WHAT IS THIS COURSE ALL ABOUT?

**Prerequisite:** Completion of EDHE 5110  
Credits: 3 hours

Principles and techniques of developing, analyzing, and administering student development programming to meet the needs of heterogeneous college student groups in the areas of academic, social, community and personal development in higher education. Applications pertain to both four-year and community college institutions.

**Expected Course Outcomes (CO)**

At the completion of this course, students will demonstrate the ability to...

1. Identify potential sources of information relevant to the design and administration of student development programs in higher education.
2. Describe the fundamental elements of successful program administration (context, goals, and plans) as they apply to both two-year and four-year colleges.
3. Identify issues and processes involved in conceptualizing, planning, implementing, and evaluating student development programs at both two-year and four-year colleges.
4. Construct a professional development plan appropriate for new student affairs professionals.
5. Create a conference workshop proposal appropriate for a regional or national student affairs conference.
6. Synthesize and integrate knowledge gained in this course to make informed administrative decisions and develop appropriate educational policies related to student affairs programming.
7. Identify challenges related to managing human and financial resources as related to student affairs programming.
8. Apply correct APA guidelines through each writing assignment.

WHAT BOOKS AND OTHER MATERIALS WILL I NEED?

*Referred to as “Ardoin” in the course schedule.

*Referred to as “McClellan” in the course schedule.

Additional readings will be available through the Willis Library at library.unt.edu. Use your UNT EUID and password for access.

**Recommended textbooks, but not required**


*This book is expensive. We recommend borrowing the book from a colleague or fellow Higher Education major who has already completed the course. Use of the 9th edition of the book is also acceptable for this class. If you have problems acquiring this book, please contact the instructors ASAP.

Additional readings available through the course Subject Guide available online through library.unt.edu.

**Recommended Student Services**

The University of North Texas provides numerous student services to help you be successful in and outside of the classroom. We encourage you to reach out to us or other professionals on campus if you need help - whether related to academics or personal matters. Below are a few academic resources that I believe will be particularly helpful with this course:

| Writing Lab    | **Writing Lab** tutors will provide feedback on papers as well as teach you important common writing errors. They are located in Sage Hall Room |
150. Appointments are recommended and may be obtained by emailing GradWriting@unt.edu. Graduate students may receive up to 1 hour of one-on-one tutoring (face-to-face or online) per day. **Please note that midterms and the end of the semester are the Writing Labs busiest times. If utilizing their services during this time, anticipate an extra four to five days before receiving feedback.

| Willis Library and their Librarians | Willis Library provides access to important academic books, journals, and magazines needed for this class. Distance learners may have library owned materials delivered at no charge.  

The College of Education Library Liaison is Jo Monahan (Jo.Monahan@unt.edu). We highly recommend making an appointment with her within the first month of school. She can teach you how to quickly find research materials needed for assignments in the course.

Additionally, the library offers laptops for checkout, printing/scanning services, and group study rooms. |
| Tutors and Academic Coaching | The Learning Center offers numerous academic support services - most useful for this course would be Academic Coaching, Tutoring (available online!), and Speed Reading.

The Learning Center is located in Sage Hall Room 170, or call 940-369-7006 to learn more about their services. |
| Counseling | It is important to pay attention to your mental health - especially during stressful or trying times in your life (hello - grad school?). Counseling and Testing Services offers FREE confidential individual and group counseling. Visit their office in Chestnut Hall Suite 311, or call 940-565-2741 to setup an appointment.

The Toulouse Graduate School has a new program, #GradLife Mental Health Support Groups. Sessions are held at the Counseling and Human Development Center at 425 S. Welch St. Contact 940-565-2970 for Spring 2020 meeting dates. |

## IMPORTANT COURSE POLICIES

### Course Communication

Important class changes will be posted in the “Announcements” section of Canvas. Unless you modify the settings, a copy of the announcement will automatically be emailed to your myUNT email address.

To contact the professor or teaching assistant, please email or call using the contact information provided at the top of the syllabus. Inquiries will receive a response within 24 hours. Prior to
contacting us, please do your due diligence to find the answer to your question either by consulting with your classmates or reading through the syllabus.

Emergency Technology Plan
In order to complete this online course, students will have to depend on access to technology (especially a reliable internet connection). We understand that due to extenuating circumstances, there may be times where internet connection or access to technology may become challenges (examples: bad weather results in a power outage; financial challenges result in loss of internet access). We ask that each student create an emergency technology plan that can serve as a backup plan when extenuating circumstances arise. Please consider saving your work in multiple locations (such as your personal computer and Google Drive) and identifying a location near your home that has reliable public WiFi.

