to seek academic accommodations (see Accommodations section). Students are responsible for contacting a fellow classmate to catch up on anything missed during class.

Do not schedule your juries against a regularly scheduled class. This is not an excused absence.

## **Extra Information Regarding Attendance**

1. If you arrive late to class, it is your responsibility to inform me after class so that I can change an absence mark to a tardy mark. Do not leave class that day until you see me change the mark. If you are late, but do not remind me that you came to class, any marks for absence that day will not be changed.
2. Students who leave class early will receive a tardy for the day.

## **Preferred Names, Preferred Gender Pronouns**

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let us know (via email or in person). Feel free to correct us on your preferred gender pronouns either in person or in writing.

## **Participation, Preparation, & Professionalism**

Your presence in class and on-time arrival is required to participate and demonstrate your preparation and professionalism.

### *Participation*

There will be a variety of activities (e.g., moving, singing, playing, listening, creating) in each class. Please be prepared to engage actively in all aspects and support peers.

### *Preparation*

Review and complete necessary readings/assignments/practice before class. Review and practice teaching episodes prior to your scheduled teaching days. The plan-teach-reflect cycle is a crucial part of effective teaching and is both modeled and emphasized throughout every aspect of this course. It is also advised that computers/tablets be brought to each class meeting.

### *Professionalism*

Completing work on time, thorough preparation, appropriate dress and language, courteous communication, and maintaining privacy reflects one's professionalism. Stay caught up on class activities and assignments by reviewing the syllabus at least once per week and check the announcements in Canvas. Respond to emails in a timely manner and come prepared to fully engage in class. Dress appropriately and use appropriate professional language and decorum while doing so. Do not share video taken during class proceedings or sensitive information shared by peers with others outside the class.

## Video Recording

You may record your teaching in class for the purposes of reflection and completion of assignments, but it must be done from the back of the classroom. Videos with children will not be stored on the internet or emailed. If you share a video of your teaching or view the video of a peer who has taught children, files should be shared via USB drive or another format. Videos containing children should be deleted after the semester has ended.

## Assignment Submission

Assignments will be discussed in class and will be posted to Canvas with relevant descriptions. Assignments should be submitted in Canvas. Late work will receive deductions.

## Plan Ahead! In order to student teach, you must:

- Have an overall grade point average (GPA) of 2.75 on all UNT course work and an overall GPA of 2.75
- Have an overall GPA of 2.75 in all MUXX courses and all EDXX courses
- Have a minimum of a C in all music and education courses
- Have an overall GPA of 2.75 in your professional development classes. See your Student Handbook for a list of these courses.
- Have completed successfully ALL proficiency examinations before you apply for student teaching. No coursework should be taken during student teaching.

**The College of Education is requiring you to upload a time log that shows a total of 25 hours of observation hours for this course. [Click here for the log.](#) You will upload it here [UNT College of Education Observation Time Record Upload](#) at the end of the semester.**

**Grading Policy:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59

**If you are absent, you are still responsible for turning in assignments on time. Likewise, it is your responsibility to find out if there are any changes in what is assigned for the following class. Regardless of whether you were absent, you are still expected to turn in work on time. All assignments must be submitted. Late assignments will receive deductions at the discretion of the professor. If you have an unexcused absence on a day you are scheduled to teach, points will be deducted at the discretion of the professor, even if there is no time to teach your assigned teaching episode or someone else is available to teach for you.**

## ASSIGNMENTS:

Teaching performance and planning= 40%

- Teaching performance- Did you practice or did you wing it?
- Your Lesson Plans: SCRIPT your assigned section of the lesson. Put the link to your lesson in Canvas or submit your entire script in Canvas. If it's late or "sort of" done, points will be deducted, at the discretion of the instructor.

Class participation= 10%

- Participation with the students during lessons- Are you really participating or just going through the motions? If you are not teaching, you are participating.

Written Assignments/Reflections= 20%

- Teaching Reflections: Personal reflection is most effective directly following the activity; therefore, teaching reflections will always be due directly following each teach by end of day/11:59p.m. If it's late or "sort of" done, points will be deducted.
- Written class assignments of Ms. Archuleta's teaching

Recorder= 10%

- Recorder
  - Playing Tests- you will submit these via video submission in Canvas. I must see you and the recorder in the video.
  - I would suggest keeping your recorder and music in your backpack. Failure to bring your materials on a repeated basis will result in a deduction of points.
  - Last day for late submissions is **Sunday, December 7, 11:59pm**
  - You will receive **“extra credit”** if all assignments in this category are on time AND you tried your best in each submission. 3 of the lowest recorder grades will be raised to a 100. DO NOT ask for additional extra credit.

