# **Spring 2025: EDCI 4000 Classroom Interactions**

## **Section 1: Monday/Wednesday 9-10:20, Curry 323**

## **Instructor Information**

**Name:** Ms. Marcia Jacobs, M.Ed. (she/her) Science

**Office Location:** Curry 309F

**Phone Number:** 940.565.4246

**Office Hours:** Mondays /Wednesdays 10:30 a –12 p

*Available for appointments, in-person or Zoom.   
If you need time outside of office hours, reach out and we can set up an appointment.*

**Email:** [Marcia.Jacobs@unt.edu](mailto:Marcia.Jacobs@unt.edu)

**Math Support:** Mr. Anthony Hufford, M.Ed (he/him) Mathematics

**Office Location:** Curry 309E

**Phone Number:** 940.565.3128

**Office Hours:**

*Available for appointments, in-person or Zoom.   
For drop-ins, please give a heads-up!*

**Email:** [Anthony.Hufford@unt.edu](mailto:Anthony.Hufford@unt.edu)

## **Course Description, Structure and Prerequisites**

# EDCI.4000. Classroom Interactions; 3 hours

As Classroom Interactions students, you explore the principles of effective classroom instruction delivered in various formats, including, but not limited to, inquiry-based instruction, lecture-based instruction, small group instruction, lab-based instruction, and collaboration-based instruction.

To fulfill the semester's field requirements and reflections, each student partners with a Mentor Teacher who teaches in the student’s field of study in an area public school. Those students seeking a 4-8 math or science certification teach in a middle school setting, and those seeking a 7-12 math science, or computer science certification teach in a middle or high school setting with the preference being the high school setting. **Classroom Interactions requires a minimum of nine (9) hours of fieldwork in schools, including observations of your Mentor Teacher and teaching the Mentor Teacher’s students.**

Given topics by their Mentor Teachers, Classroom Interaction (CI) students create lessons to teach the students in the Mentor Teacher’s classroom. Concrete evidence of the student’s teaching abilities and areas needing work outlined in the feedback from the Mentor Teacher and the observing Master Teacher provide the CI student the opportunity to reflect upon their lesson and actions to learn and grow in their effectiveness as an educator. Students learn to use the Mentor Teacher’s students’ work to analyze the effectiveness of the lesson. After reviewing and reflecting on the feedback and analyzing the student work, the CI student uses the discoveries to revise or redesign the lesson plans to meet all students’ learning needs and to hone the CI student’s teaching skills and strategies.

Studying how to embrace and develop a classroom environment that is equitable, diverse, accessible, and inclusive allows CI students to forge appropriate working relationships with peers and students while establishing a safe and productive learning environment. CI students learn to recognize when biases interfere with the learning opportunities of others or when those biases adversely affect the learning environment for everyone. The CI students learn strategies to guide the students to accept and respect others and their differences and how to positively and effectively deal with adverse situations that may arise.

In addition, CI students thoroughly examine their first lesson plan’s concepts and instructional methodologies as presented and discussed in mathematics, science, and general education journals, books, and articles to seek support in finding and using appropriate strategies to ensure they create the best learning situation for the students in their charge. Each student documents their learning journey through the entire Teach 1 process, from lesson designing through teaching the lesson, reflecting upon the lesson’s effectiveness, and making the necessary adjustments in the lesson as supported by the literature and experience.

Finally, the CI students engage in activities to practice their classroom management skills and behavioral management strategies learned in class.

CI students must pass a criminal background check before entering a public or private school campus

**When is class?** Classes are held on campus, during an 80-minute class – Mondays & Wednesdays, 9-10:20 am. The delivery of the Classroom Interaction course occurs entirely face-to-face. Therefore, the expectation is that CI students attend class regularly to engage and participate fully in activities and discussions.

**How will I know if class is canceled?** I will send a Canvas and/or Outlook email notifying you of a class cancellation. In that message, details of asynchronous assignments will also be provided.

If there is a campus closing that will impact our class, you will be notified by Eagle Alert [Campus Closures Policy](https://policy.unt.edu/policy/15-006) (<https://policy.unt.edu/policy/15-006>).

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. If Canvas is not accessible during the emergency, contact me via email for more information.

