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| **EDRE 3350.014: Early Language and Literacy Development** | |
| Instructor:  **Jessi Murdter-Atkinson, Ph.D.** | Class Meeting Time/Location:  **Thursdays, 1:10-3:50 pm**  **Borman Elementary** |
| Office location:  **Matthews 206P** | Office Hours:  **Thursdays before or after class & by virtual appointment** |
| Contact info:  [**jessica.murdter-atkinson@unt.edu**](mailto:Deanne.Paiva@unt.edu) | Pronouns:  **she/her/hers** |

### DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW’S EDUCATORS AND SCHOLARS

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive, and equitable manner. Its focus is on the preparation of highly competent educators, researchers, and administrators who employ current theory and research as they fill these important roles.

#### Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and develop educational leaders who advance the potential of all learners.

#### Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.



### COURSE PREREQUISITES

Admission to Teacher Education program; Concurrent enrollment in EDEE 3330; EDEE 3340; Enrollment in Block A

### CATALOGUE DESCRIPTION

This course focuses on theoretical and practical applications of early language and literacy development (birth through grade K). With an emphasis on family and community literacy practices, this course will explore the ways in which children use and play with language as their earliest form of literacy and how teachers can capitalize on family and community literacy practices to create culturally sustaining classrooms. The course critically focuses on historical, political, and local perspectives of language and literacy development, including the Science of Teaching Reading and how those perspectives instantiate themselves in programs for young children.



### COURSE GOALS AND DESCRIPTION

1. Describe major theories that inform language and literacy development and teaching for social justice and equity inside early childhood classrooms
2. Describe the developmental processes of oral language and literacy and the cultural, linguistic, and home factors that influence language and literacy development
3. Describe culturally sustaining pedagogy that fosters language and literacy development
4. Discuss the role of motivation, comprehension, phonological awareness (including phonemic), alphabetic principle, phonics, and fluency in reading acquisition and instruction in promoting reading development (understanding the science of teaching reading); and
5. Demonstrate an understanding of multimodalities and semiotic systems as an expanded notion of “texts.”

### REQUIRED TEXTBOOKS AND/OR MATERIALS

Online readings (via the UNT library) are primarily drawn from professional journals that publish research on early language and literacy development, including (but not limited to) *Reading Teacher*, *Language Arts*, *Journal of Early Childhood Literacy*, *Early Childhood Education Journal*, and *Young Children*. These articles/readings will be made available through links or Canvas.

### REQUIRED SUPPLEMENTAL BOOKS

Leu, D.J., & Kinzer, C.K. (2017). *Phonics, Phonemic Awareness, and Word Analysis for Teachers*. (10th Ed.). Pearson.

\*\*\*This is a self-paced phonics book that we will begin using in Week 3.

Miller, D. & Sharp, C. (2018). *Game changer: Book access for all kids*. Scholastic.

\*\*\*We will begin using this book in Week 8.

(Not a book but an important document) *TEA Early Literacy Standards:* <https://tea.texas.gov/sites/default/files/Early_Childhood_Outcomes_FINAL.pdf>

*This syllabus is created in a specific context and thus informed by current situations (e.g., weather, Covid), extant research, and predicted needs and expectations for the class. Therefore, it is a working document, and changes in the course format, readings, and/or assignments may be necessary. Any changes will be made by the instructor in a timely manner and will be communicated with students to provide as much advance notice as possible.*

**ATTENDANCE EXPECTATIONS**

YOU are an important member of our class community. Your attendance and participation are important to our work as future educators and our collective work in this class. I understand that certain absences are unforeseen, but your regular attendance and participation are essential to feeling successful in this course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. University policy 06.039 will be followed for excessive attendance issues. If necessary, students may miss one class with a valid excuse (see below for university policy for excused absences) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must inform the instructor as soon as possible if they miss class. All assignments are due on dates indicated on the syllabus regardless of student absences unless discussed otherwise. A second absence will result in a loss of points from the total grade. **In the event that a student misses four (4) or more classes, they will receive a failing grade.** Chronic tardiness or early departure will result in lowering a final grade at the instructor’s discretion (arriving more than 15 minutes late or leaving more than 15 minutes early).

