

**University of North Texas
Department of Theater and Dance**

Spring 2022

DANC 4070 – Dance Pedagogy

Monday/ Wednesday 2:00 – 3:20 PM
Dance and Theater Arts Building (DATH) 111

Instructor: Reyna Mondragon MFA

Pronouns: she/her/hers

Office Hours: Tuesday and Thursday 3-5pm

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You may email me at any time. I will respond within 48 hours (except over the weekends).

Course Prerequisites:

Course is open to Seniors within 2 Semester of graduating who are enrolled in the Dance BA or BFA degree plans.

Course Description:

Dance Pedagogy encompasses the study of philosophies of education as well as the content and methods for dance teaching that flow from education beliefs. Major 20th and 21st century educational thinkers will be examined with special attention to the application of their theories to the dance classroom. Using conceptual underpinnings to organize dance technique and creative movement courses for various age groups is also investigated. Social and cultural factors in the dance class are explored. Elements of curriculum building are presented. Modes of learning that are incorporated into this class include moving, reading, written responses, discussion, listening, visual observation, reflective teaching, and verbal response. This course encompasses both action and reflection.

Course Objectives:

- To gain an overview of 20th and 21st educational thought and its relevance to dance education
- To deconstruct what contributes to content, form, teaching, learning, and assessment in the dance classroom
- To examine and learn how to analyze models of pedagogical practice, school dance curricula, and policy issues.
- To examine and learn how to analyze models of pedagogical practice, dance studio content, and policy issues.
- To examine and learn how to analyze models of collegiate pedagogical practice, dance major curricula, and policy issues.
- To gain practical experience in teaching
- To receive constructive feedback as one experiments with various teaching approaches for various constituencies and subject matters.

- To come to an understanding of one's current education philosophy at this moment in time and the factors that cause our beliefs to be enriched or altered.

Teaching Methods:

Teaching and learning occur in this course through various modes and mediums. The class will read and respond in writing to texts, listen to and respond to lectures, view and respond to dance teaching both live and on video, participate in class discussions, write research papers, give oral reports, develop course material such as syllabus, lesson plans, and rubrics, and prepare physical studio work both in the role of teacher and of student. Students must be available to teach two dance classes outside of the scheduled course time and to observe one class being taught by a peer outside of regular course time. In addition, students must be available to observe a professional dance educator teaching dance as part of the final exam paper. Keep in mind that part of your final will be to submit a binder with all of the notes taken in class and material developed in class.

Active and participatory learning is highly valued in this course. Students are asked to engage with the material on many levels. An emphasis is placed on group discussion and interaction (including watching each other teach) for the development of analytical and practical skills with which to understand dance education. The ability to interface with the subject matter in bodily, verbal, and written modes is highly valued in this course. In addition, the posing of questions - to the instructor, to each other, and to oneself - creates an environment in which new discoveries can unfold.

This course can also assist you in developing learning skills that are applicable and translatable to other subjects you will encounter in your academic careers and in life.

Course Outline:

Weeks 1-5 Pedagogical Philosophy, Psychology, and Objectives

Weeks 6-9 Content and Structure: Class Planning, Preparation, and Methods

Weeks 10-15 Practice Teaching, Observations, and Peer Assessments

Course Requirements:

1) Required Text:

- **Dance Pedagogy for a Diverse World: Culturally relevant teaching in theory, research, and practice (2017)** You can find a copy of the book on your Toolbox Module.
- **Additional readings will be provided through canvas.**

2) For each reading assignment, you will write a short paragraph commenting on what you thought was interesting about the reading and a question that came up for you. Your interest and question will be utilized to enhance class discussion. The questions/comments must be submitted on our discussion board for that reading before class. Your completion of these questions/comments in written form and their depth of thought are tallied as part of your grade. This is a class in which you must keep up with and respond to the reading in order to succeed. You are being asked to engage, interface, and interact with the texts so that you gain empowerment in the classroom and so that you have something to bring to the table. Being an

active, not passive, learner is valued in this class. (I don't directly respond to those but do ask you complete them, they are a big part of our discussion in class)

The Reading Assignment Reaction Sheets are due weekly starting Wednesday, January 24, 2022 (BEFORE CLASS). There are 13 total Reading Assignments with the following DUE DATES:

