

EDRE 4870.002: Cross-Curricular (Content Area) Literacy Materials and Resources

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Office hours: before/after class; available by request
Class meeting: Wednesdays, 5:30-8:20 Matt 114

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

Mission

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

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners [especially those whose people who marginalized and oppressed by educational institutions and structures].

CATALOGUE DESCRIPTION

Prepares pre-service teachers within both EC–6 and 4–8 certificate programs to plan for and implement literacy instruction across the curriculum. Selecting, evaluating and using developmentally and culturally appropriate materials and resources will be a focus as well as using content literacy strategies which support independent reading and writing in the content areas.

Prerequisite(s): Admission to the teacher education program; EDRE 4450 (for EC–6) or EDRE 4820 (for 4–8 English Language Arts) or EDCI 4060 (for 4–8 Social Studies, Science or Mathematics; 7–12 Secondary ELA and the prerequisite course may be taken concurrently).

COURSE STRUCTURE

This course is a 15-week face-to-face course. There is no final exam. The course is framed around four general modules. Within each module, the weekly focus is outlined on Canvas, where each section will have the required readings and assignments. Canvas supplements our face-to-face sessions; it is not a substitute for class sessions.

Module 1: Content and Disciplinary Literacy

- What is content literacy? Disciplinary literacy? What is our role in supporting disciplinary literacy practices?
- How do we teach from a lens of humanizing and culturally responsive pedagogy?

Module 2: Multimodal, Cross-curricular Texts

- Multimodal texts, including visual literacy
- Multicultural and international texts
- Multigenre texts
- Primary source documents
- Text sets

Module 3: Instructional Practices to Support Access to Content Knowledge through Texts

- Supporting students pre-, during, and post reading
- Background knowledge—What do our students bring to our classes? How do we build background knowledge?
- Visual literacy
- Academic vocabulary
- Comprehension: Text factors, reader factors, using texts to build comprehension
- Responding to texts: Oral language and writing to learn

Module 4: Putting it all together

- Designing thematic units using instructional practices to support access to content knowledge through multimodal texts

OBJECTIVES & LEARNING OUTCOMES

During this semester we will explore materials and resources to use in all content areas – resources that invite our students to be part of our literacy community and support them as they use language arts (reading, writing, listening, speaking, viewing and visually representing) as tools for thinking, learning, and living. While the emphasis is on resources, we know these resources must be accompanied by powerful instructional strategies to accomplish our goals of creating confident, critical thinkers and literacy users.

As we respond to and integrate children's literature, technology, and content reading strategies, a goal of this course is to become reflective about how we respond, create meaning from text, and internalize strategies that help us learn about the world and understand the society in which we live.

By the end of the course, you will be able to:

1. Content Area/Disciplinary Literacy

- Develop knowledge of literacy and study strategies within the context of content instruction and how such strategies support the development of disciplinary literacy.
- Explain the relationship between the expressive and reflective language arts processes (reading, writing, listening, speaking, viewing, visually representing) and demonstrate how they can be capitalized upon for instructional and learning processes.
- Develop an understanding of the various factors impacting reading comprehension.
- Develop a repertoire of teaching and learning strategies for helping students learn content area/disciplinary vocabulary and technical terms.

2. Integrating Materials and Resources for Literacy Instruction

- Design, select, and evaluate materials that reflect curriculum goals, current knowledge, and the interests, motivation, and the needs of individual learners; develop the ability to modify the curriculum materials to meet the needs of diverse learners.

- Identify and describe major pedagogical approaches to teaching content area literacies to a diverse population of learners in today's classrooms.
- Exhibit your understanding of using a wide variety of print throughout the curriculum, including high quality informational texts and diverse expository materials appropriate to the age and developmental level of learners.
- Analyze the structure and content of various texts used for instruction within content areas.
- Plan cross-curricular instruction which addresses the needs of all learners in your grade level of interest.
- Utilize principles and strategies for planning and implementing instruction via themed study units in content subjects.

3. Professionalism and Reflective Teaching

- Identify the influence of cultural, ethnic, and linguistic backgrounds on the reading and writing process.
- Develop a reflective mindset about his/her learning and teaching in order to make decisions about curricular engagements based on an understanding as to its purpose in the curriculum.
- Determine which professional resources (websites, journals, and publications) are a significant source of information concerning literacy resources and instruction.

