Welcome to UNT!

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. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Department Anti-Bias Statement

The Department of Public Administration believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.

- We believe in the importance of diversity and inclusion
- We believe in fairness and equity for all faculty and students in and out of class
- We believe in mutual respect and civility for all students and faculty
- We believe that faculty and students have a right to a redress of grievances
- We believe that students and faculty should be actively engaged in good works

Course Description

The United States has always been and will continue to become a diverse society. It is important for public administrators to recognize that traditional ways of managing organizations and delivering services may not always be adequate. Conventional processes can subvert the full inclusion and participation of marginalized and disadvantaged populations. This course examines the diverse and sometimes competing demands and interests of the various stakeholders within our society. Special consideration is given to how race, ethnicity, gender, age, and economic standing may play a role in policy demands and execution. Students will develop an understanding of how public administrators respond to the diverse interests in American cities while adhering to the administrative values of leadership, responsiveness, and efficiency among others in the management of urban communities.
Specifically, this course will consider race as represented in articles, books, lectures, speeches, film and in other media. Our society, specifically as manifested in some of our cities, has continued to struggle with the politics of race and its implications for education, housing, healthcare, policing, and other urban issues. Through film, media, readings, discussion, and other activities, students will be exposed to the portrayals of these subjects and how they influence our society. Understanding the relevance of race through film and media can help to frame collective action behavior and its consequences for public policy agenda setting. The concept of cultural competency is introduced and the course is centered on finding practical solutions through management and policy to some of the most difficult problems in our society.

This course will cover some basic issues pertinent to diversity as well as complex issues faced by the public sector both in and out of the urban core. The demographic changes facing the U.S. public sector within the next few years and how the public sector deals with these changes will demonstrate the effectiveness of courses such as these, in preparing the future generation of public managers. The courses purpose is not to indoctrinate but to educate the student to the realities that await their future public service. The opportunity is ours to be inclusive and cognizant of the old and new publics that we must serve, or to ignore them and the public trust, with which we have made an oath to uphold.

Rules of Engagement

Some of the subject matter in this course is controversial and for the present, no solution is forthcoming. It is expected that students will respect the views of others and treat others with dignity. At this level of your education, it is assumed you can talk about and debate issues of controversy without insulting or demeaning others. Students that display this latter behavior will be asked to leave the class. The professor is the ultimate authority in the classroom.

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
• Avoid using “text-talk” unless explicitly permitted by your instructor.
• Proofread and fact-check your sources.
• Keep in mind that online posts can be permanent, so think first before you type.
• We are a small class so I expect a lot of dialogue; and that communication should be respectful in every way.
• When speaking with the public, in group projects, I expect there to be courtesy and respect in all encounters. You represent UNT and you should be on your best behavior.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

Course Competencies

The student is expected to

(1) Display an ability to express themselves clearly and accurately in both oral and written English.
(2) Analyze events and phenomena, demonstrating critical thinking skills.
(3) To understand that socio-economic disparities within our cities are often linked to race which in turn leads to lack of opportunity and inclusion.
(4) Describe how to mitigate the negative effects of media portrayals of race on public understanding.
(5) Become culturally competent by willing to consider viewpoints other than one’s own.

Technical Assistance

Part of working in the online environment or face to face 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.

UIT Help Desk: UIT Student Help Desk site (http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
• Sunday: noon-midnight
• Monday-Thursday: 8am-midnight
• Friday: 8am-8pm
• Saturday: 9am-5pm
Laptop Checkout: 8am-7pm
For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)
Required Readings:

ISBN 978-0765637192

Other reading material will be posted on Canvas. These will consist of case studies, articles, newspaper clippings, YouTube videos, lectures and Ted Talks, and a number of other items pertinent to the course. I expect students to come prepared to class to discuss the materials that are assigned for a particular class. Traditionally it is a small class and therefore students must come to class prepared. I have learned so much from students that come to class ready to share their feeling with others, ask questions, and eager to learn new thoughts and ideas.

GENERAL COURSE POLICIES:

(1) **Face Coverings**
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions. The use of face coverings has proven to reduce the spread of diseases, including COVID-19. All students and faculty are welcome to wear a face covering in class or on campus to protect themselves and others from COVID-19.

(2) **Assignments** although this is a face-to-face course, please turn in all assignments including exams via Canvas. This feature will allow all of us to keep track of assignments and you will have up to date information on your grades. I will do my best to grade assignments in a timely manner.