**What are the prerequisites?** Before enrolling in EDCI 4000 – Classroom Interactions, you must gain admission to the Teach North Texas program, have a university grade point average of at least 2.50, and complete either [TNTX 1200](http://catalog.unt.edu/content.php?filter%5B27%5D=EDCI&filter%5B29%5D=4000&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=22&expand=&navoid=2372&search_database=Filter#tt5920) or [TNTX 1300](http://catalog.unt.edu/content.php?filter%5B27%5D=TNTX&filter%5B29%5D=1300&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=22&expand=&navoid=2372&search_database=Filter#acalog_template_course_filter) and [EDCI 3500](http://catalog.unt.edu/content.php?filter%5B27%5D=EDCI&filter%5B29%5D=4000&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=22&expand=&navoid=2372&search_database=Filter#tt4143).

## **Course Goals**

By the end of the Classroom Interactions Course, CI students will complete and be able to do the following:

1. By studying, discussing, and discerning how to ensure equity, provide accessibility, honor diversity, encourage inclusivity, and eradicate harmful discrimination, bias, and prejudice in the classroom and the broader educational environment, the TNT student creates and enacts a plan for creating a culturally responsive classroom environment that fosters a safe and secure learning and working environment.
2. After studying, comparing, and contrasting the attributes of various teaching models, the TNT student discerns when each model is appropriate.
3. Given a topic in the TNT student’s field of study, the TNT student creates a concept map and a vertical alignment of the TEKS involving the lesson topic and uses these to develop a lesson focus, goals, and learning objectives.
4. Using Bloom’s New Taxonomy, the TNT student constructs learning objectives using the “ABCD” model and designs high-order thinking questions, including scaffolded and extension questions, and purposefully incorporates the questions developed into the appropriate places within each lesson plan.
5. Once the TNT student receives the specific topic for the assigned lesson to teach, the TNT student uses the information learned from the investigation of research-based, high-yield, concept-building instructional strategies to design and implement an engaging and rigorous mathematics or science lesson in the 5-E Model.
6. The TNT student identifies when and how to appropriately differentiate instruction, including using diverse instructional approaches designed to ensure all students equitable access to high-quality learning opportunities while maintaining the course’s integrity.
7. The TNT student investigates relevant teaching technologies, appropriately implements one or more of the reviewed, appropriate teaching technologies in classroom instruction, and discusses how using technology in a math or science lesson affects classroom interactions and informs instruction.
8. The TNT student reflects upon and incorporates that learned from observing live lessons taught by the instructor and the mentor teacher. In addition, the TNT student reflects on the lesson designing process considering the effectiveness or appropriateness of the strategies and activities used within their lessons.
9. The TNT student analyzes a lesson for its effectiveness using student work, a video recording of their teaching with a special emphasis on the captured dialog between students and the TNT student and with other students, and, finally, the Master Teacher’s and Mentor Teacher’s observation notes. This is followed by the TNT-student revisiting the original lesson, and considering the analysis of the students’ work and dialog, the observers’ comments and relevant published educational research materials to discern the necessary changes to the lesson plan, including the strategies used, to improve the lesson’s effectiveness.

## **Required Materials**

Dependent on supplies, these required texts are available by checkout for your CI semester.

**Required texts for ALL teacher candidates**

Hammond, Z., (2015). ***Culturally Responsive Teaching & the Brain-Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.*** Corwin-A Sage Company. Thousand Oaks, CA 91320

Marzano, R. J. & Marzano, R. J. (2019) ***The Handbook for the New Art and Science of Teaching****. Bloomington, IN, Solution Tree Press.*

Kagan Spencer, Miguel Kagan & Laurie Kagan (2015).  *59 Kagan Structures.* San Celemente, CA: Kagan Cooperative Learning.

**How to Succeed in this Course**

### Visit with me during Office Hours

Office hours offer you an opportunity to ask for clarification or find support with understanding class material. Meet with me! I encourage you to connect with me throughout the semester. Additional office hours, in-person and virtual, will be offered throughout the semester. Your success is my goal.

You are encouraged to drop by during any of my scheduled office hours. If you need time outside of those hours, please just reach out with when you are available to set up an appointment.