Final Project = 20%

- You will complete 1 concept plan for each of your assigned concept(s). One will be for rhythm, and one will be for pitch. Specific details will be posted in Canvas and discussed in class.

Reading Discussion Participation/Professionalism= **extra credit**- DO NOT ask for extra credit. Do the readings and participate. Be responsible and professional.

## **Proposed Calendar: Spring 2025**

*Calendar is subject to change based on pacing and needs of the class.*

This is an exploratory course and units may take varying amounts of time based on the existing skills and interests of class members.

	<b>Tuesday</b>	<b>Thursday</b>
<b>Wk. 1</b>	<p><b>August 19</b></p> <p>-Syllabus Overview -Observe 2nd grade</p> <p><u>Assignments</u></p> <ul style="list-style-type: none"><li>• Carefully read the course syllabus. Email questions to Ms. Rives.</li><li>• Read Chapter 1 (p. iii-10) in “First We Sing,” for Thursday. This portion of the textbook is in Canvas for you.</li></ul>	<p><b>August 21</b></p> <p>-Observation Log Discussion and Expectations -Discuss Reading from “First We Sing.” Lecture notes are in the files section (Kodaly Approach). -Participate with 2nd grade</p> <p><u>Assignments</u></p> <ul style="list-style-type: none"><li>• Read “First We Sing,” p. 35-38 before class on Tuesday. This portion of the textbook is in Canvas for you.</li></ul>

<b>Wk. 2</b>	<p><b>August 26</b></p> <ul style="list-style-type: none"> <li>-Discuss reading from “First, We Sing!” Lecture notes are in Canvas (Parts of a Lesson).</li> <li>-Observation Assignment Expectations and “Look Fors”- Lesson Parts</li> <li>-Observe 2nd grade</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Observation Assignment #1- Where do the different parts of the lesson begin and end?</li> </ul> <p><b>Due Wednesday, August 27, 11:59pm</b></p>	<p><b>August 28</b></p> <ul style="list-style-type: none"> <li>-Observation Assignment Expectations and “Look Fors”- Teacher Talk</li> <li>-Teacher Talk Lecture/Discussion. Lecture notes are in Canvas (Teacher Talk).</li> <li>-Observe 2nd grade</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Observation Assignment #2- Teacher Talk</li> </ul> <p><b>Due Sunday, August 31, 11:59pm</b></p> <ul style="list-style-type: none"> <li>• Make sure you can access your recorder music on whatever device you bring to class or bring a hard copy. It is in the files section of Canvas in the “Recorder” folder. Bring your recorder and music on Tuesday.</li> </ul>
<b>Wk. 3</b>	<p><b>September 2</b></p> <ul style="list-style-type: none"> <li>- Recorder #1- Intro. and “Hot Cross Buns.”</li> <li>- Participate with 2nd Grade</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• “Hot Cross Buns” due by <b>Sunday, September 7, 11:59pm</b></li> </ul>	<p><b>September 4</b></p> <ul style="list-style-type: none"> <li>-Lecture on Classroom Management. Lecture notes are in Canvas (Classroom Management).</li> <li>- Observation Assignment Expectations and “Look Fors” (classroom management)</li> <li>-Observe 2nd grade</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Observation Assignment #3- Classroom Management- <b>Due Wed., Sept. 10, 11:59pm</b></li> <li>• Brumfield reading, p. 12. Read and take notes/questions of the DISD Scope/Sequences for each grade. This is in the files section of Canvas (DISD Scope and Sequence). Be ready to discuss on Tues.</li> </ul>