(3) **Class attendance and participation** are expected in this course. Borderline grades will be determined on the basis of meaningful class participation (remember, we learn from one another). It is a small class and we will all have the opportunity to participate. Nevertheless, if you are feeling sick, please stay home. Because of the realities of COVID-19, all professors at UNT are being asked to create a seating chart and take role for each class period. Therefore, pick a good seat early because that will be your seat for the whole semester. Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in consideration of the health and safety of everyone in our community.

(4) **Late Work.** Just as you would expect to turn in a work assignment in a timely manner, so also should you submit class assignments in a timely manner. Late work will be subject to a penalty of a grade-a-day deduction unless an arrangement is made well in advance of the due date of an assignment.
(5) **Class Conduct.** Because the content of the class can be controversial, please be aware that if I must warn individuals repeatedly for being extremely disruptive during a class period, I will ask them to leave and they will be counted as absent for that day. Repeated transgressions of conduct will give you a lower letter grade than you would otherwise earn, and severe repeated transgressions will cause you to be dropped from the course with a letter grade of F. Students engaging in unacceptable behavior will be referred to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

(6) **Annoyances.** Please don’t talk while I lecture, have a guest lecturer, or other students are talking. Allow everyone to hear what is being discussed in class. Frequently being late, leaving class early, discourteous behavior, etc. will cost you points for that day. Class is over at 8:50 pm. I do not have to be reminded by shuffling books and papers toward the end of class.

(7) The use of **computers** in class for note taking is acceptable. However, please do not surf the web, type memos/papers, do other homework, email, instant message, Facebook, etc. Again: **Please do not send email messages, scan the Internet, play electronic games, etc., during class time.** Violations will result in being asked to leave the class and a grade reduction for that day.

(9) **Turn off** your **cell phones** and other ringing thingamajigs or place them on silent during class. Do not send or read text messages during class. Your phone should be adjusted to a non-intrusive setting if you are on-call and must have your phone activated during class. Please let me know if this is the case. Failure to observe this caution will result in a grade reduction.

(8) **Withdrawals.** Students may withdraw from the course, but the student is responsible to follow university procedures. The instructor is not responsible for your failure to meet withdrawal deadlines.

(9) **Academic Honesty** is expected. An act of academic dishonesty will result in a grade of zero on the assignment, a probable failing grade in the course, and a recommendation of additional disciplinary action. In the event of suspected academic dishonesty, I may substitute a quiz, examination or assignment for the work in question.

(10) **Changes in Syllabus** may need to be made to accommodate emergencies, guest speakers, and other shifts. This is up to the discretion of the professor of the course. Should the need for changes occur, I will inform the class as soon as possible of any changes to readings and assignments. The assignments for the course and the readings are in Canvas. Therefore, should the class have to move to remote (for any reason including COVID-19 related variants) we would continue having class via Zoom on our scheduled class time (synchronous). The professor will send to all students a Zoom invitation.

(11) **Course Materials for Remote Instruction if Necessary**
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate in fully remote portions of the class which will be conducted on Zoom. I do not expect this class to go remote but I include this statement just in case we need to switch to
remote learning. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn

Assignments:

(1) **Reading assignments** should be completed in advance, and class members should be prepared for weekly class discussions. I love to talk, but at this level of your education, your participation is required. When movies are assigned for review, it will be assumed you will be prepared to lead a discussion. Traditionally this is a small class so be prepared to be engaged. A large room might make it a little difficult so speak-up.

(2) **Examinations.** There will be two examinations, as shown in the detailed course outline. These exams will be a combination of short answer, and essay. This exam combination allows you to simultaneously demonstrate your critical thinking and depth of knowledge. The first examination will cover all material up to that point in the semester; the final examination will cover material since the previous exam. The writing of the essay needs to be good enough not to detract from readability.

(3) **Current Event Memos.** There will be 5 memos due throughout the semester. These memos are on current events local and or national and must include at least two (2) sections: 1. A summary of the event, and 2. your opinion about the event. Do you agree, disagree, your belief, criticism etc. If the memo does not have both parts it will only receive half (½) credit. The memo should be one-page, single space, 12-point font, memo format.