Grading Policy
Instructors will typically provide feedback and grades on assignments 7-14 days after the due date. An announcement will be posted to Canvas if turnaround time will be longer. Grades will be posted through the Canvas “Grades” section.

Incomplete
Beginning Fall 2018, students who wish to receive a grade of “incomplete” for the course must work with the instructor to submit the appropriate paperwork to the Registrar’s Office when 75% of the semester is over. Students must be passing the class in order to receive an incomplete. Any incomplete that is not resolved within one year will automatically be changed to a “F”.

Late Assignments
Please see the course schedule for the name and due date for every assignment. Each week an assignment is past due, a full letter grade will be deducted. An assignment that is one week past due will receive a grade no higher than a ‘B’, two weeks past due will receive no higher than a ‘C’, and so on. Assignments past due more than three weeks will not be accepted. Late submissions of the end of the semester essay will not be accepted unless discussed with the professor; students will receive an automatic grade of zero on the assignment.

If you need to discuss turning in an assignment past the due date, it is your responsibility to contact the instructors at least 24 hours in advance of the assignment being due.
HOW YOU WILL DEMONSTRATE LEARNING

All written assignments should be completed in a Word document and adhere to APA standards (unless advised otherwise by the instructor). Include your name on each assignment. Please use Times New Roman or Arial, 12-pt. font, 1” margins, double-spacing.

Role of Student Affairs: Reflection Paper
Page Length: 2-4 pages, double-spaced; cover page not required

Before you begin to engage with the content in this course, please spend some time reflecting on what you believe students should get out of college. Why should anyone go to college? What should they learn? Why is college worth it? After spending time reflecting, write a reflection essay that answers the following questions:

- What knowledge, awareness, and skills do you believe students should gain during their time in college? Be specific - what should students know; what should students be aware of; what skills should students have?
- What role does student affairs play in helping students achieve the aforementioned knowledge, awareness, and skills? Be specific - in what ways does/should student affairs offices (ex: student activities, multicultural affairs, orientation, residential life, advising, etc.) assist students in achieving the aforementioned knowledge, awareness, and skills.

Competencies: Strengths and Areas for Growth
Page Length: 2-4 pages, double-spaced, cover page not needed

NASPA and ACPA are the two largest student affairs professional associations for student affairs. Together, they have compiled a “common set of professional competency areas” (p.4) all student affairs professionals should know.

Read the “NASPA and ACPA Professional Competency Areas for Student Affairs Educators”. Select 2 competency areas to focus on for this assignment. Critique and explain in detail your current competency level (foundational, intermediate, or advanced). Next, discuss what steps you can take in the next month, 6 months, and 1 year to increase your understanding of the competency and potentially move to the next level.

Functional Area Essays
Page Length: 5-8 pages excluding cover page and references, double-spaced

The purpose of this assignment is to delve deeper into specific functional area essays in order to understand how they function and serve students. You will also understand the professional competencies that professionals in these areas need in order to be effective. There are three opportunities for you to complete functional area essays.
For each essay, you will first identify a functional area. We have divided all of the functional areas defined by the CAS Standards into five categories (see Appendix A): 1) Student-Facing Functional Areas; 2) Identity-Bases or Targeted-Population Functional Areas; 3) Academic Support Functional Areas; 4) Community-Facing Functional Areas; and 5) Auxiliary Functional Areas. Please pay attention to the module within Canvas, as it will outline the functional area options for each essay. We encourage you to select a functional area that you have an interest in.

Once you identify your functional area, begin working on your essay which should be divided into three parts:

1. **Provide an overview of the functional area (1-2 pages).** You’ll see in each area in the CAS textbook that there is an overview of each functional area as well as articles listed - this is a good place to start. However, you can also use the UNT online library to find additional sources, if needed. Please summarize the functional area in your own words.

2. **Find and summarize two peer-reviewed research articles related to this functional area (2-3 pages).** You’ll need to search and find two articles using the UNT online library. Please ensure that the articles are recent (published within the last six years) and are research articles (to know if your article is a research article, you should be able to identify research questions, methods, and findings within the article; if the article you found is missing those items, it is likely a conceptual article rather than a research article).