<b>Wk. 4</b>	<p><b>September 9</b></p> <ul style="list-style-type: none"> <li>-Finish Classroom Management Lecture &amp; assignment expectations</li> <li>- Discussion of Scope &amp; Sequence, based on readings and DISD scope and sequence.</li> <li>-Observe/Participate, as assigned</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Observation Assign.#3- Classroom Management- <b>Wed., Sept. 10, 11:59pm</b></li> </ul>	<p><b>September 11</b></p> <ul style="list-style-type: none"> <li>-Finish discussion of Scope &amp; Sequence, based on readings and DISD scope and sequence</li> <li>- Review Assignment Expectations</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• For Tuesday, read p.13 text, Preparation section. Take notes.</li> <li>• Observation Assignment #4- Where are we in the scope &amp; sequence? <b>Due Sunday, Sept. 14, 11:59pm</b></li> </ul>
<b>Wk. 5</b>	<p><b>September 16</b></p> <ul style="list-style-type: none"> <li>-Lecture/Discussion on Preparation from text. Notes are in Canvas (Prepare Basics).</li> <li>-Participate</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• For Tuesday, read p.13-15 in text. Take notes. Focus on Presentation &amp; Practice.</li> </ul>	<p><b>September 18</b></p> <ul style="list-style-type: none"> <li>-View document for teaching assignments</li> <li>-Assignment Discussion &amp; Expectations- submitting a script for your teaching portion for Thursday</li> <li>-Lecture/Discussion on Presentation and Practice from “First We Sing.” Notes are in Canvas (Presentation Basics &amp; Practice Basics).</li> </ul>
<b>Wk. 6</b>	<p><b>September 23</b></p> <ul style="list-style-type: none"> <li>-Assignment &amp; Scripting Questions. Notes in Canvas (assignment expectations folder and in assignment description).</li> <li>-Lecture/Discussion on Presentation and Practice from “First We Sing.”</li> <li>-Participate/Script #1</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Submit Script #1 for your teaching portion for Thursday. <b>Due TONIGHT, 11:59pm</b></li> </ul>	<p><b>September 25</b></p> <ul style="list-style-type: none"> <li>-Reflection Expectations Notes in Canvas (assignment expectations folder and in assignment description).</li> <li>-Finish Lecture/Discussion on Presentation and Practice from “First We Sing.”</li> <li>-Teach #1/Participate</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Bring your recorder on Tuesday</li> <li>• Teaching Reflection #1 <b>due TONIGHT, 11:59pm.</b></li> <li>•Bring your recorder for Tuesday</li> </ul>

<b>Wk. 7</b>	<p><b>September 30</b></p> <ul style="list-style-type: none"> <li>-Scripting Expectations</li> <li>- Recorder- #2 “Gently Sleep” &amp; #3 “Merrily”</li> <li>-Participate/Script #2</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Submit Script #2 for your teaching portion for Thursday. <b>Due TONIGHT, 11:59pm.</b></li> <li>• Look over/take notes/questions on “Problematic Songs with Replacements” in Canvas (files section), for Thursday</li> <li>• Read “Repertoire for the Kodaly...” in text, p. 22-29, take notes/questions for Thursday.</li> <li>• For Thursday, read/take notes/mark questions, p. 15-20, “First We Sing.”</li> </ul>	<p><b>October 2</b></p> <ul style="list-style-type: none"> <li>-Reflection Expectations</li> <li>- Discuss Problematic Songs with Replacements &amp; “Repertoire for the Kodaly...”</li> <li>- Lecture/Discussion on “First We Sing” readings- Musical Content/Skills. Notes are in Canvas (Writing Sequence with Examples).</li> <li>-Teach #2/Participate</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Teaching Reflection #2 <b>due TONIGHT, 11:59pm.</b></li> <li>• Turn in “Gently” &amp; “Merrily” by <b>Sun, October 5, 11:59pm</b></li> <li>•Bring your recorder for Tuesday</li> </ul>
<b>Wk. 8</b>	<p><b>October 7</b></p> <ul style="list-style-type: none"> <li>-Scripting Expectations</li> <li>- Finish discussion from Thursday</li> <li>- Recorder Work, if time allows</li> <li>-Participate</li> <li>-Script #3/Participate</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Bring your recorder for Thursday.</li> <li>• Script #3 <b>due TONIGHT, 11:59pm</b></li> </ul>	<p><b>October 9</b></p> <ul style="list-style-type: none"> <li>- Reflection Expectations</li> <li>- Recorder Day</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• For Tuesday, read/take notes/mark questions, p. 30 (How to Teach a Song) in “First We Sing.”</li> <li>• Turn in “It’s Raining” by <b>SUNDAY, October 12, 11:59pm</b></li> <li>• Reflection #3 <b>Due TONIGHT, 11:59pm.</b></li> </ul>
<b>Wk. 9</b>	<p><b>October 14</b></p> <ul style="list-style-type: none"> <li>-Scripting Expectations</li> <li>- Discussion from “First We Sing”- How to Teach a Song. Notes are in Canvas (Notes on Teaching a Song)</li> <li>-Script #4/Participate</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Script #4 <b>due TONIGHT, 11:59pm</b></li> <li>• For Thursday, read “Planning for Teaching,” p. 32-35, 38-42- take notes/mark/questions</li> </ul>	<p><b>October 16</b></p> <ul style="list-style-type: none"> <li>- Reflection Expectations</li> <li>-Discuss reading for “First We Sing”- Planning for Teaching/Transitions. Lecture notes are in Canvas (Planning for Teaching &amp; Transitions).</li> <li>-Teach #4/Participate</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>•Submit Reflection #4 <b>Due TONIGHT, 11:59pm.</b></li> <li>• Turn in “Old MacDonald,” by <b>SUNDAY 11:59pm</b></li> </ul>

