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## COURSE INFORMATION AT A GLANCE

**Course Title:** ARTE 3770/5767: Art Ed & Technology. **Course number:** 8506/9190.

**Meets in:** Art Building, Rm 338 **At:** Thursdays, 5:00pm-7:50pm.

**Course Dates:** From: Jan 15th to May 7th, 2026.

**Instructor:** Dr. Manisha Sharma. **email:** [manisha.sharma@unt.edu](mailto:manisha.sharma@unt.edu).

**Office:** 345G. **Office Hours:** Wednesdays 10:30 am-12:00pm (or by appointment)

**Course link on Canvas:** <https://unt.instructure.com/courses/137345>

## COURSE DESCRIPTION

### *ARTE 3770 Catalog Description*

Exploration of the role of computers as a tool in visual arts studies. Emphasis placed on the visual, conceptual and practical use of computers as a medium for making art and connections to the practice of art education.

### *ARTE 5767 Catalog Description*

Exploration of the role of technologies, digital and otherwise, in contemporary art education. Emphasis on the intersections of artistic expression, STEAM innovations, and social intervention in the teaching and learning of art.

### *Course Description for this semester*

This course prepares future art educators to integrate digital tools and technologies into their teaching practice. Students will explore digital artmaking processes through hands-on projects while also considering how these methods can be adapted for use in the classroom. Emphasis is placed on developing original ideas, gaining confidence with selected digital media, and translating personal creative approaches into meaningful, adaptable learning experiences for future students. Graduate students (ARTE 5767) will be expected to do more research and critical analysis of relevant literature on the topic, as part of their assignments.

## COURSE REQUIREMENTS:

### *Course Materials & Textbook:*

There is no textbook required for this course. All readings, videos, artworks, and prompts will be provided through Canvas. Students are expected to engage with these

materials before each class session to prepare for in-class work and discussion. Please refer regularly to this site for the schedule of required readings, assignments, grades, announcements, and other details.

### Other Materials:

To fully participate in this class, you will need

- **Internet access** to enable content on the Canvas Learning Management System. If circumstances change, you will be informed of other technical needs to access course content.
- **Computer/ tablet**. Please note that Mac computers are available in the CVAD computer labs. You will need these for in-class research and writing work..
- **Software**: Microsoft Word or equivalent; Microsoft Powerpoint or equivalent.
- **Sketchbook/ notebook** for in-class work
- **Art materials needed to complete individual projects**.
- Basically: You'll need access to a digital device (laptop, tablet, or smartphone) capable of supporting digital artmaking, editing, and sharing. The course will experiment with additional equipment from the CVAD technology lab. While tools such as Adobe Creative Suite and Canva will be demonstrated, you are welcome to use any software or platforms you're comfortable with. If you have access to more advanced software, tools, or technology you are welcomed to integrate into your coursework, but know that creative use of whatever resources you choose to utilize will guide how your work is assessed.

## COURSE OUTCOMES, LEARNING OBJECTIVES, & ASSESSMENTS

### Course Outcome: Reflections on Digital culture.

You will be able to analyze and reflect, on the role and outcome of digital production and consumption in art education

#### Learning Objective:

You will be able to list, interpret, and critique your understanding of the consumption of digital culture in context of art education through the planning and production of images using selected Photoshop tools

#### Activities:

- Digital Footprints worksheet
- Translation of worksheet analysis into raster images. (Visual Communication)
- Photoshop tutorials and practice
- Production of 2-3 photoshop images representing your critical reflection of your digital footprint in context of your role as an art educator

#### Assignments:

- **Digital Footprints worksheet**
- **5 Layout thumbnail designs for a zine**
- **2-4 PSD & JPG image files**

#### Related Assessments:

- The quality of the reflective analysis
- The quality and production value of the zine layouts
- The quality of the content and production value of the Photoshop images produced

### Course Outcome: Digital Culture and Art Education

You will be able to understand, contextualize and construct your understanding of the role of teaching with/ about digital technologies in art education

#### Learning Objective:

You will be able to organize your developing understanding of the role of technology in art education by assembling a literature review. This will be presented in typographic design using Adobe Illustrator (vector images)

#### Activities:

- You will demonstrate your ability to do focused reading and research on the given topic, in order to summarize and edit a script, reflecting your developing knowledge of relevant scholarly literature on the topic
- You will design and execute the presentation of this literature review (using at least 4 sources) using Adobe Illustrator to create a typographic design.

