

Fall 2025 Teaching Science EC-6_EDEE-3330_009

Welcome to the EDEE 3330 course! This syllabus is designed to help you become successful while in class and after taking the course.

Matthews 111 Wednesdays 5.30pm to 8.20pm

Instructor Information

Course Name	Teaching Science EC-6
Instructors' Name	Karthigeyan Subramaniam Ph.D. (Professor, Tenured)
Office Location	Matthews Hall 218-S
Office Hours	Monday: 10.00am to 1.00pm – Matthews Hall 218S Friday: 10.00am to 1.00pm – Matthews Hall 218S
Email:	Karthigeyan.Subramaniam@unt.edu

Course Description

Introduces students to the scope and sequence of science education in an elementary school setting, to lesson plans and lesson design inside both formal and informal learning settings.

Course Structure

EDEE 3330-Teaching EC-6 a is a face-to-face, 15-week course, 2hrs and 50-minute long per session. All assignments have due dates; please refer to the course schedule included in this syllabus. All sessions will be at Matthews Hall, Rm 111 (change of venue will be promptly communicated). Each session includes one module with a focused topic that will last for a week. If there are meritorious reasons (e.g., suspension of classes), module coverage will be extended to the next session/s. All readings will be uploaded to Canvas.

Course Objectives:

Throughout the course, we will address an enduring goal of science education to develop an understanding of the nature of science through readings, research-based instructional activities such as the use of picture books, and participation in scientists' works (e.g., citizen science). These activities will help answer the question, **how is scientific knowledge constructed?** Each course requirement aims to explore students' science identity and to expand their own definition and ideas of science to make science education more humanistic and science accessible for all, thus answering, **who is science for?** You will have microteaching sessions to help you design and implement a 5E lesson plan emphasizing inquiry in science and teaching the nature of science (NOS). The 5E learning framework is a constructivist, inquiry approach where you are supported to enhance your curiosity (*engage*), design your investigations (*explore*), create and analyze your own evidence/scientific ideas (*explain*), communicate and challenge your ideas with others (*elaborate*), and assess your understanding (*evaluate*) (Bybee, 2015). After your microteaching, your peers and I will provide feedback to help you reflect on **why and how you teach science.**

Learning Outcomes

By the end of this course, and with the support of your instructor, you will:

1. demonstrate professional skills, knowledge, and attitudes as outlined in the Texas Teachers Proficiencies

2. identify appropriate science materials, lessons, and strategies for your selected grade level to plan and teach Science Content in the Texas Essential Knowledge and Skills.
3. incorporate evidence-based science practices and safe science practices in lesson plans and implementations.
4. design/modify activities to support equitable and inclusive science learning.
5. demonstrate understanding of the nature of science through your 5E lesson plans and microteaching.

For laboratory activities, please be informed of the following safety procedures and guidelines:

While working in laboratory sessions, you are required to follow proper safety procedures and 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 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.

To ensure that you understand safety measures, you will have to complete the Texas Education Agency Safety Training Course. See [Canvas](#) for details. In addition, you will read and sign the safety contract found in this [link](#).

How to Succeed in this Course

I always start my class with “science and me” storytelling. Your stories provide me window to your past and present science learning experiences, including negative and positive attitudes toward science and apprehensions about teaching science. Knowing your stories will help me get to know you, thus help me better support your learning. As future science teachers, it is important that you are confident how to teach science. To help you gain this confidence, you will be “lead learners’ in class. My hope is that you will have a sense of self-value as a source of scientific knowledge in and out of the classroom.

Throughout the course, I want you to not just learn and do science but learn *about* science. After the course, you should be able to address these questions: *How is scientific knowledge constructed? Who is science for? Why do we teach science?*

One of the critical indicators of your success in this class is **communication**. I prefer to address your concerns about the class (e.g., assignments, readings) and/or personal concerns about this class during my consultation hours: Monday: 9.00am to 12.00pm – Matthews Hall 218S
Wednesday: 9.00am to 12.00pm – Matthews Hall 218S

Your success is important to me, so I HIGHLY encourage you to use these consultation hours for all your class-related concerns.

Guidelines for communicating online or face-to-face: Remember these tips when interacting with your peers and me.

- Treat your instructor and classmates with respect in email or any other communication.

- Always use your professors' proper title: Dr. or Prof., or if in doubt, use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by the first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Ariel, Calibri or Times New Roman and use a size 10- or 12-point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :)
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via email.

