

**Megan Erin Kelly**

**Teaching Portfolio**

Thank you for taking the time to view my teaching portfolio. I am a passionate and dedicated instructor and hope that these materials will demonstrate my commitment to quality teaching and my effectiveness as an instructor. See the Table of Contents below for an outline, and read my teaching philosophy (page 2) for an overview of my approach in the classroom. You may also find a sample lecture recording on my website, [MeganErinKelly.com](http://MeganErinKelly.com).

**Table of Contents**

Teaching Philosophy.....	2
Teaching Experience.....	3
Teaching Evaluations.....	4
Sample Activity.....	6
Sample Rubric.....	7
Sample Syllabus.....	8

## Teaching Philosophy

In my many years as a student I have often heard my peers grumble and my professors lament over what may be one of the most common phrases in academia: “When will I use this in real life?”. Indeed, I have at times caught myself questioning the usefulness of memorizing lists of information that I know is readily available in textbooks and online resources. In truth, many of these activities were important in creating a fundamental understanding of the subject, such as memorizing where on the periodic table one may find the atomic weight of an element, however some did feel superfluous, such as memorizing the atomic weights of even uncommonly used elements. So how, then, does an instructor decide the most effective way to teach this material? My strategy as an instructor has been to focus on teaching students *where* to access information and *how* to use that information appropriately in solving problems. This approach underlies each of my classes.

On developing a new course, I use a backwards course design. That is, I determine the goals and outcomes I wish for my students to achieve before developing lectures, activities or exams. This allows all learning strategies to be tailored directly to what is most important for my students to know or learn to do. For example, in teaching a psychology course on psychosocial adjustment, I felt that it would be important for students to understand not only the definitions presented in the textbook but how those definitions relate to their own experiences. As such, rather than giving them assignments to outline chapters or memorize definitions, I had students regularly complete journals relating the material to situations they have experienced. At the end of the semester students told me that they were finding the principles from the course all around them in a way they had never noticed before.

Another key component to my teaching style is that classroom time should be used effectively for active learning. Students complete a reading quiz before class starts, so rather than spending class time regurgitating definitions for those who did not read, we all come in with a basic understanding of the material. From there, students can do activities and have discussions about how that topic impacts our world and how it relates to other principles already covered in the class. Additionally, we have ample class time to work through more complex topics and make sure all concepts are clear, rather than spending that time introducing new concepts. Admittedly, when I first implemented the weekly reading quizzes I expected discontentment and resistance from students, however many students spoke positively about the experience, stating that the quizzes allowed them to stay on top of the material and get more out of the time in class.

Lastly, and most importantly, I use application-based assessments in my courses. In practice this usually means open-book, open-note exams. Students are not asked to repeat things from the book but rather to be able to make connections across chapters and apply that knowledge to vignettes. This idea comes from the understanding that in the current era we carry small computers in our pockets, capable of providing any information we need in a heartbeat. The more important skill, however, is to know *what* information we need to find and *how to use* that information once we find it. By allowing students to have access to the same resources they would have “in the real world”, they are not only learning the material but also practicing the life-skills they will need to succeed in a career that uses that information.

Combining these elements as I have described leads to a classroom where people can discuss and participate in the material, rather than repeat it from a book or lecture. Students are

inquisitive in nature and, in my experience, greatly enjoy the opportunity to apply information they have learned in a challenging and creative ways (e.g., a student once told me after taking my exam that he *enjoyed* the exam *appreciated* how it was written). Because all elements of the course are leading to predesigned goals, I can avoid busywork or wasted time and make best use of those precious 15 weeks we have together to build the skills necessary for a student to succeed outside of the classroom and in their future career. Going forward, I plan to work on my continued growth as an educator. By taking advantage of opportunities to progress, including staying active in communities such as the Society for the Teaching of Psychology, I will continue my path as a lifelong learner and hope to inspire students to realize the knowledge and skills within themselves.

### Teaching Experience

Undergraduate courses taught:

- Sensation and perception
- Social psychology
- Psychosocial adjustment
- Experimental methods laboratory
- General psychology II, honors

Undergraduate courses for which I was a teaching assistant:

- Perception and cognition
- Experimental methods
- Quantitative methods
- General biology laboratory I
- General biology laboratory II

Other teaching experiences:

- Honors contract advisor (Fall 2020)
- Graduate student peer mentor
- Undergraduate student mentor in the Neurocognitive Laboratory
- Completed the Graduate Student Teaching Excellence Program at the University of North Texas
- Member of the Society for the Teaching of Psychology
- Guest lecture for the Osher Institute of Lifelong Learning
- Guest lectures given in experimental methods course and perception and cognition course
- Guest lectures given for the UNT Psychological Research Symposium; the STAR Laboratory at UNT; and the UNT Statistical Theories, Analyses, and Measurements in Psychology (STAMP) group