1. Monday., January 24 - "Contemporary Approaches to Dance Pedagogy _ the Challenges of the 21st Century" by: Anu Sööt, Ele Viskus.
2. Monday., January 31 - Preface and Ch.1 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice and Ch. 1 of Knowing Dance by Marion Gough.
3. Monday., February 7 - Ch.2 of from Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
4. Monday., February 14 - Ch. 3 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
5. Monday., February 21 – Ch. 4 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice and Ch. 2 "Planning a Dance Course" of Knowing Dance.
6. Monday., February 28 – Ch. 5 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
7. Monday., March 7 – Ch. 6 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
8. Monday., March 21 – Ch. 6 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
9. Monday., March 28 – Ch. 7 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
10. Monday., April 4 – Ch. 8 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
11. Monday., April – 11 Ch. 9 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
12. Monday., April – 18 Ch. 10 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
13. Monday., April – 25 TBD

3) Write one 2-page double spaced, 12-point font, Times New Roman essay that explores the question. "What are we teaching when we are teaching dance?" DUE DATE: Monday, January, 31 (submit through canvas) Early papers are accepted. No late papers are accepted.

4) All Pedagogy students must participate in the Dance Day even that will take place February 11th. A sign up for that will be available soon.

5) Write one 6 page double-spaced, 12-point font, Times New Roman Mid-Term research and reflection paper about the theories of a 20th or 21st Century educational reform thinker and apply

those theories to the dance classroom. See Separate Handout on this assignment on "Educational Theory and Its Application to the Dance Classroom".

The above research and reflection paper will be turned in and also shared with the class via a 10minute presentation. We don't have time to share all your findings so shape your presentation based on the most important sections of your research. Think of it as a TED talk.

DUE DATE: (PAPER) Wednesday, **March 7, 2022** Submit in class. No late papers are accepted.

Oral reports on this research will be presented that day, **March 7** and will continue to Wednesday **March 9**. Time slots will be assigned.

- 6 A) Prepare two different classes in which you will function as the teacher.
- One class is a dance technique class for college students for 35 minutes.
 - The other teaching assignment will take place outside of the university at a k-12 institution. You will be required to partner up with another student and reach out to an institution. To teach this class you must do your research. Research the school, what kind of class it is, age of students, level of the class, and be prepared to collaborate with an accompanist or have recorded music.

Handouts on each assignment will be provided. (you will find this on Canvas)

These Teaching Projects will begin from the week of March 2nd onward and continue through the end of the Semester.

6B) In addition to teaching, for both the University Level Class and the K-12 class, you will write a self-teaching analysis (2 page, double spaced, 12-point font, Times New Roman) answering the following questions. (paper format no bullet or numbers)

- a) why did you teach the content that you taught?
 - b) why did you choose the methods of teaching that you did?
 - c) any issues or problems you encountered in planning your teaching?
 - d) what would you focus on (pursue educationally) with this same class if you could teach them again right away (say, within the next 4 days)?
- These Self Teaching Analysis should be written right after you have completed each teaching session and are **DUE two** days after your teaching day.
 - You will then deliver your experience verbally to the class, refer back to your analysis during your deliver.
- 7) Each class member must observe one peer teaching a technique class to college students and then write up and turn in an Observation Paper on the practice teaching class you observed. Your observations help establish/prove your understanding of the course subject . matter. This assignment will be shared equitably among the Dance Pedagogy course students so that everyone has several students observing them teach. You will be signed up ahead of time for your observation slot.

Written Peer Observations are **DUE within three days of doing the Observation**. Please label the paper clearly and submit it through canvas. (Length 2-2 1/2 pages, double spaced, 12-point font, Times New Roman).

A few questions to think about when writing the Peer Observation paper. (please think of others that may apply)

- Who are they and what portion of the class are they teaching? o How are they applying musicality?
- What is their communication like with the accompanist?
- Are they asking students to demonstrate movements? If so how are they approaching that and what is the students reaction like?
- How are they cultivating a sense of community? o How are they delivering feedback?
- Are they giving the students time for a quick personal practice of the movement?
- How are they challenging the students? o ETC.....

8) Final Project and Final Paper: (See Separate Handout)

Topic: "Studying and Analyzing a Professional Dance Educator"

Write one 6 - 8-page paper (double-spaced, 12-point font, Times New Roman, with 1-inch margins) in which you apply all that you have learned in this class to your observation of one professional dance teacher and his/her class. Utilizing all you have gleaned from the course readings, materials, activities, and notes, your paper will assess the teacher; assess the learners; and react/respond to the teaching philosophy and methodologies evident in the class.

You must check ahead of time (prior to 72 hours ahead) with Professor Mondragon about who you want to observe, where, what class, etc. (Due to COVID your observation may be done through Zoom). Please provide the credentials (detailed biography or resumé of the teacher you are hoping to observe). She will give you permission or not. No more than one student can observe a particular class.