Source: Online Communication Tips (<https://clear.unt.edu/online-communication-tips>)

Attendance: This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. Per university policy 06.039, an excused absence falls under the following categories:

- 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; and
- when the University is officially closed.

Examples of absences considered extenuating circumstances include:

Temporary disability or injury

- Extended medical absence or hospitalization
- Illness of a dependent family member
- Major illness or death of a loved one, which may include immediate family members of the student, spouses/partners, and others as deemed appropriate by the Dean of Students office
- Car accident that takes away transportation
- Housing emergencies
- Significant mental health concerns

For absences related to significant illness or extenuating circumstances, faculty can request that verification/documentation of absence go through the Dean of Students office.

If you cannot attend a class for any reason (including those not listed above), please notify me **as soon as possible**. Likewise, for reasons not listed above where a missing class is unavoidable, please let me know

so we can devise an alternate plan. *It is my discretion to excuse absences for reasons not listed above,* and you must communicate with me.

Examples of extenuating circumstances considered to be a matter between the faculty member and student include:

- Professional school interviews
- Conference attendance
- Receiving academic awards such as scholarships or other academic honors
- Missing class due to being waitlisted (only applicable prior to census date)
- Personal travel
- Short-term illnesses and doctor appointments (Flu, covid, strep, cold, etc.)

Attendance and participation in this class are required. Our class time will consist of many small groups and a whole class discussion. You are a vital part of a learning community, and your contributions are part of the knowledge that we create in our classroom. Therefore, we need you here as often as you are able.

When you can't be in class, I expect you to let me know ahead of time if you can. Missing more than two class periods or missing any class without contacting the instructor will affect the participation portion of your grade and may warrant further administrative action. You are still responsible for turning in assigned work if you are absent.

0 – 1 unexcused absence 10 points
2 unexcused absences 7 points
3 unexcused absences 3 points
4 unexcused absences F in the course

You are also expected to arrive at class on time and not leave before the end of the course. **Three instances of arriving more than 15 minutes late or leaving 15 minutes early will result in one unexcused absence.** Coming to class late or leaving early for the reasons listed above for excused absences will be counted as excused. Again, be sure to communicate with me in those instances.

“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. (Reference: 06.039 Student Attendance and Authorized Absences, p. 2)

“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.” (Reference: 06.039 Student Attendance and Authorized Absences, p. 2) NOTE: Reasonable time means no fewer than 10 days.

Accommodation

Together with UNT, I am here to provide you accommodations you may need. Please do not hesitate to reach out.

“The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable 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 a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.”

Supporting Your Success and Creating an Inclusive Learning Environment

We all come to this course with different perspectives influenced by our personal cultural background and diverse learning styles and level of abilities. Therefore, I expect each of you and including me to be respectful all the time. Below are my expectations and non-negotiable rules in class.

Use of Digital Devices (e.g., Laptop, cell phone, iPad)

- As a matter of professional courtesy, I require that *any cell phone(s) be set in silent mode* before class begins and keep them in this mode until class is over, no texting. If you need to take an emergency call, please step out of the room to take the call and let me know about it.
- The use of laptops may take your attention away from meaningful classroom experiences. Please be responsible when using your laptops and iPads.
- For your reference: I will use the traffic lights to indicate use of devices:
GREEN: You can use your laptops/devices during class for online resources/ technology-based activities.
RED: no device needed

“UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.”

Required Text: REQUIRED TEXTBOOKS AND/OR MATERIALS

Textbook is available on Canvas:

National Academies of Sciences, Engineering, and Medicine. 2023. Rise and Thrive with Science: Teaching PK-5 Science and Engineering. Washington, DC: The National Academies Press.
<https://doi.org/10.17226/26853>.

All course readings are available online/Canvas.

Course Requirements/Schedule

Course Requirements:

Major Assignments

ASSIGNMENT 1 Safety in the Science Classroom **DUE 09/02/2025 (CANVAS)**

- Refer to Canvas Folder: **MAJOR ASSIGNMENTS** for instructions.

ASSIGNMENT 2 Draft Physical Science Lesson Plan **DUE 10/22/2025 (CANVAS)**

- Refer to Canvas Folder: **MAJOR ASSIGNMENTS** for Lesson Plan Template and Rubric.