## Communicate (CI Course)

You are not alone in this course; I’m here to navigate you to success. Please communicate ALL your concerns or questions to me. It helps me make better decisions on how to support your learning journey. “I can’t help what I don’t know about.”

**How can I reach you outside of class?** UNT email is the most efficient medium of communication, when we’re not face-to-face. You may also message me through Canvas. Canvas forwards all messages to our UNT emails; *however, your comments on Canvas will NOT be forwarded*. If you have time-sensitive information, please email me. Also, though email is the most efficient, I prefer that we arrange to meet whenever possible.

**How long does it take you to respond to my emails?** You can expect to receive a response to your emails (during the weekdays) within 24 hours. Emails sent over the weekends (i.e. Friday afternoon to Sunday) can expect a response as early as Sunday evening or Monday morning. If your email requires a response and you don’t receive one within 48 hours, please send me a follow-up email. The semester can get pretty busy, and my inbox becomes rather full. A gentle nudge is appreciated. This writing stem could be helpful;

“Hello (insert recipient’s name), I am following up on the email I sent you on (insert date)…”

## Communicate (Field Experience)

**What if I have an emergency related to my field teach?** Follow the Contact Order for Absences and Cancellations on Canvas that is summarized below.

Contact me by email immediately then call the Teach North Texas main desk at 940-565-2265. They will send me the message. We follow this protocol to avoid interrupting observations, practice teaches, or a class that is in session.

1. Send all class communication through your UNT email address to your instructor, mentor, etc. If you have another email address that you check on a regular basis, you can always automatically forward your UNT email to that account.
2. **Do not text** either your UNT professor or your mentor – always use your UNT email address.
3. Copy your instructor on **all e-mails** that you send to your mentor teacher. To copy the instructor, type their email address into the “CC:” text box within your email client. It is your responsibility to forward an email from your mentor teacher if he/she did not CC: your instructor.
4. Check your email and the Canvas web site daily for class updates. Reset your settings so you automatically get class announcements.

A vital part of this course is the continued development of each individual’s professional persona, not only in the classroom but also as represented in your work ethic and communication skills, written or spoken, with your mentor teacher, your TNT instructor, the campus administration, your students, and other adults encountered in your observation and teaching experiences. When communicating virtually, review these [Online Communication Tips](https://clear.unt.edu/online-communication-tips) to ensure communication is professional and respect others views and perspectives.

## Avoid Course Failure

**Unless a student withdraws from the course in accordance with UNT deadlines, the following actions will result in failure of the course:**

* Not completing required district background check by the posted deadline,
* Missing an arranged teaching date,
* Missing more than the allowed class sessions, and
* Not successfully completing ***all*** teaches.
* **Failing to appropriately document observations/teaching and approved through Canvas and Watermark.**

**How do I complete the background check?**

You will be provided instructions during class to complete your background check. This will occur once placements with mentor teachers have occurred.

**Background Check Policy**   
Along with Teach North Texas, our school district partners establish deadlines for completion of background checks that permit teacher education candidates to conduct observations and teaching events in public schools. For this reason, each student must provide evidence of a completed background check **by Wednesday, September 10th, 2025**.

Students who do not successfully complete the background check will be unable to complete mandatory course requirements and will receive a grade of “F” in the course unless the student drops or withdraws from the course according to UNT deadlines. Students that drop or withdraw from classes may become ineligible for financial aid.

### Use your ADA Accommodations

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](https://studentaffairs.unt.edu/office-disability-access) website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

To begin your registration process, connect with the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) (<https://studentaffairs.unt.edu/office-disability-access>).

**Where can I find the UNT policies and procedures for success?** You can access these policies in Navigate (Navigate.unt.edu), in Canvas under the Help menu, and on the [Student Support Services & Policies](https://clear.unt.edu/student-support-services-policies) page (<https://clear.unt.edu/student-support-services-policies>).

## **Creating an Inclusive Learning Environment to Support Your Success**

## Inclusivity

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. ([Code of Student Conduct](https://deanofstudents.unt.edu/conduct)) (<https://deanofstudents.unt.edu/conduct>)

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation so we will work as a class to collaborate in ways that encourage inclusivity.

