COURSE INFORMATION

- INFO 5320 / Public Libraries
- Spring / 2019
- Class 17348, Section 002, Credit Hours 3
- This course is taught 100% online and no face-to-face meetings are required.

Professor / Instructor Contact Information

- Maurice Wheeler & Associate Professor
- Office: Discovery Park, E296N
- Office Hours: by appointment
- (Office) (940) 369-8191
- (fax) (940)/369-7898
- (email) Maurice.Wheeler@unt.edu
- Teaching Assistant: Nithin Mekala – NithinKumarMekala@my.unt.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Restricted Course. Approval Required. Contact Department. Web-Based Instruction. This is an Internet Course. Course Enrollment is Restricted and NON-TEXAS resident students residing outside of the State are not eligible to enroll in this section. Contact the department for enrollment assistance in an appropriate section of the course if applicable.

Course Description

- Introduction

- This course will be taught totally online. Therefore, no face-to-face meetings are required. Please take time to review each of the pages listed below. Pay particular attention to the syllabus as it addresses each aspect of class throughout.
- The organizational complexity of libraries often comes as a surprise to new librarians who are thrust into positions that require the application of managerial skills as part of their first assignments in rural, small or specialized libraries. Likewise, professionals advancing in their careers to positions of greater responsibility or adjacent fields frequently are required to assume administrative and managerial roles on a variety of
levels. SLIS 5320 Public Libraries is designed for current and future information professionals who are interested in learning more about the theory and practice of management specific to the public library environment. The course is a highly interactive course and requires in-depth exploration and discussion of topics presented in the course modules. It is important that you read this syllabus very carefully. You will need to become very familiar with its content and refer to it for directions throughout the course.

- **Graduate Catalog Course Description**
  - Problems of organization and management of public libraries and urban/rural library systems; their resources, functions and services. Related municipal, regional and state information agencies and services. Federal and state programs; development and trends. Individual investigation of major issues and topics.

Prerequisite(s): SLIS 5300 or consent of school.

- **Course Goals**
  - To survey the historical development, current status, and future of the public library; to examine the legal basis, financing, organization, and administration of public libraries; to study assessment and implementation strategies; to encourage students in pursuing independent study and research; and to provide students with opportunities to interact with local, regional and national public library leaders and practitioners.

- **Course Objectives**

The course objectives for SLIS 5320, are to:

1. Know the historical development of public libraries and appreciate the objectives of the early public library as shaped by the social and political times;
2. Understand how public libraries work; their roles, environments and the communities they serve; and how to assess the needs and requirements of the communities;
3. Be aware of approaches to planning and the complexity of establishing programs, collections, facilities and services for diverse cultural, socio-economic populations;
4. Know governance, operations and management of public libraries, including their organizational culture;
5. Understand public and private sources of funding, resource allocation and budgeting, and the political environment in which public libraries exist;
6. Understand the evolution of technology in libraries and other factors affecting library services;
7. Be aware of current trends and issues in library services; and the ability to remain current as professionals and life-long learners;
8. Appreciate the benefits of working in teams and the ability to deliver effective presentations;
9. Use advanced research skills to address professional issues and to be able to properly cite those resources.

Student Learning Outcomes

Upon completing SLIS 5320, student should:

1. Know both the history and objectives of early libraries and draw lessons for current practice in information centers
2. Be able to conduct an information audit and assessment of library programs, and resources.
3. Know how to put together a short term plan, long term plan and update an existing technology plan, or business plan.
4. Understand how organizational culture impacts governance of an information center.
5. Identify sources of funding for the public library and utilize communication skills in budget preparation and presentation.
6. Know the impact of technology on library planning, and library programs.
7. Connect to professional publications and listservs to stay current of trends and issues affecting the profession.
8. Learn from group dynamics how to complete work and submit projects on time.
9. Properly cite resources and conduct research on a given topic.

Student Learning Outcomes

By the end of the course students should be able to:

1. Plan, organize, staff, and direct an information center
2. Use assessment tools to evaluate staff members and information center resources
3. Identify two trends in library management and administration
4. Understand the impact of organizational culture in managing an information center
5. Understand the challenges associated with change management planning.

Course Access

- The course content for INFO 5320 is accessible only using Canvas. Students registered for the course with a valid UNT EUID AND PASSWORD will have access to the Canvas pages. At times, technical problems may result from uploads to the database. If you are
registered for the course and are experiencing access problems, please consult UNT LEARN or UNT HELP DESK.