## Teaching Evaluations

### PSYC 3100 – Social Psychology

Key: 5 = Excellent; 4 = Very good; 3 = Good; 2 = Fair; 1 = Poor; 0 = Very Poor

Item	Median Score
This course as a whole was:	5.0
The course content was:	5.0
The instructor's contribution to the course was:	5.0
The instructor's effectiveness in teaching the subject matter was:	5.0
Course organization was:	5.0
Clarity of instructor's voice was:	5.0
Explanations by instructor were:	5.0
Instructor's ability to present alternative explanations when needed was:	5.0
Instructor's use of examples and illustrations was:	5.0
Quality of questions or problems raised by the instructor was:	5.0
Student confidence in instructor's knowledge was:	5.0
Instructor's enthusiasm was:	5.0
Encouragement given students to express themselves was:	5.0
Answers to student questions were:	5.0
Availability of extra help when needed was:	5.0
Use of class time was:	5.0
Instructor's interest in whether students learned was:	5.0
Amount you learned in the course was:	5.0
Relevance and usefulness of course content were:	5.0
Evaluative and grading techniques (tests, papers, projects, etc.) were:	5.0
Reasonableness of assigned work was:	5.0
Clarity of student responsibilities and requirements was:	5.0

Some quotes from written feedback:

- “This class challenged my beliefs, biases, and understanding of social psychology”
- “I enjoyed the in-depth conversations on the topics of this course. “
- “Megan is fantastic teacher and is very enthusiastic and knowledgeable over the subject matter. Excellent teacher.”
- “Great class! Professor made it fun to learn the material with the connection to real life”
- “Awesome course with great info!”

## Teaching Evaluations (Continued)

### PSYC 1650.004 – General Psychology II (Online)

Key: 5 = Excellent; 4 = Very good; 3 = Good; 2 = Fair; 1 = Poor; 0 = Very Poor

Item	Median Score
Overall Summative Rating	4.7
The remote learning course as a whole was:	4.7
The course content was:	4.5
The instructor's contribution to the course was:	4.8
The instructor's effectiveness in teaching the subject matter was:	4.7
The effectiveness of this remote course in facilitating my learning was:	4.7
Timeliness of instructor response to assignments was:	4.7
Quality/helpfulness of instructor feedback was:	4.5
Clarity of course objectives was:	4.8
Clarity of student responsibilities and requirements was:	4.8
Usefulness of reading assignments in understanding content was:	4.7
Usefulness of written assignments in understanding content was:	4.0
Usefulness of on-line resources in understanding content was:	4.6
Evaluative and grading techniques (tests, papers, projects, etc.) were:	4.5
Reasonableness of assigned work was:	4.7
Organization of materials online was:	4.8

Some quotes from written feedback:

- “This class was intellectually stimulating. The quizzes in particular pushed me to think more critically using psychology.”
- “(The class) stretched my thinking because we had to apply concepts to real-world scenarios”
- “...while we did have textbook readings every week, they were interesting and always followed up by her fun lecture videos or videos from other sources that explained the textbook content in a better way.”
- “Professor Kelly is seriously an AMAZING professor. The way the canvas page was laid out made it really easy to understand what we had to do for the week because everything was in order and all we had to do was click from tab to tab. Also, I think the way the class work is laid out is perfect. I like how we do the readings and then the pre quiz. Then after this we gave the lecture and get quizzes over the material. Rather than being tested on it later in the semester, having these quizzes for every unit really helped me tie everything together. It helped me grasp the concepts much better.”
- “I would have liked in person lectures instead of videos because I really wanted to ask questions during her lectures she gave us, but couldn't because they were recordings. I loved her teaching style and how dedicated she seemed to be to helping us learn”

## Sample Activity

This activity was given on the first day of social psychology. The activity sheet was left on each desk for students to complete as soon as they came in. They had no previous knowledge of who would be teaching the course. I walked into the room with the students and completed the activity with them, so I appeared to be another student. In the activity, they were asked to guess who the instructor was. After all students turned in the worksheet, I addressed the class and admitted I am the instructor. Completing this activity allowed me to begin the course with a discussion of biases about what we expect an instructor to look like, followed by a discussion of how we have preset expectations from everyone we meet. This activity also demonstrated to students that this is a course where we can have fun and be creative, and where participation and critical thinking are necessary for success. It also served as an “ice-breaker” because students could discuss who they chose and why, and meet the people they thought might be their instructor. See the below for a copy of the worksheet.