#### Assignments:

- **Annotated reading responses**
- **Development of a typographical design of the annotated readings**
- **2-4 AI (Illustrator) + PNG files**

#### Related Assessments:

- The quality and relevance of the annotated bibliography
- The quality of the content and production value of the Illustrator images produced

### Course Outcome: Thoughts on Teaching art with Digital Technologies

You will be able to read, understand, apply, and analyze the role of digital production and consumption in art education

#### Learning Objective:

You will be able to recognize, classify, and communicate your understanding of digital tools in art education through the planning and production of a zine using digital tools

#### Activities:

- You will demonstrate your ability to do focused reading, in order to classify and summarize approaches to incorporating digital technology in your teaching, as per the EC-12 Art Mometrix guide, and other scholarly readings
- You will prepare a literature review and emerging teaching philosophy on this topic in context of your analysis of digital footprints in contemporary life.

#### Assignments:

- **Written narrative essay**
- **Layout design**
- **Production of a digital and printed zine using Adobe InDesign**

#### Related Assessments:

- The quality of the content and production value of the zine (as both digital and printed artifacts)
- Peer feedback and assessment
- Presentation and participation in critical and constructive critique

This is a lecture - practice - discussion format course. It will also involve in-class work sessions, along with discussion board postings completed prior to class. This course includes the making of art utilizing computer hardware and software. We will begin by exploring some basic digital tools contained in Adobe Photoshop, then move on to Adobe Illustrator, and then Adobe InDesign. You will consider these and alternative apps online as useful for your future art students. This is a working studio class on Thursday evenings. Through demonstrations and practice you will learn to solve visual problems using Adobe software and digital tools.

A variety of teaching strategies and methodologies will be introduced and modeled during the course including lecture, demonstration, online communication, and discussion groups. Assignments will include both individual and group formats.

Students are expected to stay for the entire scheduled class time. Please, inform your professor when you have to leave an urgent situation, otherwise you will be marked as absent during class roster.

### ASSIGNMENTS, GRADING, AND DUE DATES

#### ☐ **Participation & Attendance(100 points):**

- ☐ **Syllabus Quiz** - 10 points. Quizzes> Syllabus quiz, complete by 8pm on 01/22/2026.
- ☐ **Syllabus Contract:** 10 points Jan 24. Post to Assignments>Syllabus contract by 9am on 01/24/2026
- ☐ **Digital Footprint worksheet:** 10 points. Post to Discussion Board>*Digital Footprint* by 9am on 01/29/2026
- ☐ **Zine Layouts: 5 Thumbnail sketches.** 25 pts. Post to Assignments> *Zine Thumbnails* by 9am on 02/12/2026.
- ☐ **Final Zine 3 layout sketches:** 25 points. Assignments>*Final zine layout thumbnails* by 9am on 04/09/26
- ☐ **Peer review drafts:** 10 points. Assignments: Post to Assignments>*Peer review drafts* by 9am on 4/30/2026
- ☐ **Final project presentations and crit:** 10 points. Post your feedback to a minimum of 2 zine projects > *Final Presentations & Feedback* by 8pm on 05/07/2026.

#### ☐ **Key Assignments (900 points)**

- ☐ **Zine part 1: Reflections on Digital culture.** 250 points. Post to Assignments>*Reflections on Digital culture* by 9am on 2/26/2026.
- ☐ **Zine Part 2: Digital Culture and Art Education.** 250 points. Post to Assignments>*Digital Culture and Art Education* by 9am on 03/26/2026
- ☐ **Zine Final project: Thoughts on Teaching art with Digital Technologies.** 400 points. Post your Zine InDesign + PDF File formats with presentation script on the *Thoughts on Teaching art with Digital Technologies* Dropbox on Canvas. Post to Assignments>*Thoughts on Teaching art with Digital Technologies* by 9am on 05/07/2026.