## Assessing Your Work

Grading for our course will be based the following numeric grading scale and weighted categories:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

|  |  |
| --- | --- |
| Course Contributions | Percent Value |
| Assignments (class preparations, homework, contributions in class, etc.) | 25% |
| Field Work | 25% |
| Teach 1 Analysis | 20% |
| Professionalism & Attendance | 20% |
| Post-Assessment | 10% |
| Total | 100% |

You will have opportunities to receive feedback from your instructor and peers throughout the course of the semester. It is in your best interest to make your best effort before turning in final assignments.

Since you are training to become teaching professionals, practice preparing documents that are ready for students, fellow teachers, administrators, and parents to read. All assignments handed in should be carefully proofread and should contain no spelling or grammatical errors.

**What about the required field work?** As TNT’s students, you observe the mentor teachers at least three times during the semester. You are responsible for *successfully* teaching one single-day lesson (Teach 1) and one two-day lesson (Teach 2-3 or Teach 2- Day 1 & Day 2). Each visit to your Mentor Teacher’s campus is at least 90 minutes, regardless of if the time is for observing or teaching. **Document** all classroom in person on the **Early Field Experience Log**. The **time begins when you check into the school’s front office and ends when you log out in the front office** before leaving the campus. **The Mentor must sign the observation document each time you observe or teach.** This will be further logged within Watermark for any hours completed following your admittance into Teacher Education in the UNT College of Education. With your mentor’s *and* instructor’s permission, you may complete additional observations. It is a requirement to have a cleared background check before stepping foot on any campus. Once the assigned district notifies TNT of your cleared background checks, you begin your observations and teaching.

What about preparing for the required field work? All lesson plans must be approved by the course instructor before scheduling a practice teach. Before a lesson is presented to K-12 students, it must also pass the TNT Practice Teach. The Practice Teach is the *Dress Rehearsal*. Each student should be fully prepared with all of their materials and be able to fully complete their teach. Students who are unable to gain approval for the lesson from their instructor or fail the Practice Teach cannot teach in the field. Remember that you cannot pass this course without successfully teaching in the field.

**Do you accept late work?** Yes. Your assignments are due on or before the assignment due date as published in Canvas. After that date, if your assignment is turned in within a week of the published due date *and* you email me that you’ve uploaded the late work, you may receive a maximum of 70%. After one week, no credit will be given.

**How long does it take for me to receive feedback?** Typically, you can expect feedback and grades to be returned within 7 days from the due date.

**Is academic integrity expected in this course?** Yes, absolutely! Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources.  For example, students who use other people’s work without citations will be violating UNT’s Academic Integrity Policy.  The use of generative AI in this class, *unless specified in the instructions of an assignment*, will be considered a form of plagiarism, and will be assigned the same penalties.

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>).

Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship.  Our standard for academic integrity is a preponderance of evidence, a standard of review in the student appeal process that evaluates whether allegations are more likely to be true than not true.  Consequences may include but not limited to; no credit for an assignment, lower course grade, course failure, etc.  Violations will be filed with the Academic Integrity Office.

## **Course Requirements and Schedule**

Every activity, discussion, and assignment will help you complete necessary components throughout the semester. Below is a general outline of the course.

CI Calendar Overview

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 | Course orientation/background checks and 5E Review & Elaborate |
| 2 | Lesson Design |
| 3 | Language Objectives & ELPS |
| 4 | HYIS: Equitable Questioning & Responses |
| 5 | Field Teach: Planning and Implementation |
| 6 | HYIS: Cooperative Learning & PIES |
| 7 | HYIS: Formative Assessment and Learning Environment |
| 8 | Sub-pops: English Learners |
| 9 | Sub-pops: SPED, 504 and Disrupting Poverty |
| 10 | Field Teach: Inquiry |
| 11 | Field Teach: Student Engagement and Implementation |
| 12 | Sub-pops: BIPOC |
| 13 | Sub-pops: Matrix and Teach 1 Analysis: Sub-pops |
| 14 | Teach 1 Analysis: Student Artifacts and Student Discourse |
|  | **THANKSGIVING** |
| 15 | Learning Environment Wrap-up |
| 16 | Post-Assessment and Textbook Return |

Assignments

**Where do I submit my assignments?** The majority of assignments are submitted via Canvas. Assignments and/or quizzes are due on or before the assignment due date as published in Canvas.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

## Attendance and Participation

Attendance in class and for observation hours are necessary to gain proficiency in the art and science of teaching. Class attendance is required for 95% of instruction within the UNT classroom. Observations represent a requirement by the Texas Education Agency that students engage in early field experience.