## Welcome to Social Psych!

Please sit quietly and fill this out. Do not speak to the other students (yet). This will not be graded, but please complete it. Answer the two questions in order and do not read ahead. **Do not try to find the answer online.**

1. What do you think your instructor for this class will be like? (e.g., gender? Race? Educational background? Age? Any other expectations that you have? It is okay to just guess)

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2. At about 2:02, look around the room. Hopefully by now, everyone has arrived. Your instructor is in the room. Take a guess at who you think is the instructor. Write a description of them here (e.g. what they are wearing or where they are sitting). Get it right and you win a prize!

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When you are finished, bring this up to the front of the room and then sit with your head down to signal you are finished.

### Sample Rubric

This rubric was used to grade a lab activity in a sensation and perception course where students were asked to design an experiment. We had recently covered in class what an experiment is, and how to write in APA format. They were to come up with their own study design and procedures to test their ability to complete a task of their choice without their dominant sense (e.g., throw a ball into a trash can while blindfolded).

What to include	Points
This was an experiment	3
The experiment was safe	1
Writing in the language of a scientist	3
Using “proof” or “prove” inappropriately – automatic 6 point deduction!	0
Spelling/grammar problem deductions	0
Formatting	
Running head	1
Double spaced, appropriate font	1
Cover page	
There is a cover page	1
Title, name, and institution listed	1
Introduction	
Background – mention that you have a dominant sense, you may include citations if you wish	1
Explanation of why you expect your results/why you are doing it	1
Research question is identified	1
Research question is appropriate	2
Hypothesis given correctly	2
Methods	
Materials explained	1
Procedure explained	1
Environment, sample, and data analytic plan explained	1
Results	
Results from experiment	1
Results from experience	1
Discussion	
Brief summary	1
Results explained	1
Significance	1
Limitations	2
Future directions	1
References	
References listed correctly, if any were used	1
Total points:	Out of 30

## Sample Syllabus



University of North Texas  
 Psychology  
 Social Psychology (PSYC 3100.501)  
 Summer 2019

### COURSE INFORMATION

- PSYC 3100.501 – Social Psychology
- UNT Frisco Campus room 129, Wednesdays 2-6pm

### Instructor Contact Information

- Megan Erin Kelly
- Office: Terrill Hall 215 Cube 46
- [MeganKelly3@my.unt.edu](mailto:MeganKelly3@my.unt.edu) - This is the best way to contact me!
- Office hours – Wednesday 1-2pm and 6-7pm on the Frisco campus

### Course Pre-requisites

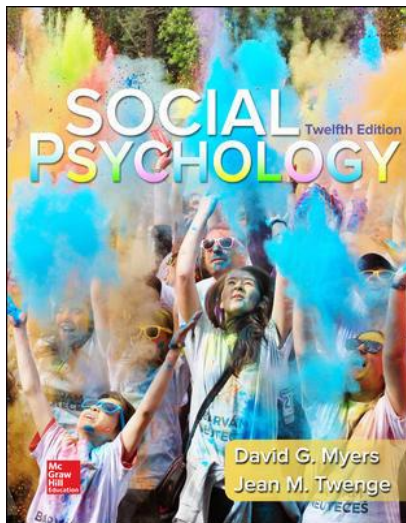
PSYC 1630 and/or 1650

### Course Goals

- Goal 1: Understand the major theories of social psychology
- Goal 2: Be able to apply social psychology concepts to real-world scenarios
- Goal 3: Be able to find examples of social psychology concepts in everyday life
- Goal 4: Be able to discuss social psychology concepts with peers

### Course Description

- This class will provide an overview of social psychology concepts, including the mental and behavioral processes involved in social interactions. As social psychology is a broad category, course topics will range widely from week to week.



### Materials

- Myers, D. G., & Twenge, J. M. (2017). *Social psychology*. New York, NY: McGraw-Hill.
- Internet access for completing online assignments outside of class using Canvas



## Teaching Philosophy

My focus in teaching this course will be on providing you with the tools to apply information about social psychology to a number of situations. I will also emphasize your ability to talk with peers about social psychology concepts. The way you can most benefit from this course is to show up each week and stay engaged, by answering questions and participating in discussions, as well as by doing the readings and activities outside of class that are assigned. You will have many opportunities to earn points in this class and your grade at the end is your own responsibility.