Carefully read the Course Structure and modules in this document for a synopsis to understanding the connection between what we study in the modules and how you will demonstrate understanding of it through the required assignments.

### *Key Assignment Descriptions*

- **Assignment #1: Zine part 1: Reflections on Digital culture (250 points).** For this project, you will produce 2-3 images using Adobe Photoshop tools, to represent your critical thinking about your digital consumption/production (your digital footprint). **Graduate students (ARTE 5767) will need to provide one additional scholarly reference to contextualize their work to current professional discourse.**
- **DUE DATE & TIME:** Post to Assignments>*Reflections on Digital culture* by 9am on 2/26/2026. Assignment details, a submission checklist, and the assignment rubric is posted on the dropbox on Canvas.
- **Assignment #2: Zine Part 2: Digital Culture and Art Education (250 points).** For this project, you will produce 2-3 text/ typography images using Adobe Illustrator tools, to represent key ideas from class readings, on your emerging philosophy on teaching with digital tools and engaging digital culture, with your students.
- **DUE DATE & TIME:** Post to Assignments>*Digital Culture and Art Education* by 9am on 03/20/2026. Assignment details, a submission checklist, and the assignment rubric is posted on the dropbox on Canvas. **Graduate students (ARTE 5767) will need to provide two additional scholarly reference to contextualize their work to current professional discourse**
- **Assignment #3: Thoughts on Teaching art with Digital Technologies (400 points):** For this project, you will 1) generate a brief paper (1000-1500 words) describing your emerging approach to teaching with and about digital technologies; this short essay will include an introduction describing your own digital footprint (Zine part 1), and incorporate a lit review on art education literature on teaching art & design to/with digital technologies (Zine part 2). You will use Adobe InDesign to produce a digital zine on this essay, incorporating relevant images and text, in an effective and accessible layout. You will prepare the digital InDesign and PDF file (worth 300 points) to be printed, bound and presented as a physical zine (worth 100





points). Graduate students (ARTE 5767) will need to provide two additional scholarly reference to contextualize their work to current professional discourse

- DUE DATE & TIME: Post your Zine InDesign + PDF File formats with presentation script on the *Thoughts on Teaching art with Digital Technologies* to Assignments>*Thoughts on Teaching art with Digital Technologies* by 9am on 05/07/2026. Assignment details, a submission checklist, and the assignment rubric is posted on the dropbox on Canvas.

Besides these key assignments, you will be evaluated on Attendance and Active participation in learning through the semester **100 points**). See breakdown of these 100 points [here](#)

More details on this are posted under Course Policies section of this document>Attendance & Participation, and Grading & Assessment, and under Grades>Participation on Canvas.



## COURSE POLICIES

### *Attendance & Participation*

#### **Attendance Policy and Guidelines:**

- Regular class attendance is a mandatory requirement and use of the full class period is expected. This means you must arrive no later than 5:05pm and leave no earlier than 7:45pm, to receive an attendance check. Being more than 5 minutes late to the start of class will constitute a tardy. Leaving class before being dismissed by the instructor, OR without prior notice and approval, will constitute an early departure. 3 occurrences of late arrivals/early departures = 1 absence. You will be able to track your attendance on Canvas>Attendance.
- You are allowed 2 sick, personal, physical, or mental health days without grading consequences. YOU ARE RESPONSIBLE FOR MAKING UP FOR MISSED CONTENT/LEARNING/ASSIGNMENTS WHEN YOU ARE ABSENT. Review the course materials on Canvas, reach out to your peers to hear what happened in class, and make office-hour appointments for individual consultations and check-ins. These 2 excused absences include illness and religious holidays (do give 2 weeks advance notice to the instructor and your assignment group members). If some other reason comes up, or if you have approved accommodations, please make sure to check in with the instructor so we can formally draft and note approved modifications. **NOTE:**
  - Each additional absence (over the 2 personal days) will result in the lowering of your overall final grade by 2 points.
  - You are responsible for keeping track of your attendance, since absences, tardiness and/or early departures beyond the 2 excused absences could result in course failure. If a serious medical or personal situation occurs affecting attendance, please discuss it with the course instructor.
  - The Dean of Students Office no longer handles 5 consecutive absences, so if an extended absence comes up, please talk to the instructor about accommodations and solutions. [The updated attendance policy is available at this link.](#)