*Excused Absence:* Per university policy 06.039, an excused absence falls under the following categories: religious holiday; active military service; illness; participation in an official university function; pregnancy or parenting under Title IX; and when the university is officially closed.

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| For courses offered 1 time per week |
| 0 – 1 absence  15 points |
| 2 absences  10 points |
| 3 absences  5 points |
| 4 absences  F in the course |

In addition to your regular attendance, your class participation grade is based on active participation, including sharing your thoughts and questions as well as listening to the thoughts and questions of others. This is the expectation in every class. As we meet only once weekly, your class participation grade is based on these specific questions:

* Did my presence in class make the class better today?
* Did I actively engage with my peers in our community?
* Did I conduct myself in a way to ensure I learned?
* Did I help my colleagues learn?
* Did I take advantage of what was offered?

**COURSE ASSIGNMENTS**

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| **MAJOR ASSIGNMENTS** |
| CRITICAL **READING RESPONSES**  Each week, you will be assigned a course reading. I invite you to consider your full linguistic and cultural identities, stories and histories, existing literacies, and communities in your readings and our class discussions. Please take notes and/or annotate as you read and be prepared to co-construct learning as a community.  You will compose a response to your readings four times this semester. Your response might make connections between texts, raise questions or tensions, and push back on or pull out specific threads. It may also include connections to reading instruction that you are observing in your placements. Your reading responses are a space for you to synthesize your own reading, capturing what will be important for your current and future teaching. There is no suggested word count or length. Rather, your response should reflect how you draw meaning in preparation for our class discussions. I will assess/grade responses based on the depth of your engagement with the texts, the thoroughness of your meaning-making, and how you attend to the course's themes. |
| **MENTORING EXPERIENCE & CASE STUDY OF A PK/K/1 STUDENT**  This course is a field-based course and, therefore, includes components in which we will work with elementary students as part of our class time. You will work with one student or a small group of students across the semester, supporting them as a reader(s) from week to week based on their grade level expectations, their individual interests and needs informed by assessment, and our own class foci.  The following assignments are connected to the Eagle Readers' experience:   * For each week of Eagle Readers, you will write a lesson plan (template provided on Canvas). You will also compose a short reflection on the prior week’s experience. * You will be provided feedback on the lesson plan prior to meeting with your Eagle Reader to further inform your work with the student. Feedback cannot be guaranteed for lessons submitted late. * Using the emergent literacy assessment, collect the data listed and bring it to class prepared to analyze and use it to think about the developmental trajectories of young readers. * At the end of the semester, you will submit a case study report for the student you worked with. You will present your findings in class and write a final report that summarizes your child’s emergent literacies as well as your learning through the project. More information about this assignment will be given closer to the time it is due. |
| **EARLY LITERACY RETROSPECTIVE**  What do you recall about your early reading and writing? Interview parents, siblings, friends about your experiences. If you have artifacts to add to your report that would be fantastic! As you entered formal schooling how did you view yourself as a reader and writer? Did your early experiences in school position you as deficit or appreciative? How? You will submit and present your reflection as a report (two pages, double-spaced, with artifacts if possible). |
| **BOOK CLUB**  For this assignment, you will form a group. You will read *Game Changer* (Miller & Sharp) starting in Week 8. You will read the chapter before class and be ready to talk about it in class with your small group. You will be expected to keep notes (your choice as to the format) as you read and bring your notes with you when you come to class.  Keep a reader response journal (your choice as to the format) as you read and bring your journal with you when you come to class.  Groups will be determined in class. |
| **SELF-PACED PHONICS BOOK**  We will engage with the content of phonics (and beyond). This is a critical part of the Science of Reading certification exam you will need to pass as part of the certification process. There will be course lectures, practice tests, and the final. This is not your only course experience that addresses this content. There will be a continuing focus on this content in your literacy courses. |
| **PROMISES TO YOUR FUTURE STUDENTS**  For this assignment, you will write out three numbered promises to your future students. For each promise, write a sentence or two explaining its importance to you. What is it that you want to take away from the course and uphold in your classroom? |