ASSIGNMENT 3

ASSIGNMENT 4 Physical Science Lesson Plan **DUE 12/03/2025 (Canvas)**

- Refer to Canvas Folder: **MAJOR ASSIGNMENTS** for Lesson Plan Template and Rubric.

ASSIGNMENT 5 Microteaching Reflection **DUE 12/03/2025 (Canvas)**

- Refer to Canvas Folder: **MAJOR ASSIGNMENTS** for Microteaching Reflection Format.

Final Exam (Essay) – Online in Canvas

Essay Question: *Based on your professional learning in this course, describe and explain how you plan to take an asset-based approach to leverage your future elementary students' meaningful science learning?* (Minimum 500 words to Maximum 800 words)

HINT: Use the glossary of terms in the Glossary Table to construct your response.

Glossary Table

Glossary	
Asset-based approach	<ul style="list-style-type: none"> • In the simplest terms, an asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as positive assets. • Teachers and students alike are valued for what they bring to the classroom rather than being characterized by what they may need to work on or lack. • Asset-based teaching seeks to unlock students' potential by focusing on their talents. • Also known as strengths-based teaching, this approach contrasts with the more common deficit-based style of teaching which highlights students' inadequacies.
Leverage	<ul style="list-style-type: none"> • To use appropriate instructional frames and strategies to maximum advantage (to coordinate and adjust for Meaningful Science Learning)
Meaningful learning	<ul style="list-style-type: none"> • Is learning that serves a purpose in real life and is highly valued by the student. • Student understands that such learning is functional in both the present and the future. • A vision of learning that recognizes that much of what people know about the world, including knowledge and scientific and engineering practices, crosscutting concepts, and disciplinary core ideas is built from their experiences with a diversity of real, physical, and social contexts that awaken an intrinsic need to learn and apply what is learned.
Meaningful Science Learning	<ul style="list-style-type: none"> • Teaching science in a way that's meaningful to children means meeting students where they're at, finding out what they're interested in, and helping them figure out things about the world around them—not just following a cookie cutter curriculum that teaches students to recite vocabulary. • Science as a part of learning and being," "Not as separate." • Meaningful scientific experiences include things like looking at natural phenomena and human-made phenomena and asking questions about these phenomena —this interaction with the world around them is a central part of learning science meaningfully.

Final Exam (Essay) - Rubric

Criteria	Points
Teacher Candidate describes what is an asset-based approach to meaningful science learning	5
Teacher Candidate explains why an asset-based approach is important for meaningful science learning	5
Teacher Candidate describes what is meaningful science learning	5
Teacher Candidate explains the importance of meaningful science learning	5
Teacher Candidate describes and explains science specific instructional frames to maximum advantage (to coordinate and adjust for Meaningful Science Learning)	10
Teacher Candidate describes and explains science specific instructional strategies (core science teaching practices) to maximum advantage (to coordinate and adjust for Meaningful Science Learning)	10
Teacher Candidate's response holistically provides evidence of professional leaning for an asset-based approach to leverage your future elementary students' meaningful science learning.	10

In-Class Assignment (IA): This assignment must be completed and submitted at the end of the class session. This may vary including individual, paired, or small group work. Most of the in-class assignments are completion assignment. You get a perfect score if you address the questions completely and appropriately. Some will be graded based on rubric.

Homework (HW): This assignment will be mostly individual work. You will be given a week or longer (as appropriate) to complete the task, therefore, due dates will vary. Description of homework will be posted on Canvas a week before for HW that can should be completed within a week. If HW requires more than a week, then description will be posted two weeks before and so on.

Late Assignments

You are expected to turn in quality work; therefore, if you need more time to work on your assignment, you can submit your work three (3) days after the due date. Please see me if you need more than the three-day allowance; so we can discuss alternative options for you. NO late submission for in-class assignments unless we ran out of time during our class session. Please be responsible in managing your time. Set priorities and plan well.

NOTE: This extension is grounded on research as reported by Joe Feldman (2019) in his book titled "Grading for Equity: What It Is, Why It Matters, and How It can Transform Schools and Classrooms"

Other UNT policies: Please read and absorb these important documents:[Student Support Services & Policies](#)

Explore [Navigate's Study Buddy \(https://navigate.unt.edu\)](https://navigate.unt.edu) tool to join study groups. Maximize your learning with our coaching staff at the Learning Center.

Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success \(https://policy.unt.edu/policy/06-003\)](https://policy.unt.edu/policy/06-003). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

Honor Code: "I commit myself to honor, integrity, and responsibility as a student representing the University of North Texas community. I understand and pledge to uphold academic integrity as set forth by [UNT Student Academic Integrity Policy, 06.003 \(https://policy.unt.edu/policy/06-003\)](https://policy.unt.edu/policy/06-003). I affirm that the work I submit will always be my own, and the support I provide and receive will always be honorable."

	Course Assignments	Due	Points
	<i>Attendance and Participation</i>		
1.	Class attendance: Participation* (15 x 10)		150
	<i>Major Assignments</i>		
2.	ASSIGNMENT 1: Safety in the Science Classroom: <i>Please upload the certificate as proof for completing the TEA science safety training for elementary school and to receive full points for this assignment.</i>	09/03/2025	100
3.	ASSIGNMENT 2: Draft Physical Science Lesson Plan: <i>Upload to Canvas</i>	10/22/2025	50
4.	ASSIGNMENT 3: Microteaching		70
5.	ASSIGNMENT 4: Physical Science Lesson Plan: <i>Upload to Canvas</i>	12/03/2025	50
6.	ASSIGNMENT 5: Microteaching Reflection	12/03/2025	25
7.	ASSIGNMENT 6: Science Journal Entry 1 to 7	10/14/2025	140
8.	ASSIGNMENT 7: Engineering Challenge	10/15/2025	100
9.	ASSIGNMENT 8: Students with Exceptionalities Quiz	11/19/2025	15
10.	ASSIGNMENT 8: Students with Exceptionalities – Structured Questions		10
11.	ASSIGNMENT 9: Science Notebook and Science Notebook Entries		100
12.	ASSIGNMENT 10: Science Portfolio		100
13.	Completing ALL ASSIGNMENTS ON TIME	12/03/2025	40
14.	Final Exam – Online	Available from 12/06/25 to 12/10/2025	50
		Total	1000
		Percentage	100%

Course Schedule: Please note that this schedule may change to meet students' needs and unprecedented circumstances.

Week	Tentative Schedule
1. 08/20/20254	Course Introduction and Class Canvas
2. 08/27/20254	<ul style="list-style-type: none"> ○ Texas Education Agency Science - https://tea.texas.gov/academics/subject-areas/science ○ Components of a Science Instruction Framework
3. 09/03/2025	<p>READ: Chapter 1 Moving to “I Can Teach Like This”</p> <p>COMPLETE in CANVAS: DUE 09/02/2025 Science Journal 1: Reflections - Chapter 1 Moving to “I Can Teach Like This”</p> <p>ASSIGNMENT 1: Safety in the Science Classroom: Please upload the certificate as proof for completing the TEA science safety training for elementary school and to receive full points for this assignment.</p>
4. 09/10/2025	<p>READ: Chapter 2 Bringing Out the Brilliance of All Children</p> <p>COMPLETE in CANVAS: DUE 09/09/2025 Science Journal 2: Reflections - Chapter 2 Bringing Out the Brilliance of All Children</p>
5. 09/17/2025	<p>READ: Chapter 3 Starting Strong with Investigation and Design</p> <p>COMPLETE in CANVAS: DUE 09/16/2025 Science Journal 3: Reflections - Chapter 3 Starting Strong with Investigation and Design</p>
6. 09/24/2025	<p>READ: Chapter 4 Letting Children Lead During Investigation and Design</p> <p>COMPLETE in CANVAS: DUE 09/23/2025 Science Journal 4: Reflections - Chapter 4 Letting Children Lead During Investigation and Design</p>
7. 10/01/2025	<p>READ: Chapter 5 All Together Now: Supporting Communication and Collaboration</p> <p>COMPLETE in CANVAS: DUE 09/30/2025 Science Journal 5: Reflections - Chapter 5 All Together Now: Supporting Communication and Collaboration</p>
8. 10/08/2025	<p>READ: Chapter 6 Revealing Learning through Assessments</p> <p>COMPLETE in CANVAS: DUE 10/07/2025 Science Journal 6: Reflections - Chapter 6 Revealing Learning through Assessments</p>
9. 10/15/2025	<p>READ: Chapter 7 Everything Is Connected: Integrating Science and Engineering with Instruction in Other Subjects</p> <p>COMPLETE in CANVAS: DUE 10/14/2025 Science Journal 7: Reflections - Chapter 7 Everything Is Connected: Integrating Science and Engineering with Instruction in Other Subjects</p> <p>ASSIGNMENT 7: Engineering Challenge</p>