• Course Outline
1. Welcome Module
2. Contemporary Roles of Public Libraries
3. Historical Development of the Public Library
4. Governance of the Public Library
5. Public Awareness
6. Support Services and Operations
7. Public Services
8. Technology
9. Planning and Evaluation
10. Financing and Budgeting
11. Client-Centered Service
12. Professional and Community Partnerships and Collaborations
13. Current Issues in Public Libraries

Materials

Required Texts:

• Students may be required to purchase texts for this course if they cannot be found electronically or borrowed from a library. The de la Peña Mc Cook book is the only required text. However, for ease of access, Van Slyk is highly recommended. Whitesides is available online through the UNT library. If the Block book is available online and also available through Interlibrary Loan. The Woodford's book is out of print, but the excerpt needed for this course will be available to you via the course module. For all other texts check with your library or purchase them (if you wish) from the following sources:
  • UNT bookstore-
  • https://www.efollet.com
  • classbook.com
  • https://www.amazon.com
  • https://www.bn.com

As librarians in training, you are expected to search and locate relevant material outside of class requirements in order to provide your colleagues with thought-provoking discussions on course topics.
• **Required Reading**

Course readings will be taken from the following:


Beginning with Module 2, each student is required to read 1-2 supplemental articles related to the module topic and post your thoughts in the Professional Issues discussion forum. Supplemental readings have been suggested for each module and can be found in the Course Related Materials folder in the Course Content Section. You may choose from the supplemental readings suggested, however, you are encouraged to research the topic and find articles on your own to discuss.

**Teaching Philosophy**

- **Course Method**

The course will be a combination of lectures, reading assignments, field-observation, written assignments, and individual research. Students will be expected to complete assignments and projects, participate in class discussions and exercises and make class presentations. Students will be expected to complete assignments and projects, participate in module discussions and exercises.

Information in each module will be presented using a variety of formats, including PowerPoint, Microsoft Word, and html. Students must be prepared to devote a significant amount of uninterrupted time for reading through each module. With the exception of Module 1, it is expected that students will read through each module only after completing the assigned readings and supplemental readings of your choice. This is an introductory course and as such is not intended to provide the definitive position on any topic. Students are expected to explore topics in greater depth on their own beyond what is presented in the course content. The outline of the content of the course will generally follow the text by Whiteside’s; however, there will be both required supplementary readings which will accompany each unit of the course. Lectures,
discussions and individual reports along with case studies will be used throughout the course.

**TECHNICAL REQUIREMENTS/ASSISTANCE**

UIT Help Desk: [https://www.unt.edu/helpdesk/index.htm](https://www.unt.edu/helpdesk/index.htm)

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu

Phone: 940.565-2324

In Person: Sage Hall, Room 130

**Hours** are:

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

- Hardware and software necessary to use Canvas: [http://www.unt.edu/helpdesk/bblearn/](http://www.unt.edu/helpdesk/bblearn/)
- Browser requirements: [https://clear.unt.edu/supported-technologies/canvas/requirements](https://clear.unt.edu/supported-technologies/canvas/requirements)
- Other related hardware or software necessary for the course: such as headset/microphone for synchronous chats, word processor, etc.

**Student Academic Support Services**

- [Academic Resources](#): where to buy textbooks and supplies access academic catalogs and programs, register for classes, and more
- [Code of Student Conduct](#): provides Code of Student Conduct along with other useful links
- [Office of Disability Accommodation](#): exists to prevent discrimination based on disability and to help students reach a higher level of independence
- [Counseling and Testing Services](#): provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- [UNT Libraries](#): library services
- [UNT Learning Center](#): provides a variety of services, including tutoring, to enhance the student academic experience
- **UNT Writing Center:** offers free writing tutoring to all UNT students, undergraduate and graduate
- **Succeed at UNT:** information regarding how to be a successful student at UNT