(4) **Service Learning Project or Traditional Paper.** Each student will be assigned to a group that will either conduct a project in the community or focus on a more traditional research type paper. In essence, you will meet with the host agency or the professor, receive instructions on the project, carry out the project, write a report and give an oral presentation (where appropriate) to the agency. Four-member teams will work on 4 projects. The list of available projects starts on page 14. It is important that this assignment be carried-out professionally and in a timely manner. Your reputations, as well as mine and that of the department are in the balance.

(5) **Multicultural Even or Activity.** Attend at least one activity that relates to a cultural, ethnic, value, or identity issue. You should spend at least 2 hours engaged in the activity/event. You are encouraged to attend an event with a group about which you have the MOST preconceived ideas, and the primary purpose is to experience “noticeably” being in the minority. Past experiences may not be used for this assignment unless written permission is provided by the instructor. Provide a 2-page paper in APA format that discusses why you chose this activity, when it took place, your expectations before the event, your experience through the event, and your reflections of the experience following the event. A portion of the paper should include ways this experience might influence your work as a public administrator and ways in which you can better prepare for this future group of people. Activities may include, but are not limited to, attending a religious service, attending a funeral of another religion, attending a meeting for a campus multicultural organization, or participation in any other activity that may be related to a cultural, ethnic, value, or identity issue different from your own. Because of COVID-19, I understand that an in-person experience might not be available. However, most will be this fall
semester. Therefore, please think creatively. What can you experience that will be beneficial while at the same time abiding by government restrictions? You might consider attending a Zoom event.

(6) **Movie Analysis.** Students will be asked to review the following 4 movies and write an essay about its content and their understanding and perceptions of the issues involved before class. At this point, 3 movies will be reviewed in class and the class discussion will help shape the essay with new insights that were obtained from the class discussion. A section on the essay should say "Class Discussion Insights." Two-page essay in APA format. The last movie review will be done independently. The following three movies will be discussed in class.

*42 The Jackie Robinson Story*

*Hidden Figures*

*Guess Who’s Coming to Dinner (older or newer version accepted)*

The students will also select any one of the following movies and do a similar exercise on their own. The following is a list of possible movies. Other options must be approved by the professor.

**Other Potential Movies**

<table>
<thead>
<tr>
<th>Other Potential Movies</th>
<th>Movie</th>
<th>Movie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mississippi Burning</td>
<td>Lion</td>
<td>McFarland</td>
</tr>
<tr>
<td>The Long Walk Home</td>
<td>Remember the Titans</td>
<td>Philadelphia</td>
</tr>
<tr>
<td>Glory</td>
<td>The Express</td>
<td>Glory Road</td>
</tr>
<tr>
<td>North Country</td>
<td>El Norte</td>
<td>Schindler’s List</td>
</tr>
<tr>
<td>The Butler</td>
<td>Schindler’s List</td>
<td>The Help</td>
</tr>
<tr>
<td>Mi Familia, My Family</td>
<td>The Great Debaters</td>
<td>Coach Carter</td>
</tr>
<tr>
<td>Driving Miss Daisy</td>
<td>Amazing Grace</td>
<td>Stand and Deliver</td>
</tr>
<tr>
<td>Crossing Arizona</td>
<td>To Kill a Mockingbird</td>
<td>Olympic Pride American Prejudice</td>
</tr>
<tr>
<td>Malcolm X</td>
<td>Selma</td>
<td>My Big Fat Greek Wedding</td>
</tr>
<tr>
<td>Coco</td>
<td>Brave</td>
<td>12 years a Slave</td>
</tr>
<tr>
<td>The Joy Luck Club</td>
<td>Smoke Signals</td>
<td>Other – by approval of the instructor</td>
</tr>
</tbody>
</table>
### DUE DATES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Final Grade</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Current Event Memos</td>
<td>02 Percent</td>
<td>August 31</td>
</tr>
<tr>
<td>2 Current Event Memos</td>
<td>02 Percent</td>
<td>September 21</td>
</tr>
<tr>
<td>3 Current Event Memos</td>
<td>02 Percent</td>
<td>October 19</td>
</tr>
<tr>
<td>4 Current Event Memos</td>
<td>02 Percent</td>
<td>November 9</td>
</tr>
<tr>
<td>5 Current Event Memos</td>
<td>02 Percent</td>
<td>November 30</td>
</tr>
<tr>
<td>First Examination</td>
<td>20 Percent</td>
<td>October 12</td>
</tr>
<tr>
<td>Movie Analysis <em>Guess Who’s Coming to Dinner</em></td>
<td>5 Percent</td>
<td>August 31</td>
</tr>
<tr>
<td>Movie Analysis <em>42 The Jackie Robinson Story</em></td>
<td>5 Percent</td>
<td>October 5</td>
</tr>
<tr>
<td>Movie Analysis <em>Hidden Figures</em></td>
<td>5 Percent</td>
<td>November 2</td>
</tr>
<tr>
<td>Movie Analysis (Student Choice)</td>
<td>5 Percent</td>
<td>November 30</td>
</tr>
<tr>
<td>Service Learning Project</td>
<td>20 Percent</td>
<td>Weekly</td>
</tr>
<tr>
<td>Multicultural Event or Activity</td>
<td>10 Percent</td>
<td>November 16</td>
</tr>
<tr>
<td>Second Examination</td>
<td>15 Percent</td>
<td>December 07</td>
</tr>
<tr>
<td>Class Attendance &amp; Active Participation</td>
<td>5 Percent</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