#### **Participation Policy and Guidelines:**

Here's a checklist of what active participation is defined as in this course:

- **Respect class time:** Show up on time (no later than 5:05pm), leave when class is dismissed (7:45pm)

- Collect your name-tag on the way to your seat, to ensure attendance is noted (remember to turn in your name-tag at the end of class, along with your exit-ticket)
- **Actively engage in class:** Complete your assigned reading for the day BEFORE you come to class; contribute meaningfully to class/ group discussions at least once per class session (frame a critical question/ offer a solution/ compare or relate the topic to a specific example/ paraphrase or in other ways refer to the texts, to clarify context of text to the discussion topic/ support a peer by engaging in discussion/ analysis..)
- I understand that some folks might identify as shy or introverted but I challenge everyone to be present and share their thoughts at least once each class period. Your opinions, critiques, and reflections matter. If you are having trouble understanding the material or if life circumstances are getting in the way of your full participation communicate with me so we can plan for your success. I expect each of you to be prepared to share your thoughts and may call on you to do so.
- Active, and vocal participation is a requirement, since teaching, as a profession, is performative, and your participation in class should be a practice for you to practice body language, voice modulation, and general people management skills as a pre-service teacher.
- **Media and Technology:** Making connections with our class community happens best when we are mentally present with each other in a shared space. Therefore, I encourage you to
  - Only reference your electronic devices when necessary for class assignments. No phones allowed out while we are in class, UNLESS it is for specific use in a demo (using Padlet and other apps while doing teaching demos or research) You are asked to engage only in course-related activity online, on an honor-basis, to ensure you are focused and engaged in course content while in class.
  - Multi- tasking or frequent texting during our course meetings may result in a loss of participation points.
  - Do not record your peers or class dialogue without written permission from me, and your peers; and do not share recorded sessions or class discussions on social media (including social media groups). This is a privacy (FERPA) violation and can count as harassment.

- Printing out the readings ahead of time or referencing physical notes rather than electronic copies is encouraged.
- **Check Canvas regularly:** To track our class-related correspondence, I will be in touch with you over Canvas so be sure you have set it up to receive alerts and notifications. You might also check to make sure it forwards correspondence to your email. You are responsible for checking your email often during this course to receive updates and announcements.

### *Assessment Policy and Guidelines:*

#### **What course grades mean in this course:**

- A: 90% course average or above. Excellent work produced throughout the semester
- B: 80% course average or above. Good work produced throughout the semester
- C: 70% course average or above. Fair work produced throughout the semester
- D: 60% course average or above. Passing work produced throughout the semester

### **Grading Policy**

Grades are based on the level of proficiency / mastery of the content achieved as per the provided rubrics for each assignment. As a rule, I do not grade on a “curve” because that is a comparison of your outcomes to others, and I would rather you measure your success by your own efforts and growth. I do, however, encourage you to find opportunities to learn with and through others. Explore *Navigate’s Study Buddy* (<https://navigate.unt.edu>) tool to join study groups. Maximize your learning with our coaching staff at the Learning Center and writing center.

### **Assessment of Late Work**

All work should be turned in on time according to the due date specified on the syllabus & calendar & assignment dropbox. For each day (12 hours) your assignment is late by, the grade will drop by 1/3 of a percentage point. Thus, if an A assignment is turned in one day late, then the grade will drop to an A- and so forth unless special permission by the university or a doctor is provided.