## COMMUNICATING WITH YOUR INSTRUCTOR

Please read the syllabus before contacting me about questions regarding grading, due dates, etc. If you are unable to find your answer in the syllabus, you may email me at [MeganKelly3@my.unt.edu](mailto:MeganKelly3@my.unt.edu) or send me a message through Canvas. I try to respond to emails within 24 hours on weekdays, however keep in mind it may take me longer than that, particularly if your inquiry requires some research on my end (e.g. asking me a question I must look up the answer to or must contact someone else about). Assignment grades will be posted on Canvas within a reasonable time after assignment completion.

For tips on communication, CLEAR has [a webpage for students that provides Online Communication Tips](#).

## ASSESSMENT & GRADING

### Quizzes

You will have one syllabus quiz and 8 weekly reading quizzes, for a total of 9 quizzes, each worth 25 points. These will be completed on Canvas and are due when class starts. You will have all week to do them, so **no make-up quizzes will be given**.

These quizzes will ensure that everyone is keeping up with the required reading each week so we are prepared to discuss the material in class.

### Activities

Activities will be completed either in class or as a homework assignment each week. There will be 8 activities in total, each worth 25 points. These may involve completing a task and writing about it, preparing to present information to the class, completing an activity in groups or individually in class, or another format depending on the week's content. Assignments done outside of class will be submitted through Canvas and you will have all week to do them, so no late activities will be accepted.

The purpose of the activities is to apply the information from class in an active way. This will help you find examples of these concepts in your own life and in the "real" world.

### Graded Discussion Participation

Each week we will have a discussion, either led by a classmate or by me. Each of you is expected to 1) be present for the discussion (5 points) and 2) contribute to the discussion at least once (5 points). Contributing means talking in the discussion and providing original thoughts or additional information to the discussion (i.e., do not simply repeat what other classmates have already said). Discussions will begin on week 2 and go through week 9.

The discussions will allow you to make connections between the material presented on different weeks as well as to relate the material to outside sources. See below for information about discussion leading.

## Discussion Leading

You will each be expected to lead the discussion one time. For most of you this will be done individually, however on some weeks it will be done in pairs. You will need to bring in one example of where you have seen class material in action in the real world. For example, you may present an advertisement you have seen that is using persuasion (during the chapter on persuasion). If you are presenting in pairs, **you will each need to bring in your own example!** You will show your example to the class and explain what it is, then lead the discussion. Make sure everyone has time to participate and no one is dominating the conversation. Discussions will last 20-30 minutes, including showing your example, and will be worth 100 points.

Discussion leading will allow you to develop skills in leadership, time management and managing people. It will also mean you will need to be even more familiar with the material that week than on other weeks, so it will be a good way to get familiar with an area of interest.

## Exams

There will be 3 exams in the class and an optional final. Exams will be completed outside of class online on Canvas. Late exams will not be accepted and there will be no make-up exams. Each is worth 100 points. If you would like to increase your grade at the end of the semester, you may take the optional, cumulative final exam and your grade on that will replace your lowest exam grade (unless your final exam grade is lower than all other exams, in which case it will be dropped). The optional final will be in class (not online) during the final exam time on 8/9/19.

Exams will be open note. This is because in the “real world” you will have access to resources to help you answer difficult questions. You may use your book or notes from class, but you may not use the internet or talk with anyone else in the class about the exam.

Exams will be application-based, meaning they are meant to check if you are able to apply the information you have learned to different scenarios. They may involve multiple-choice, matching, and/or open response type answers. We will be going over the exams in class after they are completed so you may understand what the correct responses were.

If Canvas crashes while you are taking the exam, email me immediately.

## Oops!!

You get one “Oops pass” for the semester. This is for if you have an emergency, forget an assignment, are sick, etc. The oops pass can be turned in only one time, to take the place of either a quiz, an activity or discussion participation. No make-ups will ever be given for those assignments so it is best to hold onto your oops pass in case you have an emergency. It will get you an automatic 100% on that assignment. It may not be used in place of discussion leading or an exam. You must turn it in to me by the time the assignment is due (i.e., before class).

## Extra credit

You may earn extra credit in this class one of two ways.

1. SPOT evaluations. You will have an opportunity to review this course near the end of the semester through the Student Perceptions of Teaching (SPOT) system. If at least 80% of the class completes the SPOT evaluation, all students will have 30 points added to their grade.

2. Research participation. There are research studies being done on the UNT main campus. You may complete these studies for extra credit in this class. I will make information available to you about these as the opportunity arises. You may earn up to 40 points of extra credit through research participation.

### Grading Table

Assignment	Points Possible
Quizzes (9 quizzes*25 points each)	225 points
Activities (8 activities*25 points each)	200 points
Discussion Participation (8 discussions * 10 points each)	80 points
Leading Discussion (1 time * 100 points)	100 points
Exams (3 exams * 100 points) [optional final will replace lowest exam grade]	300 points
<b>Total Points Possible</b>	905 points

Although the total points available is 905, final grades will be out of 900 points (a 5 point scale). Grades will not be rounded.