### Course Grading

- **A**: 90-100% (Outstanding, excellent work. The student performs well above the minimum criteria).
- **B**: 80-89% (Good, impressive work. The student performs above the minimum criteria).
- **C**: 70-79% (Solid, college-level work. The student meets the criteria of the assignment).
- **D**: 60-69% (Below average work. The student fails to meet the minimum criteria).
- **F**: 59 and below (Sub-par work. The student fails to complete the assignment).
Weekly Schedule 2021

August 24  **Week 1 Introduction** to the course and general discussion – Review Syllabus, Lecture on Diversity Issues.

UNT Presentation on COVID-19 video and power point
Introduction and Conceptual Framework
History of Race in the United States
Cultural Competency Self-Assessment
Race, the Power of an Illusion

August 31  **Week 2 Cultural Competency and Public Administration**

**Guest Speaker:** Cori Reaume, City Manager in Transition, *Cities & Diversity and Inclusion*

Readings on Canvas

A Framework for Integrating Cultural Competency into the Curriculum of Public Administration Programs Vanessa Lopez-Littleton & Brandi Blessett

Balancing the Four *Es*; or Can We Achieve Equity for Social Equity in Public Administration? Kristen Norman-Major

The Multiple Dimensions of Diversity and Culture – Harvey L. White and Mitchell F. Rice

Cultural Competency for Public Administrators – Kristen A. Norman-Majors and Susan T. Gooden

**Movie Guess Who’s Coming to Dinner – Please watch before class and be prepared to discuss**

**Memo 1 Due**

September 07  **Week 3 The Criminal Justice System & Social Equity**

**Guest Speaker:** Chief Frank Dixson, City of Denton Police Department *Cities/Police Departments & Diversity and Inclusion*

Readings on Canvas

Cultural Diversity and Cultural Competency for Law Enforcement – Marcus Paxton
[https://www.policechiefmagazine.org/cultural-diversity-and-competency/](https://www.policechiefmagazine.org/cultural-diversity-and-competency/)

City Lights: Urban-Suburban Life in the Global Society Chapter 10 Identity Crisis E. Barbara Phillips

Social Equity Is a Pillar of Public Administration James H. Svara & James R. Brunet

An in-class assignment will have us look at city websites and what they are doing with respect to diversity in their communities and labor force.

September 14 **Week 4 Workforce Diversity and Management**

**Guest Speaker:** Rabbi Geoffery Dennis On Rosh Hashanah/Yom Kippur

**Readings on Canvas**

A New Kind of Public Service Professional Possessing – Cultural Competency Awareness, Knowledge, and Skill – Mitchell F. Rice and Audrey L. Mathews

Multicultural MPA Curriculum: Are We Preparing Culturally Competent Public Administrators? Susan White


HR Basics: Equal Employment Opportunity – YouTube Video

[https://www.youtube.com/watch?v=3lRjzlnR1i0](https://www.youtube.com/watch?v=3lRjzlnR1i0)

HR Basics: Diversity in the Workforce – YouTube Video

[https://www.youtube.com/watch?v=lsqvTymrY0](https://www.youtube.com/watch?v=lsqvTymrY0)

HR Basics: Protected Classes 2e – YouTube Video

[https://www.youtube.com/watch?v=Pjh-JV9jfbw](https://www.youtube.com/watch?v=Pjh-JV9jfbw)