3. **Identify and research one office or unit related to this functional area (2-3 pages).** Now that you have learned more about the functional area, we would like you to identify one office or unit within your selected functional area at any 2- or 4-year institution in the United States (ex: if you’ve selected Campus Activities Programs as your functional area, you might identify the Office of Student Involvement and Leadership at the University of New Orleans). When you have identified an office or unit, engage in research using their website and social media pages to learn more. While you do this, please utilize the CAS Standards designated for that functional area. Pay particular attention to Parts 1, 2, 3, and 5 of the CAS Standards. Write about the office or unit (be sure to include the name of the institution in which it is housed) and, based on your observations of their website and social media pages, describe how they address Parts 1, 2, 3, and 5 of the CAS Standards.

**Career Strategy**

**Page Length:** 4-6 pages excluding cover page, double-spaced

As graduate students and emerging student affairs or higher education professionals, it is important that you have structured space to reflect on your professional development. Before starting this assignment, please make sure you have completed the Ardoin (2014) readings that have been assigned from her book, *The Strategic Guide to Shaping Your Student Affairs Career.*
In Ardoin’s text, she discusses the Five Career Strategy Components: 1) lifelong learning; 2) extending your experiences; 3) planning for professional development; 4) networking or connecting; and 5) self-reflection. For this assignment, you will complete the worksheets she provides in her book (Appendix A & Appendix C).

Mock Conference Proposal and Presentation
Conference Theme: Reimagining Representation and Diversity in Our Work (this year’s TACUSPA theme)

Participation in professional associations and conferences is an important part of the student affairs profession. It is through these venues that we are able to share new ideas, discuss changing paradigms, and collectively create a vision for the future of student affairs. Working individually or in pairs (your choice) you will create a conference proposal and conference presentation as the final project for this course.

Proposal. Utilizing information learned in this course (and other courses that you’ve completed), design a conference session showcasing how a specific student affairs functional area can provide innovative and inclusive programs to meet the needs of an ever-changing student population. The proposal should align with the conference theme: Reimagining Representation and Diversity in Our Work.

**Please use the proposal form provided in Canvas.

Presentation. After receiving feedback on the conference proposal from the instructors, create a 15-minute presentation appropriate for a conference setting. You will record yourself presenting and submit the video as your final presentation. If you are working in pairs, you must record yourselves presenting together.

- Note about recording videos: All students have access to Zoom - a video chat platform - through UNT. We ask that you utilize the Zoom platform to record your presentation. Please see the tutorial video in Canvas to understand how to do this properly.

End of Course Reflection Paper
Page Length: 2-4 pages, double-spaced, cover page not needed

Each student will re-read their “Start of the Course Reflection Paper on the Role of Student Affairs” completed during the first week of the course. Re-answer the questions posed and write a new, detailed essay describing the knowledge, skills, and values you believe students should gain during their time as a student and the role of Student Affairs (in general terms) in assisting them. What has stayed the same from your original paper? What’s changed?

Utilize information presented in the class including course textbooks to support your argument. Include citations and references in the paper.
# HOW YOUR COURSE GRADE WILL BE DETERMINED

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Percentage of Overall Grade</th>
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<tbody>
<tr>
<td>Role of Student Affairs: Reflection Paper</td>
<td>100 points</td>
<td>5%</td>
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<tr>
<td>Professional Development</td>
<td></td>
<td>25%</td>
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<tr>
<td>- Competencies: Strengths and Areas for Growth</td>
<td>100 points</td>
<td></td>
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<tr>
<td>- Career Strategy</td>
<td>100 points</td>
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</tr>
<tr>
<td>Functional Area Essays (3 total)</td>
<td>(100 points each) 300 points total</td>
<td>25%</td>
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<tr>
<td>Conference Preparation:</td>
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<td>25%</td>
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<tr>
<td>- Conference Proposal</td>
<td>100 points</td>
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<tr>
<td>- Mock Webinar/Presentation</td>
<td>100 points</td>
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<tr>
<td>End of Course Essay</td>
<td>100 points</td>
<td>20%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>900 points</strong></td>
<td><strong>100%</strong></td>
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### Course Grades

- **End of Course Essay**: 20.0%
- **Role of Student Affairs**: 5.0%
- **Professional Development**: 25.0%
- **Conference Preparation**: 25.0%
- **Functional Area Essays**: 25.0%

**Grading Scale:**
- A = > 90% or higher
- B = 80-89%
- C = 70-79%
- <69% see instructor
COURSE SCHEDULE
EDHE 5120 Student Affairs Programming Administration
All readings and due dates are subject to change. You are responsible for all readings and deadlines - even if they differ from this schedule.