Research has shown that students who attend class are more likely to be successful and you are preparing for a profession in which your daily presence is imperative to the success of your students and your attendance in this class represents that commitment.

This course is designed and organized to be highly collaborative and experiential. It will involve literature discussion groups, and small and large group discussions and activities. Therefore, your attendance and participation are essential to your learning. It is not possible to be enriched by discussions and collaborations if you are not present or prepared for class. It is important that you communicate with me to mitigate the impact of the absence on your attainment of course learning goals. Please note, if you miss class for any reason, you will not receive full participation credit for that class session.

**Once you enter class**, you should **remove ear buds**, **turn off cell phones**, and **keep tablets and computers in the “off”** **mode** unless you are using any one or combination of these items for learning activities associated with the course. Should you want or need to use the computer to take class notes, please inform the instructor of such.

If you cannot attend class **for any reason, including for the observance of a religious holy day**, please:

* 1. Contact me by email **before** class.
  2. Use your resources to access all announcements, assignments and information presented or discussed in class, amid your absence. (Keep in mind that illness-related absences may require a doctor’s note.)

Whether you have poor attendance and/or you don’t attend the full class time, your grade will be adversely affected. Students missing more than 10 minutes of a class will be counted as absent. Below is the attendance policy.

* 3 tardies = 1 absence. This means arriving to class late *and/or* leaving class early by 10 minutes.
* 3 absences = final grade in the course will be lowered by one full letter grade.
* 4 absences = final grade in the course will be lowered by two full letter grades.
* 5 absences = F in the course.

Please understand that the workload in this course is heavy, yet essential to reach the course goals. Much of what we do in-class will require collaboration, so we are creating opportunities for you to work together and serve as resources for learning with each other.

### Examination Policy

The post-assessment is a closed-book/resources assessments completed through Canvas. The post-assessment will be completed during the course’s assigned date/time during finals week. In the event of internet issues, first contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 to secure a remedy ticket number. Only after you have received your remedy ticket number, contact me to let me know what is occurring so we can determine your next steps.

## **Moving onto PBI (EDCI 4500) then to Clinical Teaching**

While there are quite a few requirements to successfully move on to PBI and your Clinical Teaching semester. A few that relate to your semester in CI are;

* Acceptance into the College of Education.
* Successful completion of the EDCI 4000 CI course.
* Signed documentation of a minimum of teaching and observation logged and approved in Watermark – typically around 25 hours documented in Classroom Interactions. (Need 50 hours documented *after* you are accepted to the College of Education and *before* your Clinical Teaching.)
* Create TEAL/ETS Testing Account to study for then **PASS your content exam**. This is encouraged to be completed in your CI semester and required by the end of your PBI semester.
* It is highly encouraged you also take and pass your PPR in your PBI semester but that may be taken during Clinical Teaching on a weekend.
  + If a test is scheduled during the week of Clinical Teaching, that day has to be made up and it extends your field placement days beyond the original field placement dates.

## Getting Help

### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UNT Help Desk**: <https://aits.unt.edu/support/>

**Email**: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 330

**Walk-In Availability**: Mon-Fri: 8am-5pm

**Telephone Availability**:

* Mon-Thurs: 8am-9pm
* Fri: 8am-5pm
* Sat-Sun: 11am-3pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

### Student Support Services

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/index.html) (https://studentaffairs.unt.edu/counseling-and-testing-services/index.html)

Other student support services offered by UNT include

* [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
* [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Center for Belonging & Engagement](https://studentaffairs.unt.edu/center-for-belonging-and-engagement/index.html) (https://studentaffairs.unt.edu/center-for-belonging-and-engagement/index.html)
* [UNT Food Pantry](https://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html) (https://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html)

### Academic Support Services

* [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)
* [MathLab](https://math.unt.edu/mathlab) (https://math.unt.edu/mathlab)

Syllabus Change Policy ***This course syllabus is intended to be a guide and may be amended at any time.***