### *Academic Integrity*

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>). **If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.**

### How to engage with the texts actively and critically:

- Pre-read and look for the organization of main ideas first
- Underline/highlight passages you find interesting or important
- Circle words you want to look up or people who seem important- look at the citations to find folks for researching similar topics
- Write thoughts or questions in the margins (unless it's a library book 😊)
- After reading look through again to reflect on the case the author made
  - Do you agree/disagree?
  - What questions do you still have?
  - Write down your thoughts while they are still fresh in your mind

### Citations are required:

All the work you turn in should be your own. If you are referring to other sources or quoting an author, you must cite it both in text and in a work cited page. This course uses APA 7<sup>th</sup> edition formatting style, and I recommend visiting [Purdue Owl's online citation guide](#) to answer any questions about specific citations. Plagiarized work is unacceptable (this includes the unedited and uncritical use of AI sources like ChatGPT!) You will receive a zero for the assignment and will be reported possibly resulting in a loss of course credit.

### **REMEMBER:** Citations are needed when...

- You use 3 or more words from a source (physical or on the internet)
- You copy and paste words that are not your own
- You paraphrase an idea from someone else
- You take inspiration from a lesson or someone else's published idea
- You use an image

### **APA In text citations usually look like one of these:**

- Professors agree you should “cite your sources” (Sharma, 2026, p. 6).
- Sharma (2026) says “cite your sources” (p. 6).
- Citing your sources is always a good idea (Sharma, 2026, p. 6).

**Talk to me if you are unsure of how to cite something or have questions.**

### ***Course Risk Factor***

According to University Policy, this course is classified as a category two course. Students enrolled in this course will not be exposed to any significant hazards and are not likely to suffer any bodily injury. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes and will be instructed how to proceed without danger to themselves or others.

### ***Disclaimer***

The instructor reserves the right to make modifications to the course schedule, assignments, and information throughout the semester; students will be told what and why with at least a week's notice. Please note that the course contents represent theories and ideas significant to the fields of art and cultural studies. Some ideas and content may not be in alignment with your personal politics and ideologies. You are not expected to agree with or align with presented ideas or topics, but you are expected to engage with them as a demonstration of critical thinking and in how they reference art and philosophical methodologies as part of your professional education, and preparation to teach art and with art and visual culture. Feel free to dissent with the ideas presented, using critical thinking and discursive methodologies, including diligent research, provided in your program.



## UNT POLICIES

### *Student Academic Integrity Policy*

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

### *Academic Integrity Standards and Consequences*

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*

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

### ***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 Blackboard 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](https://deanofstudents.unt.edu/conduct).

### ***Access to Information***

Eagle Connect Students' access point for business and academic services at UNT is located at: Page 3 of 4 [my.unt.edu](https://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/](https://eagleconnect.unt.edu/)



### ***Student Evaluation Administration Dates (SPOT Evaluations)***

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](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 [spot.unt.edu](http://spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

## STUDENT SUPPORT SERVICES

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

### *Technology:*

UNT offers heavily discounted Adobe Creative Cloud subscriptions to **currently enrolled students**. <https://news.cvad.unt.edu/adobe-news>. If you already have an active subscription to the Adobe Creative Cloud, purchased through Adobe or another seller, but would like to take advantage of this offer: Adobe will allow you to opt-out of your existing agreement without incurring an early termination fee. See <https://itservices.cvad.unt.edu/adobe/> for details. Each subscription is valid for the entire *academic year*, August 21st 2025-August 31st, 2026. All subscriptions will expire on August 31st, 2026 - regardless of the date of purchase. There is not a prorated price, **the price is \$50 plus a \$3 processing fee year-round**. Students that continue their enrollment at UNT beyond the current academic year will have the option to renew their subscription before the expiration date. These subscriptions allow students to use the Adobe Creative Cloud applications on any device: personally owned computers (home desktop or laptop), university desktop computers (labs and classrooms), laptops (university checkout) and the UNT Online Lab computers. **Students without a subscription may access *some* of the Adobe Creative Cloud applications while using a computer in one of the on-premises classrooms or labs at no cost: cloud features and many applications are not available.** It may take up to two business days for your Adobe Creative Cloud subscription to be activated. Adobe Customer Care can be reached by phone at 1-800-833-6687, you may also visit their support website and talk to someone via chat. Please contact the representatives at [untadobe@unt.edu](mailto:untadobe@unt.edu) if you have any further questions.