The class being taught can be any type of dance technique, creative movement or improvisation. The class you observe can be held in a dance studio, university dance department, grade school, community arts center, after-school program, or high school; however, the teacher must have professional credentials.

Please make your arrangements early to locate where you want to go and to get permission to view the class from the institution or teacher there. Think about the whole Metroplex as the region from which to choose a site/teacher.

DUE DATE: The Final Paper and your Binder will be due on the last day of class before finals week **Wednesday, May 4, 2022**. On our final Exam Day be prepared to present some of your findings from the paper orally with the class during the last session.

- Early papers are accepted. No late papers are accepted.
- Attendance at the Final Exam Session is required even if your paper is completed early since we will be sharing the contents with each other.

Course Evaluation

The grading system for this course is as follows:

Essay on "What Are We Teaching When We Are Teaching Dance?" 5% of Grade

Participation in and Contribution to Class (including written prepared comments/questions that are turned in) 10 %of Grade

Written Peer Observation Paper prepared and presented after observing a peer teaching 10% of Grade

Midterm Paper: Educational Theory and Its Application to the Dance Classroom Research Paper and Oral Report 20% of Grade

Planning and Carrying Out Teaching A University Technique Class and K-12 Class and Prepared Oral/Written Self Analysis Report
30% of Grade

Final Project and Paper: Studying and Analyzing a Professional Dance Educator 20% of Grade

Assisting the Dance Day Recruitment Event 5%

A. Awarding of this grade reflects achievement of the highest order, not just meeting but also significantly exceeding the course requirement. Writing is well realized, full and complete in its answers, and also shows an element of the unusual; ambitious, exciting, and original ideas are fully developed and rendered with excellent expression, argumentation, and compositional skills. Assigned reading is brought to bear in discussion, active and sensitive participation in class is evident, and intellectual leadership may emerge. Consistent excellence and intellectual flexibility are demonstrated.

B. Students may excel in some areas but not in others. This grade reflects the ability to integrate and manipulate material to the extent that understanding and even some insight are demonstrated. Writing can have excellent ideas developed beyond the mechanical or rudimentary level but not fully worked through; alternately, a safe and limited idea might be worked through with excellent composition and argumentation but without intellectual risk-taking or much originality. Exam questions are answered cogently. Participation in class is constructive and consistently reflects thorough preparation.

C. At this level, students meet all requirements, writing acceptable papers and producing exams that demonstrate understanding of all material. Papers carry an argument with a certain amount of exemplification and mastery but may seem formulaic or pedestrian; the choice of topics may be unambitious and unimaginative, and ideas are original but not fully developed. An earnest effort that does not show distinction.

D. This grade reflects work, but poor work; students may be unable to integrate material and make associative jumps, yet they do make an effort. Rudimentary performance is achieved on

exams and papers. Papers cannot hold an argument, are inchoate, or have significant compositional flaws of some kind. Students are regularly unprepared for class discussion. F. This reflects irregular attendance, a failure to do all the assigned work, disorganized and frequently pointless writing, and unpreparedness for class.

Final Grades:

A= 90%+

B= 89% - 80%

C= 79% - 70%

D= 69% - 60%

F= less than 60%

Attendance Grading Policy for Department of Dance studio classes:

Since performance in studio classes in particular relies almost entirely on work accomplished during each class any absence from class will impact the grade.

- Students are allowed two (2) absences. There are no excused absences except for personal or family emergencies or a UNT official activity, which the professor needs to approve. On the third absence your overall grade will be lowered by 5%; for example, a 90% becomes an 85%. On the fourth absence, you will earn a failing grade for the course. (UNT allows the instructor to ask the registrar to drop a student with a “WF” upon accumulation of the stated number of absences.)
- Students who do not attend the first day of class may be dropped to accommodate those who are on the wait list.
- If you are sick, are experiencing COVID-19 symptoms, or have come in contact with someone who tested positive for COVID-19, please reach out to the instructor right away so you and the instructor can create a plan of action to support your education and absences.
 - A student is responsible for requesting an excused absence in writing, providing satisfactory evidence to the faculty member to substantiate excused absence and delivering the request personally to the faculty member assigned to the course for which the student will be absent.
 - UNT COVID-19 Impact on Attendance 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 mindfulness of the health and safety of everyone in our community.
 - If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at

COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

- In the event of an injury or serious illness that prevents a student from engaging in any activity for more than two weeks, the student should drop the course rather than risk receiving a failing grade. However, students may continue enrollment in a class by fulfilling minimal participation requirements agreed upon with the teacher until recovery from the injury or illness allows for return to full participation.
- Minimal or adapted participation may be in the form of substituting floor work for standing work, working the upper body while sitting in a chair, adapting choreography assignments to accommodate physical limitations, refraining from jumping, or working with a reduced range of motion. In addition, an extended Pilates program may be the appropriate course of action during injury recovery. The goal is to maintain physical conditioning and fitness during recovery so that the return to full activity will not compromise health and wellness.
- A period of minimal or adapted activity due to injury or illness should not exceed a total of four (4) weeks during any long semester.