**COMMUNICATING WITH YOUR INSTRUCTOR**

- **Class Communication**
  - Communications for this course will be conducted using a variety of methods.
  - In INFO5320 Public Libraries students are encouraged to assist each other to the greatest extent possible. The instructor reads e-mail and discussions but will only participate in individual group discussions when necessary in order to clarify or resolve major issues. The instructor will participate in the Professional Issues discussion forum on a regular basis.
  - Canvas Email: E-mail messages are read Monday-Friday only. Response to emails is usually made within 24 hours, 48 hours at the most. If you have not received a response to an e-mail within 48 hours, you may resend it to assure that it has been received, or send an email to the instructor through Outlook. If technical difficulties are preventing the use of Canvas email, you may contact the instructor through Outlook at Wheeler@unt.edu and send a copy to the course TA, Nithin Mekala, NithinKumarMekala@my.unt.edu
- **Discussion groups:** There are several discussion groups in which each student is expected to participate. Students will be divided into smaller groups and are expected to work together as a team to complete weekly assignments (i.e. Group 1, Group 2, Group 3). Group discussions will be guided by the assignments found at the end of each module online. A learning outcome of this course is for students to develop skills for managing group interactions and projects in online environments. Group discussions will be formal and informal, and they are aimed at answering specific questions. As such, groups may consider selecting a facilitator or leader, or they might rotate that job for each assignment. It is up to each group as to how to divide the work. Each group will only have access to its own discussion postings (other than the class-wide forums). Only one person from the group should turn in the final assignment. Students will be assigned to specific discussions groups during the first week of the course. Please check your email for your group assignment. If you don't have an email indicating your group assignment, send an email to the TA immediately so you don't get behind.
  - PLEASE NOTE: You need to complete 2 actions regarding discussion assignments in this course: 1. Discuss assignments weekly in your assigned group and compile a group response, 2. Submit the group response to the instructor.
- **Course-wide discussions (ex: Professional)** Students are encouraged to participate in informal discussions about the assigned readings, as well as other topics of broad interest in the “Professional” discussion forum.
- This forum is intended for informal and unstructured. Although students are expected to participate in this forum, the quantity of participation (in this forum only) will not be factored in the grading process. However, failure to participate in this forum will result in a loss of 5 overall grade points.
• For all questions related to technical problems (for example, if a link is not working properly), send your messages using the “Technical Questions” forum. The TA monitors and responds to these questions.
• For all questions related to professional issues (for example, items discovered in the news, or questions from the course material), post your comments or questions using the “Professional Issues” discussion forum.
• For all questions or e-mail concerning completion of course assignments, send an e-mail directly to the instructor and the TA using the Canvas message system(Chat) or Outlook. Both the Instructor and the TA respond to email. Always send both the instructor and TA a copy of emails to assure prompt response time. For urgent matters and in case of emergencies, please notify the instructor using the Outlook email system at Wheeler@unt.edu.
• Do not embed questions to the instructor within forum discussion postings. Send them separately in an email to the instructor and TA.

ASSESSMENT & GRADING

Student Evaluation

Classroom participation/online discussion 30% (30 pts)
Midterm Paper 40% (40 pts)
Final Group Project 30% (30 pts)

Extensive comments on written assignments are provided upon request, general comments will be posted under the “My Grades” icon. Students are responsible for tracking their progress in the course.

Extra credit: As a general rule, extra credit is not offered.

Grading Criteria

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

"A" Excellent work that considerably exceeds the stated course requirements.

"B" Good to very good work that generally meets or exceeds the stated course requirements.

"C" Fair to poor work that minimally meets the stated course requirements.

Assignments

**Please check Learning Modules for due dates**

It is important that students preparing for professional careers are able to express themselves clearly. Class discussion, analysis, and the ability to synthesize information are key elements of the learning process in which students are expected to demonstrate proficiency.

- While guidelines for writing are offered, **no written examples of Midterm or Final projects work will be provided. Please see the Welcome Module for helpful guides on writing tips.**
- When you submit your homework, please DO NOT ask for confirmation that it has been received. However, you are strongly advised to retain copies of all assignments submitted.
- Students are required to include student name and assignment number or name on the top of each page submitted. Save files with a consistent and unique naming sequence, as in LASTNAMEassignmentnumber/nameCOURSENUMBER, i.e. JSmithLitReview1SLIS5320

Style Manual

The APA Publication Manual is the approved style manual for the preparation and submission of assignments. Please assure that your work has been edited for spelling, grammar, and logic prior to posting any written assignments.

Written Assignments

- Late Midterm and Final papers will receive a one letter grade reduction for each day the assignment is late.
- Group Discussions: For each module, students will discuss the topic in their assigned group. Those discussions must be compiled and submitted to the Dropbox. Please follow the guidelines for Discussion Submissions as provided in the Welcome module.

Course Participation
Course participation takes place in assigned groups and in the discussion forums. Students participate in assigned groups (i.e. Group 1, Group 2, Group 3) in order to respond to a question or complete an assignment related to the topic for the current module. Group discussions take place in private group discussion forums. Evaluation is based upon the level and quality of each student's participation. Group participation is mandatory. All group assignments will be submitted to the Assignment Dropbox for grading.