Exercise 1: Equal Employment Opportunity or Affirmative Action see Canvas
September 21  **Week 5 Race and Social Equity: A Nervous Area of Government**

**Guest Speaker:** Vivyon Bowman, HR Director City of Coppell  *Cities & Diversity and Inclusion*

Susan T. Gooden, *Race and Social Equity: A Nervous Area of Government*

Chapters 1-4

Exercise 1: Develop a Diversity Training Program see Canvas

**Memo 2 Due**

September 28  **Week 6 Race and Social Equity: A Nervous Area of Government**

**Guest Speaker:** Ojonugwa Catherine Emmanuel, Nigeria, Norway and international Travel: The Need for Cultural Competency World Wide

Susan T. Gooden, book *Race and Social Equity: A Nervous Area of Government*

Chapters 5-11

Exercise: Who’s Most Qualified to Be Minority Recruitment Director? See Canvas

Mellody Hobson, *Color Blind or Color Brave* We will watch this in class together.


October 05  **Week 7 Immigration & Native Americans – Issues and Current Standing**

Readings on Canvas

Information versus Ideology: Shaping Attitudes Towards Native American Policy– Thaddieus Conner, Alisa Hicklin Fryar, and Tyler Johnson


Native Americans and the Federal Government


**42 The Jackie Robinson Story – Please watch before class and be prepared to discuss**
October 12  Week 8 Mid-Term Examination

October 19  Week 9 Service Learning Project and Team Work

Students will work with teams on their assigned projects. Remember this is “real project” that must be turned in by early December. Please make extra efforts to provide a solid deliverable. If your team is up-to-date on their project, please take the time to view one of the suggested films.

Memo 3 Due

October 26  Week 10 Gender Issues in Public Administration

Readings on Canvas

Gender Images in Public Administration: Legitimacy and the Administrative State
Camilla Stivers Chapter 1, 2, and 7

Inequality in America: Race, Poverty, and Fulfilling Democracy’s Promise –
Stephen M. Caliendo Chapter 8 Gender

The Future of Women in Public Administration – Maria J. D’Agostino Nicole M. Elias
Women in Public Administration: Giving Gender a Place in Education for Leadership – Hindy Lauer Schachter
https://journals.sagepub.com/doi/full/10.1177/0095399715611173

November 02  Week 11 Income Inequality and Workplace Discrimination

Guest Speakers: Andrea Paola Masamba and Nelson-Guillen, Diversity & Inclusion Specialists at the Federal Reserve Bank of Dallas

Readings on Canvas

Inequality in America: Race, Poverty, and Fulfilling Democracy’s Promise
Stephen M. Caliendo Chapter 1 Representation and the Roots of Inequality

Inequality in America: Race, Poverty, and Fulfilling Democracy’s Promise –
Stephen M. Caliendo Chapter 2 Income and Wealth

An Assessment of the State of Cultural Competency in Public Administration –
Kristen A. Norman-Majors and Susan T. Gooden

Chapter 1 Workplace Discrimination, Cases in Gender and Diversity in Organizations – Alison M. Konrad

Exercise 2: Privatization see Canvas

Movie Hidden Figures – Please watch before class and be prepared to discuss
November 09  **Week 12 From Equality to Social Equity**

**Guest Speaker:** Dr. Chandra Carey, Associate Dean in the College of Health and Public Service

**Guest Speaker:** Majed A. Al-Ghafry, Assistant City Manager, City of Dallas
Experiences with cultural competency and social equity in cities

**Readings on Canvas**

From Equality to Social Equity – Susan T. Gooden

From Sameness to Differentness – Norma M. Riccucci

Chapter 4 Organizational Diversity Programs, Cases in Gender and Diversity in Organizations – Alison M. Konrad

Exercise 2: Social Equity versus Employee Rights see Canvas

Racism is a Public Health Crisis, Say Cities and Counties

**Memo 4 Due**

November 16  **Week 13 Service Learning Project and Team Work**

Students will work with teams on their assigned projects. Remember this is “real project” and the presentation is next week. The written portion of your work can be turned in by December 1. Please make extra efforts to provide a solid deliverable. If your team is up-to-date on their project, please take the time to view one of the suggested films.