***\*\*\* For each course assignment, a detailed assignment description and rubric will be posted to Canvas in advance so you feel well-prepared to complete the work.\*\*\****

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| **STUDENT EVALUATION** | |
| Reading Responses (5 pts each x 4 responses) | 20 pts |
| Case Study/Mentoring Experience with PK/K/1 student | 30 pts |
| Book Club | 20 pts |
| Emergent Literacy Retrospective | 10 pts |
| Self-paced phonics activities | 20 pts |
| Attendance, Participation, & Professionalism | 15 pts |
| Promises to your future students (in-class assignment) | 10 pts |
| TOTAL | 125 pts |

COURSE POLICIES:

## HOW TO FEEL SUCCESSFUL IN THIS COURSE

**Communication:** Communication is really important! Connect with me through email, Canvas, or by phone. I may not be able to respond right away during busy times, but if you do not hear from me within 24 hours, please follow up. A gentle nudge is always appreciated! If the situation is urgent, please text me. For example, if you are unable to attend class due to illness or injury, please text or call me. It is important for me to ensure that you are safe and that we can cover your Eagle Reader. I promise you there is no situation we can’t work through together as long as you let me know what is happening.

I will be available for office hours by appointment. You are welcome to meet me at my office or touch base via Zoom at your convenience. Office hours offer you an opportunity to ask for clarification or find support with class materials and assignments. Your success is my goal!

**Academic Success Resources:** UNT strives to offer you a high-quality education and a supportive environment so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and how to succeed at UNT, visit [unt.edu/success](https://www.unt.edu/success/) and explore [unt.edu/wellness](https://wellness.unt.edu/). To get all your enrollment and student financial-related questions answered, go to [scrappysays.unt.edu](http://scrappysays.unt.edu/)*.*

## CREATING AN INCLUSIVE LEARNING ENVIRONMENT

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## I value the many perspectives students bring to our campus. Let’s work together to create a classroom community and culture of belonging, mutual respect, and open communication. All discussions should be respectful and civil. Although disagreements and debates may surface, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel this is not the case, please stop by my office and let me know. We are all learning together. ([Code of Student Conduct](https://policy.unt.edu/policy/07-012)) (<https://policy.unt.edu/policy/07-012>).

**UNT’S STANDARD SYLLABUS STATEMENTS**

**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 Accommodation Statement.** UNT makes reasonable academic accommodations 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 in each class prior to implementation. For additional information, see the ODA website at disability.unt.edu. (UNT Policy 16.001)

**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 Blackboard for contingency plans for covering the course.

**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 to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email [spot@unt.edu](mailto:spot@unt.edu).

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

**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 classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

**EDUCATOR STANDARDS**

In order to recommend a candidate to the Texas Education Agency, the UNT Educator Preparation Program curriculum includes alignment to standards identified by the State Board of Educator Certification (SBEC). These standards are assessed throughout your preparation and through the TExES Certification exams required for your teaching certificate. The Texas State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide school curriculum. Additionally, the Commissioner of TEA has adopted rules pertaining to Texas teaching standards:

**TEXAS TEACHING STANDARDS**

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

1. Standard 1--Instructional Planning and Delivery.

a. Standard 1Ai,ii,iv

b. Standard 1Bi,ii (Lesson design)

2. Standard 2--Knowledge of Students and Student Learning

3. Standard 3--Content Knowledge and Expertise

4. Standard 4--Learning Environment

5. Standard 5--Data-Driven Practice

6. Standard 6--Professional Practices and Responsibilities

Full description of the standards and competencies can be accessed using this link: [Texas Teaching Standards Adopted in Chapter 149](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001)

**EDUCATOR STANDARDS FOR EC-6 CORE SUBJECTS:**

A full description of the standards and competencies can be accessed using this link: <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>