Please follow the guidelines for Group Discussion Submissions as provided in the Welcome module. Classroom participation is weighted at 5% of the total grade.

**Mid-Term Research Paper**

This research paper will result from an *unobtrusive* observation of a public library of your choice. It cannot be a library where you have previously or currently work. **THIS IS AN INDIVIDUAL PROJECT.**

- Through unobtrusive observation, the level of activity and availability of information on the topics discussed in class during the first half of the term should be assessed.
- Discussions of your findings should demonstrate both theoretical and practical knowledge of the topics gained from class readings and discussions.
- All major topics discussed in the course up to the date of the assignment must be covered in the paper, which includes Module 2: Contemporary Roles of Public Libraries through Module 8: Technology.
- Publicly accessible documents will need to be reviewed as part of the assignment, including brochures, pamphlets, websites, media coverage, etc., and these materials will need to be included in your references at the end of the paper. However, **no interviews** of the staff or members of the public are to be conducted for this assignment. Only information gathered through personal observation, the material in print or available electronically may be used for your review and analysis.

A general overview of the library and community should be provided. The focus should be placed on the sources of information rather than giving very detailed information. As an example, the paper should not tell the history of the library. Instead, it should tell where information regarding the history may be found through observation; on a plaque at the front door, in a separate brochure, in the annual report, etc. Information or documents not visible or not normally distributed to the public *en masse* may be requested, such as board meeting
proceedings and annual reports. Interactions with staff should be kept to a minimum and
documented.

- The research paper is expected to be 10-15 pages in length, double-spaced. The title page
and references are not included in the page count of the paper. Section headings must be
used in the paper. For example - Roles, History, Governance, Technology, and so
on. **References must be included at the end of the paper and must include both
printed and online resources.** Any brochures etc. used must also be referenced.

- Late papers will receive one letter grade reduction for each day the assignment is
late.

**FINAL RESEARCH PROJECT**

The final project will be completed as a group activity. The number of students enrolled in the
class will determine the number of groups and the size of each group. Each student will be
assigned to a group within the first couple of weeks of class so that groups may begin their
projects early in the term.

- Each group will be responsible for creating a formal written document as well as
preparing a PowerPoint Presentation.

- Groups will be assigned to write a grant proposal for a project of their choice. It might be
helpful to your group to search for a real grant to use as your topic. Project topics are due
by the date is shown in the course calendar.

- Groups will be required to identify the specific project and hand in an outline. Groups
will need to brainstorm and determine a topic. Next, you will need to write an outline of
your paper. The outline does not need to be extremely detailed; however, it should be
thorough enough to provide the general direction of your final paper. Please check the
course calendar for the outline due date.

- The PowerPoint presentation should be prepared as a 5-10 minute synopsis of the
proposal. Generally speaking, if you were actually giving the presentation, you would
spend approximately 30-45 seconds speaking to each slide. Use this as a guide in
determining the number of slides to create for the presentation.
• The written proposal should not exceed 10 pages, double spaced, and the title page and references do not count as part of the total number of pages.

• In addition, each member of the group will be required to submit one page, single-spaced, self-evaluation assessing their participation in the group. See the course calendar for the due date.

• The self-evaluation should include a discussion of the individual’s participation, any special personal learning that was experienced, and the identification and resolution of both personal and group challenges.

** Late final research papers will receive one letter grade reduction for each day the assignment is late.

Assignment Rubrics

Module assignments and discussions:

- Quality of writing and level of discussion and exploration of the topic (APA manual must be used consistently, especially for references or endnotes)
- Demonstrates familiarity with the topic
- Indicates serious reflection

Midterm and Final Research Papers:

- Quality of writing and level of discussion and exploration of the topic
- Completely meets each level of assignment as outlined in the syllabus

Exams: there will be no mid-term or final exam.

CLASS ASSIGNMENTS RESOURCES

Graduate level instruction mandates an advanced level of critical writing and thinking. Editing your work should be standard practice. Be sure to write all postings in a word processing format, then check for spelling, grammar, and logic prior to posting. No examples of former students’ work will be provided.
COURSE OUTLINE & TENTATIVE SCHEDULE

** Additional readings other than those listed below may be assigned.

UNIT 1

Module 1

- Syllabus review
- Read How to Compile discussion posts
- Read How to Complete Midterm and Final Project
- No Assignment Due for this module

** Welcome module
- Welcome Module
- Complete readings assignment and supplemental readings for Module 2
- Please log in to the discussion forum and introduce yourself.