<table>
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<tr>
<th>Week of</th>
<th>Topic and Readings</th>
<th>Assignment (due at 10 am)</th>
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<tbody>
<tr>
<td>MODULE 1</td>
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<tr>
<td>1/13</td>
<td><strong>Introduction and Course Overview</strong></td>
<td>Individual Introductions</td>
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<td></td>
<td>Ardoin, Chapters 1 &amp; 2</td>
<td>Reflection Essay: Role of Student Affairs (due 1/20)</td>
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<td><strong>complete and submit essay prior to beginning the readings</strong></td>
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<td>1/20</td>
<td><strong>Historical Foundations and Institutional Missions</strong></td>
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<td></td>
<td>McClellan, Chapters 1, 2, &amp; 3</td>
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<td>Ardoin, Chapter 3 &amp; 4</td>
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<tr>
<td>1/27</td>
<td><strong>Professional Standards and Career Planning</strong></td>
<td>Competencies - Strengths and Areas for Growth (due 2/3)</td>
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<tr>
<td>Last day to drop a class online.</td>
<td>McClellan, Chapter 5</td>
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<td><strong>ACPA and NASPA Professional Competency Areas for Student Affairs Educators</strong></td>
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<td><strong>Introduction to CAS General Standards</strong></td>
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<td><strong>Functional area essay #1 (due 2/17):</strong></td>
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<td>Academic-Support Functional Areas or Student-Facing Functional Areas</td>
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<td>MODULE 2</td>
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<td>2/3</td>
<td><strong>Accountability and Global Perspectives</strong></td>
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<td></td>
<td>McClellan, Chapters 4 &amp; 6</td>
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<td>2/10</td>
<td><strong>Theoretical Perspectives and Student Success</strong></td>
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<td></td>
<td>McClellan, Chapter 8 &amp; 9</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>2/17</td>
<td>Professional Expectations in the Profession</td>
<td>McClellan, Chapters 10 &amp; 11, McShay, J. C. (2017). <em>Engaging students at the intersections through Multicultural Centers: An application of the culturally engaging campus environment model</em>. <em>New Directions for Student Services</em>, 2017(157), 25-34.</td>
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<td>2/24</td>
<td>Professional Development</td>
<td>Ardoin, Chapter 6, McClellan, Chapter 20</td>
</tr>
<tr>
<td></td>
<td><strong>MODULE 3</strong></td>
<td><strong>Supporting Students</strong></td>
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<td><em>Week of ACPA Conference (Nashville, TN)</em></td>
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<tr>
<td>3/9</td>
<td><strong>SPRING BREAK</strong> - no class requirements</td>
<td><strong>Organization and Administration</strong></td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>3/30</td>
<td>Working Week</td>
<td>No readings this week. Please complete the Conference Proposal Assignment.</td>
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<tr>
<td></td>
<td><strong>Week of NASPA Conference (Austin, TX)</strong></td>
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<tr>
<td></td>
<td><strong>Functional area essay #3: Community-Facing Functional Areas</strong></td>
<td>Due 4/13</td>
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[https://cmsi.gse.upenn.edu/sites/default/files/USRCs.pdf](https://cmsi.gse.upenn.edu/sites/default/files/USRCs.pdf) |
|           | Complete SPOT evaluations. A course specific link is emailed to each student. |                                                                                                                                                    |
| 4/20      | Working Week                                                         | No readings this week. Please complete the Conference Presentation.                                                                                  |
|           | **Conference presentation uploaded to Canvas**                       | Due 4/27                                                                                                                                                |
| 4/27      | Working Week                                                         | No readings this week. Please complete the End of Course Reflection Essay.                                                                           |
|           | **End of Course Essay: Role of Student Affairs Revisited**           | Due 5/4                                                                                                                                                    |
| 5/4       | Finals Week                                                          | Last day to submit any late work is 5/4/2020                                                                                                           |
Appendix A

Functional Areas as Designated by the CAS Standards

Student-Facing Functional Areas
Campus activities programs
Career services
Case management services
College honor society programs
Fraternity and sorority advising programs
Housing and residential life programs
Orientation programs
Student conduct programs
Student leadership programs
Student media programs

