PADM 2100 Cultural Competency in Urban Governance
Fall 2025
100% Online

Instructor Contact
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Communication Expectations:
The primary communication tool for this course is through the Canvas course portal. You should send personal concerns or questions to me via Canvas e-mail. You will receive a response within 24 hours of your e-mail. If you e-mail me on Saturday or Sunday, you will receive a response on Monday morning. I intend to post grades within 7 days of completing the assignment, quiz or test. Please visit this resource on Online Communication Tips.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description
Students enrolled in PADM 2100 will explore how and why United States has always been and continues to become a more diverse society. It is essential for public administrators to recognize that traditional ways of managing organizationsand delivering services may not always be adequate. Conventional processes can subvert the fullinclusion and participation of marginalized and disadvantaged populations. This course examines the diverse and often competing demands and interests of the various stakeholders within our society. Special consideration is given to the sometimes-competing demands of people of color, women, the elderly, the economically disadvantaged, persons withdisabilities, etc. Students will develop an understanding of how public administrators respond todiverse public interests as they balance the organizational values of effective leadership, responsiveness, and efficiency in the management of public service.

Course Structure

This course is 100% online. Please access all material for the course in the PADM 2100 Canvas Module.

Course Prerequisites or Other Restrictions
No prerequisites or restrictions apply for this course.

Teaching Philosophy

Students will develop and demonstrate skills to identify historical perspectives, concepts, activities, and innovations in social and behavioral science. Students need to participate weekly in the course and complete the assignments according to the schedule. Each step builds on to the next step, and it is the student's responsibility to complete work on time.

Course Diversity and Inclusion Statement

The Department of Public Administration believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.
- We believe in the importance of diversity and inclusion
- We believe in fairness and equity for all faculty and students in and out of class
- We believe in mutual respect and civility for all students and faculty
- We believe that faculty and students have a right to a redress of grievances
- We believe that students and faculty should be actively engaged in good works

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Course Objectives
- Understand the relevance of cultural competency in public and nonprofit organizations.
- Highlight the history of cultural competency as a process at the organizational level.
- Examine various strategies regarding how to assess and retain a culturally competent workforce.
- Identify the specific challenges of a diverse workforce in Public Administration
- Understand and address the significance of diversity, inclusion, and equity through a culturally competent lens.
- Improve ability to write and communicate in public.
- Perform self-assessment and manage the dynamics of difference.
- Acquire cultural knowledge and adapt to diversity and the cultural background of communities they serve.

Required Reading Materials

- Norman-Major, K. A., & Gooden, S. T. (2012). *Cultural competency for public administrators*. ME Sharpe.
- Other supplemental readings as provided by the instructor via Canvas.

A copy of text Norman-Major, K. A., & Gooden, S. T. is available on reserves at Sycamore Library for 2 hours checkout and use at the library.

Course Writing:

All writing must utilize the American Psychological Association (APA) Style Guidelines. Here is an excellent resource on APA Guidelines from the Purdue Online Writing Lab. Acceptable work should be completed with 12-point, standard font, and double-spaced.

Course Technology & Skills

To fully participate in this class, students will need internet access to reference content on the Learning Management System, Internet, and MS Office Information on how to be successful in an online learning environment can be found on this page from UNT Online.

Minimum Technology Requirements

Provide a list of the minimum technology requirements for students, such as:

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using email with attachments
- Using presentation and graphics programs

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.

UIT Help Desk: UIT Student Help Desk site (http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm

Telephone Availability:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](#)

Rules of Engagement

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

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal, or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individuals' experiences.
- Use your critical thinking skills to challenge other people's ideas instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts, as tone can be challenging to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent so think first before you type.
- **Notice: Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the course in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and may result in disciplinary action.**

For more information on [Netiquette Guidelines](#), review this resource.

Course Requirements

Grades in this course will be awarded based on student performance during the semester. The grade is determined entirely by a student's scores on the exams, quizzes, journals, course final research presentation, and Canvas participation (this consists of each student presenting on Canvas *Final Research Paper*).

Exams

There will be two exams, a midterm worth 200 points and the final worth 250 points. Exams will cover material from the assigned readings, quizzes, PowerPoint slides/lectures, and posted supplemental materials, including videos and articles, and will consist of multiple-choice and essay questions. No make-up exams will be given unless a university-approved excuse has been provided. Exams are to be taken without assistance from anyone else. You have 2 hours to complete the exam from the time you open the online link.

CANVAS quizzes

There will be four (4) quizzes during the semester. Two quizzes will be taken prior to the midterm, and the other two will be taken after the midterm. The quizzes are intended to test your mastery of the material covered. The quiz will have 10 questions, with 5 points for each question, for a total of 50 points.

CANVAS Journals (Essays) & Documentaries.

Each student is required to submit **five** journals, watch **four** documentaries, and summarize each in a minimum of 250 words. The journals should constitute your reflectionson any of the substantive topics covered each week. When journals are due, the assignment will no longer be available.