### *Technical Assistance*

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as

expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

### ***UNT IT Help Desk***

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

**Live Chat:** <https://it.unt.edu/helpdesk/chatsupport> (Links to an external site.) **Phone:** 940-565-2324

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

**Hours and Availability:** Visit <https://it.unt.edu/helpdesk>. For additional support, visit Canvas Technical Help (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

### ***Survivor Advocacy***

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.

### ***Services For Students with Disabilities:***

This course welcomes students of all backgrounds, identities, and abilities. If you have circumstances that might make our learning environment or activities challenging let me know how I can best support you. If you have accommodations or medical information you need to share with me, please let me know. I am committed to

making this an effective learning environment for all students, but I can only do that if you communicate your needs early on in the semester. I promise to keep our discussions confidential. If you have a documented disability, please contact the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

### ***Writing Center:***

Writing can be challenging. The folks over at the [writing center](#) are here to support you. The writing center that can help you generate ideas, organize your thoughts, and tell a compelling story. They also can help with editing and citations.

### ***Sexual Discrimination, Harassment, and Assault***

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

### ***Food/Housing Insecurity***

Any student who has difficulty affording groceries or accessing sufficient food to eat, 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. The UNT Food Pantry is a useful resource. Please visit the website for more details, or feel free to come see me or someone in the Student Advising office: <https://deanofstudents.unt.edu/resources/foodpantry>

### ***Mental Health & Well Being Resources***

We all could benefit from some extra support during tough times, especially with the effects of the pandemic and current socio-economic events impacting us. You are not alone. The University has resources that can help and learning how to ask for help is an important part of the college experience. If you or anyone you know is

experiencing feelings of being overwhelmed, dealing with difficult life events, or feeling anxiety or depression please get the support you need by utilizing one of the resources below. **Services are free, confidential, and none of your information will be shared without your written consent.**

- Student Health and Wellness Center, 1800 Chestnut St. (940) 565-2333
- **Counseling and Testing Services**, 801 N. Texas Blvd Suite 140, (940) 565-2741
- **UNT CARE Team**, (940) 565-2648, [careteam@unt.edu](mailto:careteam@unt.edu),
- Psychiatric Services, (940) 565-2333,
- Individual Counseling, (940) 369-8773,

Feel free to see me or any of faculty member / department chair, for more support on this and/or refer **to this website** for more information. If at any time you are feeling alone or in jeopardy of self-harm, reach out to the following:

- NATL Suicide Hotline: 800-273-8255
- Denton County MHMR Crisis Line: 800-762-0157
- Denton County Friends of the Family Crisis Line: (940)-382-7273
- UNT Mental Health Emergency Contacts:
  - During Office Hours (M-F 8am-5pm): (940)-565-2741
  - After Hour Calls: (940)-565-2741
  - Crisis Text Line: Text CONNECT to 741741
  - Live Chat: <http://www.suicidepreventionlifeline.org>

### ***Other Resources and Communities To Connect With***

- NAEA Student Chapter (Art Education Dept; contact Dr. Michaela Bachmann).
- Center for Belonging and Engagement
- Spanish Language Registry, Translation, and Support
- Non-traditional student guide
- Arab Student Association, Asian Student Association, India Students Association, Native American Student Association, Nigerian Student Organization, Vietnamese Student Association, and you can find so many more groups [here!](#)
- BIPOC Artists Association
- Black Student Union
- Lists of Spiritual Community groups (available at the Student Union/ Sage Hall)