**Multicultural Event or Activity Due**

November 23  **Week 14 Group Presentations**

Groups or Teams 1-4
Please fill out SPOT Evaluation

November 30  **Week 15 Individual Movie Analysis Due: Select a movie from the list on page 7 or another approved by the professor**

**Memo 5 Due**
Please fill out SPOT Evaluation

December 7  **Final Exam Due**
Service Learning Projects

Teaching adult learners is no easy proposition. Understanding the needs of adult learners and tailoring curricula to address specific adult learning styles is essential for true learning to take place. Service learning is a relatively new pedagogy that attempts to blend classroom theory and hands on experience through service with and for a community organization.

Our service-learning project this semester will be varied and students will self-select which project they want to be on up to (4) students. Not every student will get to participate in his or her first choice. If necessary Dr. Benavides will have the last word on which students are assigned to the projects below. Dr. Benavides reserves the right to change and move students to different groups during the semester if necessary.

Student Teams

<table>
<thead>
<tr>
<th>Student Teams</th>
<th>Team 1 Toyota DRIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Team 2 Toyota The Boys and Girls Club of America Eco Challenge Grant</td>
</tr>
<tr>
<td>Shane Urrutia</td>
<td>Johnny Ellzey</td>
</tr>
<tr>
<td>Javier Olguin</td>
<td>Jarju Adoulie</td>
</tr>
<tr>
<td>James Clapp</td>
<td>Amanda King</td>
</tr>
<tr>
<td>Sang Hun Baek</td>
<td>Jeremy Smith</td>
</tr>
</tbody>
</table>

Team 1 Description:

DRIVE (Driving Resilience, Inclusion, Value and Enrichment) presented by Toyota is a school, teacher and community grant program for West Dallas and the Pinkston feeder schools. Together with United Way of Metropolitan Dallas, we’re providing $500-$2,500 grants to fund projects that positively impact schools and neighborhoods. The program is expanding to include Neighborhood Enhancement Grants. This project will focus on creating a marketing/communications plan for the community and neighborhood enhancement grants and will work directly with United Way. See below for additional grant details.

DRIVE Neighborhood Enhancement Grants – Within West Dallas (and future 360 sites) utilize the Toyota DRIVE Grants to create environmental enhancement grants

- Community – open to residents within West Dallas
- Student – open to students (with a teacher sponsor)
Key elements

- Environmental stewardship and sustainability
- Community/student led
- Hands-on learning for student projects
- Potential to be scaled and replicated
- Utilize existing sites and assets, where possible
- Permission for land/space usage

Team 2 Description:

The Boys and Girls Club of America Eco Challenge Grant is a new program for Toyota, providing opportunities for partner clubs to create an environmental solution within their community. This project will focus on designing an RFP (request for proposal) process that each club will follow for their challenge project submission as well as defining the grant criterion, selection process, reporting and marketing/communications plan, etc.

Team 3 Description:

Farmers Branch Texas. This project will look at the history of various ordinances passed by the city of Farmers Branch to exclude unauthorized immigrants from renting apartments or working within their city boundaries. The case and litigation go all the way to the Supreme Court. The students will identify the main actors and tell the story from those actors’ point of view. Students will build upon work that has been done by previous students.

Team 4 Description:

Cordoba Leadership Principles. Failure of leadership and management at the local government level, in some communities, has resulted in an increase in racial tensions in the past few years. These tensions have been most notably manifested in cities such as Ferguson, Missouri; Baltimore, Maryland; and Staten Island, New York City. In Medieval Cordoba, Spain, between 800 and 1200 Muslims, Christians, and Jews, despite their cultural and religious differences, were able prosper and live harmoniously together. This group will identify and study these issues and identify principles. Students will build upon work that has been done by previous students.

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 of the long semesters (November 15 – December 2) to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from “UNT SPOT Course Evaluations via IASystem Notification” (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.
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 (https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

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. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

**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 Eagle Connect (https://it.unt.edu/eagleconnect).

**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.

**Student Verification**

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.
See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for
educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

**Academic Support & Student Services**

**Student Support Services**

**Mental Health**

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)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

**Chosen Names**

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](https://studentaffairs.unt.edu/)
- [UNT ID Card](https://studentaffairs.unt.edu/)
- [UNT Email Address](https://studentaffairs.unt.edu/)
- [Legal Name](https://studentaffairs.unt.edu/)

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

**Pronouns**

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-
person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services

- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)