Module 2 Group Discussion activity

Module 2

Submit Module 2 Group Discussion activity question in the Professional Issues forum

Contemporary Roles of Public Libraries

1. Roles and functions of the public library

2. Current factors and influences affecting public library services

Readings:

McCook Chapter 3

1. Read Lecture Notes for Module 2
Module 3
Submit for a grade Module 3 Discussion Activity

Historical Development of the Public Library
Readings:

McCook Chapters 1-2
1. Historical factors and influences affecting public library services
2. Legal Framework of the Public Library
3. Landmark documents/studies

Submit for a grade Module 3 Discussion Activity

Module 4
Module 4 Discussion Activity

Governance of the Public Library
Readings:

1. Public Administration
2. Library Boards and Trustees
3. Politics

UNIT 2

Module 5
Submit for a grade Module 5 Group Activity

Public Awareness
Readings:

1. Public Relations
2. de la Peña McCook & Bossaller Chapter 5
3. Whitesides, Chapter 5, & 6 ;
2. Marketing
3. Political Activism
4. Friends of Libraries and Advocacy
5. ALA

Module 6
Submit Module 6 discussion activity

Support Services and Operations
Submit for a grade Final Project Outline

1. Human Resources
2. Policies and Procedures
3. Support Services
4. Technical Services

Readings:
1. de la Peña McCook, Chapter 6,
2. Read Whitesides, Chapter 5

Module 7
Submit for a grade Module 7 discussion activity.

Public Services
Readings:
1. de la Peña McCook & Bossaller, Chapter 7
2. Whitesides, Chapters 6

UNIT 3

Module 8
Submit Module 8 discussion activity

Technology
Readings:
1. Information Systems
2. Technology in Technical Services
3. Technology in Public Services

**MIDTERM Due Oct 26, 2018 @ 11:59 PM.**

**Module 9**

**Planning and Evaluation**
1. Standards
2. Strategic Planning

**Module 10**

**Financing and Budgeting**
1. Budget Development
2. State and Federal Funding
3. Development and Fundraising
4. Grants

**UNIT 4**

**Module 11**

Submit for a grade module 11 discussion activity

**Client-Centered Service**
1. Public Service
2. Customer Service

Submit for a grade Module 9 Discussion Activity

**Readings:**
1. de la Peña McCook & Bossaller, Chapter 11
2. Whitesides, Chapters 8-10, 12

Submit Module 10 Group Activity

**Readings:**
1. de la Peña McCook & Bossaller, Chapter 4,
2. [Chicago Public Library Plan](#)
3. follow link to plan and read plan)

**Readings:**
1. Block, Chapter 5,
2. Whitesides, Chapter 11

**Readings:**
1. Block, Chapter 1; Chapter 8
2. McCook & Bossaller Chapters 8-9
Module 12

Professional Community Partnerships and Collaborations

1. State Library Agencies
2. Networks and Interlibrary Cooperation.
3. Business, Non-profit, civic, educational and faith based organizations

Module 13

Current Issues

No Assignment due this week.

Readings:
1. de la Peña McCook & Bossaller, Chapter 10
2. Block, Chapter 3

Readings:
1. de la Pena McCook & Bossaller, Chapter 12
2. Whitesides, Chapter 12

FINAL PROJECT Due May 5 2019 @ 11:59 PM.

UNT POLICIES

Academic Integrity Policy
As per the UNT policy, a syllabus for a course MUST include the following statement:

This course adheres to the UNT policy on academic integrity. The policy can be found at http://policy.unt.edu/sites/default/files/06.003.pdf. If you engage in academic dishonesty related to this class, you will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students (for graduate courses, also the Dean of Toulouse Graduate School) for appropriate disciplinary action. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the usage, without permission, of tests or other academic material belonging to a faculty member or staff of the university; or (4) dual submission of a paper or a project without express permission from the instructor. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear
acknowledgment, or proper citation and reference. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. (Source: Code of Conduct and Discipline at the University of North Texas; please check online for the most updated version and related definitions.)

ADA Policy

As per UNT policy, a syllabus for a course MUST include the following statement:

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

Course Safety Procedures (for Laboratory Courses)

As per UNT policy, a syllabus for a course MUST include the following statement for all applicable 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 Standard Syllabus Statements Related Policy 06.049 Course Syllabi Requirements 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
As per UNT policy, a syllabus for a course MUST include the following statement:

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

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

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

Access to Information - Eagle Connect

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

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from “UNT SPOT Course Evaluations via IA System 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 http://spot.unt.edu/ or email spot@unt.edu.

**Sexual Assault Prevention**

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