<b>Wk. 10</b>	<p><b>October 21</b></p> <ul style="list-style-type: none"> <li>-Scripting Expectations</li> <li>-Finish Thursday's discussion</li> <li>-Observe/Script #5</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Script #5 <b>due TONIGHT, 11:59pm</b></li> <li>• Bring your recorder Thursday</li> </ul>	<p><b>October 23</b></p> <ul style="list-style-type: none"> <li>- Reflection Expectations</li> <li>-Finish any discussions or recorder work</li> <li>-Teach #5/Participate</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>•Submit Reflection #5 <b>Due TONIGHT, 11:59pm.</b></li> <li>• Review "Concept Plans," on page 32 in "First We Sing," for Tuesday.</li> <li>• Turn in "When the Saints," by <b>SUNDAY, 11:59pm</b></li> </ul>
<b>Wk. 11</b>	<p><b>October 28</b></p> <ul style="list-style-type: none"> <li>-Scripting Expectations</li> <li>-Observe/Script #6</li> <li>-Concept planning- global look and building together based on Ms. A's lessons</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Script #6 <b>due TONIGHT, 11:59pm</b></li> </ul>	<p><b>October 30</b></p> <ul style="list-style-type: none"> <li>- Reflection Expectations</li> <li>-Teach #6/Participate</li> <li>-Concept planning- continue building based on Ms. A's lessons</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>•Turn in "Twinkle, Twinkle," by <b>SUNDAY, 11:59pm</b></li> <li>•Submit Reflection #6 <b>Due TONIGHT, 11:59pm.</b></li> <li>•Bring Your Recorder for Tuesday</li> </ul>
<b>Wk. 12</b>	<p><b>November 4</b></p> <ul style="list-style-type: none"> <li>-Scripting Expectations</li> <li>-Observe/Script #7</li> <li>-Concept planning- continue building based on Ms. A's lessons</li> <li>-Recorder Work</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Script #7 <b>due TONIGHT, 11:59pm</b></li> <li>•Bring Your Recorder for Thursday</li> </ul>	<p><b>November 6</b></p> <ul style="list-style-type: none"> <li>- Reflection Expectations</li> <li>-Teach #7/Participate</li> <li>-Concept planning- continue building based on Ms. A's lesson</li> <li>-Recorder Work</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>•Turn in "Amazing Grace," by <b>SUNDAY, 11:59pm</b></li> <li>•Submit Reflection #7 <b>Due TONIGHT, 11:59pm.</b></li> </ul>



Wk. 13	<p><b>November 11</b></p> <ul style="list-style-type: none"> <li>-Scripting Expectations</li> <li>-Recorder Work</li> <li>-Concept planning- go over final project expectations &amp; think about possible partner work (Information in Canvas in “Final Project” folder).</li> <li>-Observe/Script #8</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Script #8 <b>due TONIGHT, 11:59pm</b></li> <li>•Bring Your Recorder for Thursday</li> </ul>	<p><b>November 13</b></p> <ul style="list-style-type: none"> <li>- Reflection Expectations</li> <li>-Teach #8/Participate</li> <li>-Concept planning- submit your requests</li> <li>-Recorder Work</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>•Turn in “Ode to Joy,” by <b>SUNDAY, 11:59pm</b></li> <li>•Submit Reflection #8 <b>Due TONIGHT, 11:59pm.</b></li> </ul>
Wk. 14	<p><b>November 18</b></p> <ul style="list-style-type: none"> <li>-Scripting Expectations</li> <li>-Observe/Script #9</li> <li>-Concept planning- start working on your project</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Script #9 <b>due TONIGHT, 11:59pm</b></li> </ul>	<p><b>November 20</b></p> <ul style="list-style-type: none"> <li>- Reflection Expectations</li> <li>-Teach #9/Participate</li> <li>-Concept planning- work on your project</li> <li>-Course Feedback</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>•Submit Reflection #9 <b>Due TONIGHT, 11:59pm.</b></li> </ul>
Wk. 15	<p style="text-align: center;"><b>THANKSGIVING BREAK</b></p> <p style="text-align: center;">Do you have anything in Canvas that hasn’t been turned in yet?</p> <p style="text-align: center;">Work on your recorder submissions, if needed.</p>	
Wk 16	<p><b>December 2 &amp; 4</b></p> <p>Work off campus together on concept plans/final</p> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Final project drafts <b>due on Friday, December 5, 11:59pm</b></li> <li>•All recorder work is <b>due on Sunday, December 7, 11:59pm</b></li> <li>• Final project last submission/edits <b>due on Friday, December 12, 11:59pm</b></li> </ul>	
Wk. 17	<p style="text-align: center;">Finals Week</p> <p style="text-align: center;">Your Concept Plan Project is your final!</p> <p style="text-align: center;">Initial drafts are due by Friday, December 5, 11:59pm.</p> <p style="text-align: center;">Final edited submissions are due by Friday, December 12, 11:59pm</p> <p style="text-align: center;">All recorder work is due by Sunday, December 7, 11:59pm.</p>	