Identity-Based or Targeted-Population Functional Areas
Disability resources and services
Graduate and professional student programs and services
International student programs and services
Lesbian, gay, bisexual, transgender, queer+ programs and services
Multicultural student programs and services
Post-traditional and commuter student programs and services
Transfer student programs and services
Veterans and military-connected programs and services
Women's and gender programs and services

Academic Support Functional Areas
Academic advising programs
Civic engagement and service-learning programs
Education abroad programs and services
Internship programs
Learning assistance programs
Master's level student affairs professional preparation programs
Testing programs and services
TRIO and college access programs
Undergraduate research programs

Community-Facing Functional Areas
Alcohol and drug programs
Assessment services
Campus information and visitor services
Campus police and security programs
Campus religious, secular, and spiritual programs
Financial aid programs
Health promotion services
Parent and family programs
Registrar programs and services
Sexual violence-related programs and services
Undergraduate admissions programs and services

**Auxiliary Functional Areas**
Auxiliary services functional areas
Clinical health services
College unions
Collegiate recreation programs
Conference and event programs
Counseling services
Dining services programs
Appendix B
CAS Areas (complete list in alphabetical order)

1. Academic advising programs
2. Alcohol and drug programs
3. Assessment services
4. Auxiliary services functional areas
5. Campus activities programs
6. Campus information and visitor services
7. Campus police and security programs
8. Campus religious, secular, and spiritual programs
9. Career services
10. Case management services
11. Civic engagement and service-learning programs
12. Clinical health services
13. College honor society programs
14. College unions
15. Collegiate recreation programs
16. Conference and event programs
17. Counseling services
18. Dining services programs
19. Disability resources and services
20. Education abroad programs and services
21. Financial aid programs
22. Fraternity and sorority advising programs
23. Graduate and professional student programs and services
24. Health promotion services
25. Housing and residential life programs
26. International student programs and services
27. Internship programs
28. Learning assistance programs
29. Lesbian, gay, bisexual, transgender, queer+ programs and services
30. Master's level student affairs professional preparation programs
31. Multicultural student programs and services
32. Orientation programs
33. Parent and family programs
34. Post-traditional and commuter student programs and services
35. Registrar programs and services
36. Sexual violence-related programs and services
37. Student conduct programs
38. Student leadership programs
39. Student media programs
40. Testing programs and services
41. Transfer student programs and services
42. TRIO and college access programs
43. Undergraduate admissions programs and services
44. Undergraduate research programs
45. Veterans and military-connected programs and services
46. Women’s and gender programs and services
IMPORTANT UNIVERSITY POLICIES TO KNOW

Succeed at UNT:
Show Up - Find Support - Take Control - Be Prepared - Get Involved - Be Persistent

Academic Integrity and Academic Dishonesty
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

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 www.deanofstudents.unt.edu

Disability Access
The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking 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 an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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. Students are strongly encouraged to deliver letters of 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 Access website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

EagleConnect
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For
information about EagleConnect, including how to activate an account and how to have
EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is
the main electronic contact for all course-related information and/or material.

**Emergency Notifications and 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.

**Observation of Religious Holy Days**
If you plan to observe a religious holy day that coincides with a class day, please notify your
instructor as soon as possible.

**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 students’ 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.

**Sexual Discrimination, Harassment, & Assault**
UNT is committed to providing an environment free of all forms of discrimination and sexual
harassment, including sexual assault, domestic violence, dating violence, 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.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to
help support survivors, depending on their unique needs:
http://deanofstudents.unt.edu/resources. Esther Oppong is UNT’s Student Advocate and she
can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of
Students’ office at 940-565-2648. You are not alone. We are here to help.

**Student Perceptions of Teaching (SPOT)**
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 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

**Food & Shelter Insecurity**

If any student is experiencing difficulty affording groceries or accessing food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, please contact the Dean of Students Office located on the 4th floor of the Union, Suite 409 or by calling 940-565-2648. Staff are readily available to help you acquire basic needs. Furthermore, please know that your instructors are always available to help if you feel uncomfortable going to the Dean of Students office by yourself.

The UNT Food Pantry is located on the first floor of Crumley Hall at 1621 W. Highland St., 76201. They are open Monday - Thursday from 10 am - 7 pm, and Friday 10 am - 5 pm. There is also a Food Pantry located at the Discovery Park campus, Room A160. They are open Monday - Friday, 8 am - 5 pm.