810-900 = A
720-809 = B
630-719 = C
540-629 = D
<540 = F

### CALENDAR

Date	Class number	In-class	Assignments Due by Class Time
6/5/19	1	Syllabus, chapter 1 and 2 lecture, choose day to lead discussion	
6/12/19	2	Chapter 3 lecture, <b>Discussion 1</b>	<b>Syllabus quiz (Quiz 1)</b> <b>Chapter 3 quiz (Quiz 2)</b> <b>Activity 1</b>

6/19/19	3	Chapter 4 lecture, <b>Discussion 2</b>	<b>Chapter 4 quiz (Quiz 3)</b> <b>Activity 2</b>
6/26/19	4	Chapter 5 lecture, Reviewing exam 1, <b>Discussion 3</b>	<b>Exam 1 due (Chapter 1-4)</b> <b>Chapter 5 quiz (Quiz 4)</b> <b>Activity 3</b>
7/3/19	5	Chapter 6 lecture, <b>Discussion 4</b>	<b>Chapter 6 quiz (Quiz 5)</b> <b>Activity 4</b>
7/10/19	6	Chapter 7 lecture, <b>Discussion 5</b>	<b>Chapter 7 quiz (Quiz 6)</b> <b>Activity 5</b>
7/17/19	7	Chapter 8 lecture, <b>Discussion 6</b>	<b>Chapter 8 quiz (Quiz 7)</b> <b>Activity 6</b>
7/24/19	8	Chapter 9 and 10 lecture, Reviewing exam 2, <b>Discussion 7</b>	<b>Exam 2 due (Chapter 5-8)</b> <b>Chapter 9 and 10 quiz (Quiz 8)</b> <b>Activity 7</b>
7/31/19	9	Chapter 15 lecture, <b>Discussion 8</b>	<b>Chapter 15 quiz (Quiz 9)</b> <b>Activity 8</b>
8/7/19	10	Review exam 3, Review for final exam, in class party and semester wrap-up, catch-up day (if needed)	<b>Exam 3 due (Chapter 9, 10, and 15)</b>
8/9/19	Final exam	Optional final exam IN CLASS (NOT ONLINE) at 2pm in regular classroom	

## COURSE POLICIES

### Assignment Policy

You will be told in class about any assignments, as well as having them listed (above) on the syllabus. You will be notified in class and/or by Canvas announcement of any changed to this schedule. Many assignments will be submitted through Canvas, including quizzes, exams, and some activities.

If there is a problem with the online system (Canvas), I will make the assignments available for an appropriate amount of time extra as needed. Students should immediately report any problems to me and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324. The UNT Student Help Desk and I will work with you to resolve any issues at the earliest possible time.

### Instructor Responsibilities and Feedback

My purpose in this class is to guide you and help you grow using the class material. In keeping with that goal, I will show up prepared for each class section with appropriate materials. I will respond to emails as quickly as we can, aiming to respond within 24 hours when possible. Any additional material students need will be available on Canvas.

### Late Work

Late work will not be accepted.

### **Attendance Policy**

Attendance will be part of your discussion participation grade. If you are not able to attend class you must notify me before class and you may use your “oops pass” to make up the grade up one time.

### **Syllabus Change Policy**

Information in the syllabus, such as the course schedule, may change. You will be told of any changes either in class, by email/Canvas or both. Make sure that you are staying up-to-date on any course changes by checking your UNT email and attending class. If you miss class for any reason, check with other students about any missed announcements.

## **TECHNICAL REQUIREMENTS/ASSISTANCE**

UIT Help Desk: <http://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](mailto: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
- Canvas technical requirements: <https://clear.unt.edu/supported-technologies/canvas/requirements>

### **Minimum Technical Skills Needed**

You will be expected to navigate Canvas, as well as to be able to create documents, such as with Word, in APA format. If you are unable to meet these requirements, please come talk to me.

### **Student Academic Support Services**

- [Code of Student Conduct](#): provides Code of Student Conduct along with other useful links
- [Office of Disability Access](#): 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](#)
- [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, including online tutoring
- [Succeed at UNT](#): information regarding how to be a successful student at UNT

## **UNT POLICIES**

## **Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

## **ADA Policy**

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](http://disability.unt.edu).

## **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course 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](http://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](http://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/](http://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 8/2/19 to 8/8/19 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](mailto: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](mailto: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](mailto: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](mailto:oeo@unt.edu) or at (940) 565 2759.