*[List the standards here, using this format:*

*• Standard I 1.1k-1.2k, 1.1s-1.7s (Comprehensive Knowledge of SS)*

*• Standard II 2.1k-2.3k, 2.1s-2.2s (Integration)*

*• Standard III 3.1k-3.8k, 3.1s-3.7s (TEKS)*

*• Standard IV 4.1k-4.18k, 4.1s-4.11s (History)*

*• Standard V 5.1k-5.12k, 5.1s-5.14s (Geography)*

*• Standard VI 6.1k-6.23k, 6.1s-6.12s (Economics)*

*• Standard VII 7.1k-7.13k, 7.1s-7.11s (Government)*

*• Standard VIII 8.1k-8.10k, 8.1s-12s (Citizenship)*

*• Standard IX 9.1k-9.21k, 9.1s-9.12s (Culture)*

*• Standard X 10.1k-10.9k, 10.1s-10.10s (Science, Technology and Society)]*

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**

The following TEKS are addressed in this course. The Texas Essential Knowledge and Skills can be accessed on the Texas Education Agency Web site using the A-Z index at the following URL: <https://tea.texas.gov/academics/curriculum-standards>

*•Pre-K Guidelines VII for Social Studies • Chapter 117 TEKS for Fine Arts Subchapter A. Elementary Grades K-5 117.1-117.19 • Chapter 117 TEKS for Fine Arts Subchapter B. Middle Grade 6 117.32-117.34 • Chapter 113 TEKS for Social Studies Subchapter A. Elementary Grades K-5 113.1-113.7 • Chapter 113 TEKS for Social Studies Subchapter B. Middle Grade 6 113.21-113.22 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter A. Elementary Grades K-5 110.10-110.16 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter B. Middle Grade 6 110.18]*

**ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)**

This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>.

SCIENCE OF TEACHING READING STANDARDS (STR)

This course addresses the STR Educator Standards: The STR standards are designed for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgments, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards address early reading content knowledge in Prekindergarten-Grade 6, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all early learners and address vertical alignment. One of the certification exams you will take at the conclusion of your program will be the Science of Teaching Reading exam (based on these standards). These standards and this exam also connect to several other sets of standards for which you will be responsible for learning. These are listed and linked [here](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=235&rl=101).

**TEXAS COLLEGE AND CAREER READINESS STANDARDS**

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link: <http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8>

**TECHNOLOGY APPLICATIONS**

[Technology Applications (All Beginning Teachers, PDF)](https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539612985) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers and are incorporated in to the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.

*[List the Technology Application standards for all beginning teachers here, using this format:*

*• Standard I 1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s*

*• Standard II 2.1k-2.3k, 2.1s, 2.3s-2.8s*

*• Standard III 3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s*

*• Standard IV 4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s]*

## UNT TEACHER EDUCATION PROGRAM COMMITMENTS

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act.* We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

* **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
* **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
* **Activism.** Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
* **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

## Teacher Preparation at The University of North Texas Core Commitments

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| **Commitments-**  **>** | **As Teachers** | **With Children and Youth** | **In our Practice** | **To Radically Imagine** |
| **Identity** | **We are** individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching. | **We value** and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces. | **We**  **practice** humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming. | **We imagine** schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their  communities. |
| **Inquiry** | **We are** intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies. | **We value** young  people’s knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating | **We**  **practice** curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change. | **We imagine** a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us. |
| **Advocacy & Activism** | **We are** activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination. | **We value** and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment. | **We**  **practice** activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring,  and more peaceful world. | **We imagine** metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit. |
| **Communities** | **We are** members of a multiple communities— connected in ways that make our successes intertwined. | **We**  **value** inclusive learning communities that connect us within and outside of our classrooms. | **We**  **practice** humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short. | **We imagine** schools as sustaining intersecting ways of  being, knowing, and languaging. |

### NOTEWORTHY

**Food/Housing Insecurity:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: <https://deanofstudents.unt.edu/resources/food-pantry>

**Title IX Services:** Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs: <http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648.

**University Mental Health Services:** I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>