Course Research Paper Presentation

This research paper is a vital reflection of your expanded thinking, resulting from exposure to various concepts, opinions, civilizations, and ideologies throughout this course. You have to use scholarly journals to evaluate the benefits and limitations of certain policy efforts and determine their efficacy. Socioeconomic class, race, ethnicity, religion, gender, age, and physical and mental disability are a few examples of topics for research papers on this subject. Present your findings in either bar or pie charts, a PowerPoint presentation, and handouts to other students. Your presentation will be assessed on its originality and how well it considers other cultures and points of view

I reserve the right to make any adjustments to course assignments, as necessary.

Course Point System

Assignment	Points Each Possible	Points Total Possible
Reading Assessments (Quizzes)	50	200
Course Research Paper	*100*	*100*
Canvas participation (Discussion/Video Presentation of Course Research Paper)	*100*	*100*
Journals (5) & Documentaries (4)	*(24 X 5 = 120 & 12 X 4 = 48)*	*168*
Midterm	*200*	*200*
Final	*250*	*250*
Total Points Possible		*1018*

Course Grading
Include the grading scale (A-F) along with the point totals/percentages you will use to calculate the final grade. For example:
A = 1000-900
B = 899-800
C = 799-700
D = 699-600
F = 599-500

All assignments, including discussion posts, assignments, projects, quizzes, and tests are due on the scheduled due date. I will not accept late work. I will offer extra credit at my discretion.

Course Outline

Week	Module	Reading	Additional Assignment Details
Week 1 **8/18-8/22**	**Syllabus and Course Overview.** **Cultural Competency and Public Administration.** **New Kind of Public Service Professional: Possessing Cultural Competency, Awareness, Knowledge and Skills**	**Norman-Major & Gooden Chapter 1 & 2**	**N/A**

Week 2 8/25-8/29	**An Assessment of the State of Cultural Competency in Public Administration.** **Human Resource Management Practices That Facilitate Cultural Competence.**	**Norman-Major & Gooden. Chapter 20 & 5**	**1st Journal Assignment (24 points)**
Week 3 9/1-9/5	**Representative Bureaucracy** **Representative Bureaucracy inPolicing**	**Riccuci, N. M., & Van Ryzin, G.G. (2017). Representative bureaucracy: A lever to enhance social equity, coproduction, and democracy. Public Administration Review, 77(1), 21-30** **Wilkins, V. M., & Williams, B.N. (2008). Black or blue: Racial profiling and representative bureaucracy. *Public Administration Review* 68(4), 654-664.**	**N/A**
Week 4 9/8-9/12	**Assessing Racial Equity within PublicSector Organizations' Culture, Valuesand Goals** **Legally Competent Public Servants: State Statutory and Regulatory Mandated Cultural Competence Provisions**	**Gooden, Susan. 2014. Nervousness inPublic Sector Organizations, in *Race and Social Equity: A Nervous Area of Government,* p. 68 – 78** **Norman-Major & Gooden Chapter 3**	**2nd Journal Assignment (24 points)** **Quiz 1 (50 points)**
Week 5 9/15-9/19	**The Need to Empower Cultural Competence in Nonprofits** **Cultural Competency in HispanicCommunities.**	**Calzada, E., & Suarez-Balcazar, Y. (2014). Enhancing cultural competence in social service agencies: A promising approach to serving diverse children and families. Research Brief. OPRE Report, (31), 1-8** **Norman-Major & Gooden Chapter 7**	**N/A**

Week 6 9/22-9/26	Developing Gender-CompetentPublic Administrators. Including Women in Public Administration Departments	Norman-Major & Gooden Chapter 6 Edwards, L. H., Holmes, M. H., & Sowa, J.E. (2019). Including women in public affairs departments: Diversity is not enough. Journal of Public Affairs Education, 25(2), 163-184	3rd Journal Assignment (24 points)
Week 7 9/29-10/3	Municipal Leadership for an Aging Population Partnership for People with Disabilities	Keyes, L. M., & Benavides, A.D. (2019). Responsive Management: Municipal Leadership for an Aging Population. Journal of Public Management & Social Policy, 26(2), 119-136 Norman-Major & Gooden Chapter 10	Midterm Exam
Week 8 10/6-10/10	Cultural Competency Around Sexual and Gender Orientation and Identity	Norman-Major & Gooden Chapter 9	Quiz 2 (50 points) Watch and summarize this documentary (250 words) https://www.youtube.com/watch?v=lw0mefqIZ5Y
Week 9 10/13-10/17	Cultural Competency as We Serve Those at the Grassroots Cultural Competency in Health Care: Standards, Practices, and Measures	Olivet, J., Dones, M., & Richard, M. (2019). The Intersection of homelessness, racism, and mental illness. In Racism and Psychiatry (pp. 55- 69). Norman-Major & Gooden Chapter 11	4th Journal Assignment (24 points) Watch and summarize this documentary (250 words) Understanding and Abiding by Title VI of the Civil Rights Act of 1964
Week10 10/20-10/24	Cultural Competency in Disasters Cultural Competence as a Tenet of Governance	Norman-Major & Gooden Chapter 12 White, Harvey. 2011. Governance in the Midst of Diversity: Issues and Challenges, in D. C. Menzel & H. L. White (Eds.), The State of Public Administration: Issues, Challenges, and Opportunities, pp. 388–405. Armonk, NY: M. E. Sharpe, Inc.	N/A