## Additional DISCUSSION TOPICS:

- Name Games
- Centers
- Kindergarten
- Passing Games Advantages and Tips
- Songs and Games that Solicit Solo Responses
- Teaching for Singing Accuracy
- Choosing Songs for the Curriculum: Creating Your Song Collection
- Tonal Memory and Improvisation
- Incorporating Music Therapy Techniques in the Music Classroom
- Starting a Choir Program
- Student Teaching

## ACADEMIC INTEGRITY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students (Office of Academic Integrity), who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. See: [Academic Integrity](#) LINK: <https://policy.unt.edu/policy/06-003>

## STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. See: [Student Code of Conduct](#) Link: <https://deanofstudents.unt.edu/conduct>

## ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at [my.unt.edu](https://my.unt.edu). All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect. See: [Eagle Connect](#) LINK: [eagleconnect.unt.edu/](https://eagleconnect.unt.edu/)

## ODA STATEMENT

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If

a disability is verified, the ODA will provide you with an accommodation letter. You can now request your Letters of Accommodation ONLINE and ODA will mail your Letters of Accommodation to your instructors. You may wish to begin a private discussion with your professors regarding your specific needs in a course. Note that students must obtain a new letter of accommodation for every semester. For additional information see the Office of Disability Access. See: [ODA](#) LINK: [disability.unt.edu](https://disability.unt.edu). (Phone: (940) 565-4323)

### **Health and Safety Information**

Students can access information about health and safety at: <https://music.unt.edu/student-health-and-wellness>

**Registration Information for Students** See: [Registration Information](#) Link: <https://registrar.unt.edu/students>

**Academic Calendar, Fall 2025** See: [Fall 2025 Registration Information](#)  
Link: <https://registrar.unt.edu/registration/fall-academic-calendar.html>

**Final Exam Schedule, Fall 2025** See above

### **Financial Aid and Satisfactory Academic Progress**

#### Undergraduates

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total hours registered. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

Students holding music scholarships must maintain a minimum 2.5 overall cumulative GPA and 3.0 cumulative GPA in music courses.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended that you schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course before doing so. See: [Financial Aid](#) LINK: <http://financialaid.unt.edu/sap>

#### Graduates

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 3.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Music scholarships require a 3.5 cumulative GPA. Students cannot exceed maximum timeframes established based on the published length of the graduate program. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended you schedule a meeting with an academic advisor in your college, an advisor in UNT-International or visit the Student Financial Aid and Scholarships office to discuss dropping a course. See: [Financial Aid](#)

LINK: <http://financialaid.unt.edu/sap>

## **RETENTION OF STUDENT RECORDS**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates. See: [FERPA](#) Link: <http://ferpa.unt.edu/>

## **COUNSELING AND TESTING**

UNT's Center for Counseling and Testing has an available counselor for students in need. Please visit the Center's website for further information: See: [Counseling and Testing](#)  
Link: <http://studentaffairs.unt.edu/counseling-and-testing-services>.

For more information on mental health resources, please visit: See: [Mental Health Resources](#)  
Link: <https://disparities.unt.edu/mental-health-resources>

## **ADD/DROP POLICY**

Please be reminded that dropping classes or failing to complete and pass registered hours may make you ineligible for financial aid. In addition, if you drop below half-time enrollment you may be required to begin paying back your student loans. See Academic Calendar (listed above) for additional add/drop Information. Drop Information: <https://registrar.unt.edu/registration/fall-academic-calendar.html>

## **STUDENT RESOURCES**

The University of North Texas has many resources available to students. For a complete list, go to: See: [Student Resources](#) Link: <https://success.unt.edu/aa-sa-resources>

## **CARE TEAM**

The Care Team is a collaborative interdisciplinary committee of university officials that meets regularly to provide a response to students, staff, and faculty whose behavior could be harmful to themselves or others. See: [Care Team](#) Link: <https://studentaffairs.unt.edu/care-team>