Lateness and Early Departures: Students should not arrive late to class or ask to leave early. Typically, **(2) tardies and/or early departures will equal one absence.** In order to ensure all students are properly warmed up and prevent injuries, students arriving more than 5 minutes late for class may not be allowed to take class.

Observations/Sitting Out: Students should request to observe a class only in exceptional cases -- the expectation is that all students will participate even though the level of activity and kind of activity may be adjusted to accommodate specific health issues. If an observation is approved by the teacher, the student will take notes following specific directions given by the teacher. These notes will be turned in at the conclusion of class. The quality of these notes will determine the student's grade for that particular day. Under no circumstances should students' study for other courses during an observation.

Typically, observations are considered one-half absences, as the student is not fully engaged in the activity or the class.

Should a student need to sit down during class, they are expected to remain attentive and engaged with the class. Sitting at the front of the studio, watching, and learning through attentive observation, or taking written notes is appropriate. Lying on the floor, sleeping, talking, or texting on a cell phone, or engaging in conversation with other students during class is not considered appropriate. No student should be consistently sitting out as it warrants a low-class participation grade. **Typically, 'sitting out' two times equals one absence.**

MAKEUP WORK:

Only in specific circumstances may the student be allowed to make up an absence. For this consideration communicate with the faculty member at an appropriate time. Do not wait till the last minute.

Class Etiquette:

- Face coverings are highly encouraged in this class.
 - 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.
- There are certain rules of classroom etiquette that include but are not limited to: no leaving class during an exercise unless there is an emergency, no chewing gum, and no food/beverages other than water in the studio during class.
- Cell phones will not be tolerated unless explicitly used for a research tool when asked to during class. PLEASE SILENCE THEM
- Be kind to your fellow classmates. We will be giving constructive critiques and will help each other on progress in the movement analysis journey.
- Following CDC Guidelines: You will be expected to work on your own and in groups. Recognize the pace in which you work and allot the necessary time to complete your assignments.

University 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. [Insert specific sanction or academic penalty for specific academic integrity violation.]

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 \(https://disability.unt.edu/\)](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) (<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) (<https://it.unt.edu/eagleconnect>).

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 [insert administration dates] 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](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Survivor Advocacy

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 940-5652648.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

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) (<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.

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) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/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](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**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) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)

- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

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

Academic Dishonesty: (<http://www.vpaa.unt.edu/academic-integrity.html>): The University takes plagiarism and cheating very seriously. Plagiarized work will earn a zero for the assignment. Students will face action according to University guidelines for academic dishonesty. I reserve the right to submit any paper I suspect of plagiarism to Turnitin.com.

Academic Ethics: (<http://www.unt.edu/csrr0>): Acts of academic dishonesty are subject to discipline at UNT. Cheating plagiarism and furnishing false or misleading information are acts of academic dishonesty. The definitions of these terms are clearly described in the Undergraduate Catalog (www.unt.edu/catalog) and by the Center for Students Rights and Responsibilities.

Authorized Class Absence: (http://www.unt.edu/vpaa_fy0708_fhb/III-a.html): All travel by students off campus for the purpose of participation in UNT sponsored activities must be authorized by the dean of the school or college of the sponsoring department. Within three days after the absence, students must obtain authorized absence cards from the dean of students for instructors.

Absence for Religious Holidays: (http://www.unt.edu/vpaa_fy0708_fhb/III-a.html): A student absent due to the observance of a religious holiday may take examinations/ complete assignments scheduled for the day(s) missed within a reasonable time after the absence. Class participants should notify the instructor via email of planned absences for religious holidays.

Disability Support Services: (<http://www.unt.edu/oda>)): ODA Office in Sage Hall, Suite 167.

Office of Disability Accommodation Statement: (ODA)- 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 Accommodation (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 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 see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940-565-4323.

To graduate, students majoring in dance are required to have a minimum grade of “B” in dance technique courses that comprise their major.