Week	Tentative Schedule			
10. 10/22/2025	Preparing to Teach Science <ul style="list-style-type: none"> • Bring Updated/Modified/Corrected Science Lesson Plan and PowerPoint Slides • bring copies of DIAGNOSTIC, FORMATIVE and SUMMATIVE assessments • Deconstructing a 5E Science Lesson Plan (TRANSITIONS) <p>ASSIGNMENT 2: Draft Physical Science Lesson Plan: Upload to Canvas</p>			
11. 10/29/2025	CLASS ACTIVITY: MICROTEACHING Session 1 <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5.45pm-6.30pm</td> <td>6.30pm-7.15pm</td> <td>7.30pm-8.15pm</td> </tr> </table>	5.45pm-6.30pm	6.30pm-7.15pm	7.30pm-8.15pm
5.45pm-6.30pm	6.30pm-7.15pm	7.30pm-8.15pm		
12. 11/05/2025	CLASS ACTIVITY: MICROTEACHING Session 2 <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5.45pm-6.30pm</td> <td>6.30pm-7.15pm</td> <td>7.30pm-8.15pm</td> </tr> </table>	5.45pm-6.30pm	6.30pm-7.15pm	7.30pm-8.15pm
5.45pm-6.30pm	6.30pm-7.15pm	7.30pm-8.15pm		
13. 11/12/2025	CLASS ACTIVITY: MICROTEACHING Session 3 <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5.45pm-6.30pm</td> <td>6.30pm-7.15pm</td> <td>7.30pm-8.15pm</td> </tr> </table>	5.45pm-6.30pm	6.30pm-7.15pm	7.30pm-8.15pm
5.45pm-6.30pm	6.30pm-7.15pm	7.30pm-8.15pm		
14. 11/19/2025	CLASS ACTIVITY: MICROTEACHING Session 4 <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5.45pm-6.30pm</td> <td>6.30pm-7.15pm</td> <td>7.30pm-8.15pm</td> </tr> </table>	5.45pm-6.30pm	6.30pm-7.15pm	7.30pm-8.15pm
5.45pm-6.30pm	6.30pm-7.15pm	7.30pm-8.15pm		
	<p>COMPLETE in CANVAS: DUE 11/19/2025</p> <p>ASSIGNMENT 8: Students with Exceptionalities Quiz Students with Exceptionalities – Structured Questions</p> <p>Hand in Class: DUE 11/19/2025 ASSIGNMENT 9: Science Notebook and Science Notebook Entries ASSIGNMENT 10: Science Portfolio</p>			
15. 11/26/2025	Thanksgiving Break			
16. 12/03/2025	<ul style="list-style-type: none"> • Beliefs and Science Instruction: Reflection and Transformation • Science Lesson Planning - Reflection and Transformation <p>ASSIGNMENT 4: Physical Science Lesson Plan: Upload to Canvas ASSIGNMENT 5: Microteaching Reflection</p>			
17. 12/06/2025	Final Exam – Online			

Grading

A = 90%-100%	B = 80%-89%	C = 70%-79%	D = 60%-69%	F = below 60%
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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.

WELCOME TO THE CLASS!

DR. S. KARTHIGEYAN

SYLLABUS ADDENDUM

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with university policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: [Academic Integrity Policy \(PDF\) \(https://policy.unt.edu/policy/06-003\)](https://policy.unt.edu/policy/06-003).

AI

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. **Using GenAI to complete any part of an assignment will be considered a violation of academic integrity**, as it prevents the development of your own skills, and will be addressed according to the [Student Academic Integrity policy \(https://policy.unt.edu/policy/06-003\)](https://policy.unt.edu/policy/06-003).

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 class 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 [UNT Policy 07.012 Code of Student Conduct](#).

ADA Accommodations

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your instructor a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodations at any time, but it’s important to provide ODA notice to your instructor as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the

authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>).

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

Emergency Notifications and 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.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

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 students' 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.

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment

based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs:

http://deanofstudents.unt.edu/resources_0. UNT's Student Advocate can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Student Perceptions of Teaching (SPOT)

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 and 14 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.