Week 11 10/27-10/31	**Cultural Competence When Serving Abroad** **Leadership and Cultural Competency**	Norman-Major & Gooden Chapter 4 Guerrero, E. G., Fenwick, K., & Kong, Y. (2017). Advancing theory development: exploring the leadership climate relationship as a mechanism of the implementation of cultural competence. Implementation Science, 12(1), 133.	5th Journal Assignment (24 points) Watch and summarize this documentary (250 words) **The Immigration History of the United States**
Week 12 11/3-11/7	**Municipal Leadership**	White, Harvey. 2011. Governance in the Midst of Diversity: Issues and Challenges, in D. C. Menzel & H. L. White (Eds.), The State of Public Administration: Issues, Challenges, and Opportunities, pp. 388– 405. Armonk, NY: M. E. Sharpe, Inc. Riccuci, N. M., & Van Ryzin, G.G. (2017). Representative bureaucracy: A lever to enhance social equity, coproduction, and democracy. Public Administration Review, 77(1), 21-30	Quiz 3 (50 points)
Week 13 11/10-11/14	**Course Paper Presentations**	**(Final Research Paper Presentation)**	100 points
Week 14 11/17-11/21	**Cultural Competency Across the Master's in Public Administration Curriculum.**	Norman-Major & Gooden Chapter 18	Watch and summarize this documentary (250 words) **The Human Race**

Week 15 11/24-11/28	How to be Culturally Competent.	How to be Culturally Competent. 1. How Culture Drives Behaviours 2. **What are you doing to be culturally competent? At a personal, social and professional level? Conform/Confront/Complaint?** 3. **How has the concept in this course aided you to be culturally competent?**	Quiz 4 (50 points)
Week 16 12/1-12/5	**Final Exam**	Online	**Final Exam**

Student Support Services
- Registrar
- Financial Aid
- Student Legal Services
- Career Center
- Multicultural Center
- Counseling and Testing Services
- Student Affairs Care Team
- Student Health and Wellness Center
- Pride Alliance

Academic Support Services
- Academic Resource Center
- Academic Success Center
- UNT Libraries
- Writing Lab

Course Evaluation
Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. SPOT evaluations usually become available 2-3 weeks prior to the end of the semester.

Course Policies

Assignment Policy
Please see the Canvas course module for all information regarding official due dates are for each assignment, assignment instructions, the file type assignments should be saved and submitted as

a word doc. Please do not submit your work as a pdf. I will not grade the pdf version. I will use Turnitin or similar software for assignment submission. Late work is not accepted unless approved by the instructor. All late work is subject to a deduction in points.

The University is committed to providing a reliable online course system to all users. In the event of any unexpected UNT server outage or any UNT unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Examination Policy
Tests and quizzes are closed book unless otherwise noted by the instructor. If you lose Internet connection during an exam, please contact helpdesk@unt.edu or 940.565.2324 and get a ticket number and e-mail me immediately notifying me of the situation. There are no make-ups for the midterm or final exam.

Instructor Responsibilities and Feedback
Instructors provide office hours for assistance that students are encouraged to attend. Students can anticipate a response regarding e-mails, discussion board posts (if applicable), feedback for assignment feedback and grades within 48-72 hours of the due date. The instructor will post feedback and comments on Canvas or through Canvas e-mail.

Late Work
Late assignments will not be accepted unless otherwise noted by the instructor However, if there is a doctor's note or other reason that aligns with those accepted by the Dean of Students we can discuss an accommodation.

Attendance Policy and Class Participation
This course is 100% online. Students are expected to participate in the Canvas modules, assignments and submit all assignments by posted due dates. Late work is not accepted. Your participation in online assignments is a proxy for your course attendance. Late work is not accepted unless approved by the instructor. All late work will receive a deduction in points.

Syllabus Change Policy
I reserve the right to make any necessary changes the syllabus, points, course information, and due dates, and other matters as appropriate.

UNT Policies

Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including,

but not limited to, cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions, ranging from admonition to expulsion from the University.

Generative Artificial Intelligence

In this course, you may use Generative AI tools (e.g., Claude or Grammarly) to support your learning when properly cited. GenAI should complement, not replace, your critical thinking and analysis. All submitted work must demonstrate your effort, insight, and decision-making. Using GenAI output without attribution or passing it off as your own is considered academic misconduct under UNT Policy 06.003; see this link https://policy.unt.edu/policy/06-003.

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/). You may also contact ODA via phone at (940) 565-4323.

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

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

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged

to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

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/) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students

Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

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/). 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
- Counseling and Testing Services
- UNT Care Team
- UNT Psychiatric 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
- Financial Aid
- Student Legal Services
- Career Center
- Multicultural Center
- Counseling and Testing Services
- Pride Alliance
- UNT Food Pantry

Academic Support Services
- Academic Resource Center
- Academic Success Center
- UNT Libraries
- Writing Lab