REQUIRED LEARNING MATERIALS

- No required text. Other readings as assigned on Canvas.
- You will be required to access a variety of children's and adolescent texts. These texts might be accessed through the Internet or through your local library.
- Technology requirements: This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and other sites on the Internet. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere \(https://online.unt.edu/learn\)](https://online.unt.edu/learn).

COURSE ASSIGNMENTS & REQUIREMENTS

See Canvas for detailed explanations, grading rubrics/guidelines, and due dates.

Content Area Literature Unit Plan Informed by a carefully selected text set and text analysis, you will create a 5-day lesson plan (attached to a broader unit of instruction) within your content area or one selected for this assignment using the TE&A Common Lesson Plan template. Informed by research within your text set, implement discipline-specific literacy strategies (e.g., RAFT, SQ3R, reciprocal writing, graphic organizers, etc.).	15%
Literature Exploration You will explore the Internet and libraries to locate new media/text resources to support content area literacy that can help engage and motivate learners while inviting a variety of diverse perspectives to make sense of literacy by discipline.	10%
Annotated Text Set For this assignment, pick a topic that is important to your grade level/course/content area and review your course standards to understand ways in which that topic needs to be known and understood by students. Then, develop a text set of 15-20 texts (from trade books, textbook chapters, journals, novels, non-fiction books, magazines, newspapers, articles, primary source documents, poems, videos, primary sources, etc.) that your students will use to develop their	25%

knowledge and understandings of the topic. Your text set will include an anchor text, a variety and balance in text formats and genres, a variety and balance in text lengths, and a variety and balance in text complexity. At least one piece of multicultural or international literature must be included.	
Text Set Analysis and Strategy In this assignment, you will practice selecting and planning for the implementation of meaningful instructional strategies that would assist all students in accessing complex texts. Using one of the texts (or segments of texts) from your “Text Set” assignment, you will complete an analysis of what makes the text challenging and then select and explain the use of before, during, and after reading vocabulary and comprehension strategies that makes the text more comprehensible.	20%
Weekly Reading, Discussion, and Participation Assignments Each week you will be asked to actively engage with texts (as homework or in person) and with each other during class. It is expected that you will come to all classes well prepared to assume an active and thoughtful role in the scheduled activities by having read all required readings and having completed all class assignments and other preparations for class. Weekly grades are assigned that will reflect your active engagement and completion of readings and other participation-based assignments.	20%
Attendance See policy below for information on absences and class credit.	10%

ASSESSING YOUR WORK

Your final grades will be calculated as follows:

90-100% = A 80-89% = B 70-79% = C 60-69% = D 0-59% = F

LATE WORK POLICY

Assignments are due when stated in the syllabus. If you are unable to complete and submit a course assignment on time, and if you let me know at least an hour prior to the assignment due date and time, I will gladly give you a one-week extension, no questions asked and no excuse required. (If an assignment is not turned in on time and you do not notify me in advance, the assignment will not be accepted late.) The exception, of course, is anything due the last week of class.

COMMUNICATION

I encourage you to reach out to me with any questions you might have. I am here to support your learning and success. You may communicate either through email (teddi.martin@unt.edu) or Canvas messaging. I respond to messages sent through the week within 36-hours. Messages sent after business hours on Friday will be answered Monday. My primary mode of communication is through Canvas announcements and Canvas messaging.

ATTENDANCE POLICY

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. University policy 06.039 will be followed for attendance problems.

The following attendance policies are in effect for this section of EDRE 4870:

- **First In-Person Absence:** You are provided with ONE absence (excused or unexcused) without grade penalty, but you still must notify the professor and complete/submit assignments on their designated due dates.
- **Second and Third In-Person Absences:** You will receive an automatic FINAL grade **C** if you miss two (2) in-person classes; **D** if you miss three (3) in-person classes; or **F** if you miss four (4) or more in-person class sessions (excused or unexcused). You will need to retake the class in the future to receive credit towards your degree plan if you receive a D or F. Retaking the class could delay your graduation and affect your financial aid. **Note:** *If you have extenuating circumstances supported by legal, official documentation provided via the Dean of Students office, the professor may make exceptions to the policy for a second (2nd) or third (3rd) absence by assigning appropriate make-up work. FOUR (4) absences will NOT be excused under any circumstances.*
- **Tardiness:** If you are late to class due to weather or unforeseen circumstances once or twice, that is completely acceptable and reasonable. However, if you are *chronically tardy* (late arrival three or more times), one or more full letter grades will be deducted from your final grade at the professor's discretion.
- **Attendance Reporting:** It is YOUR responsibility to sign the attendance sheet AND email the professor about your absences.

University Excused Absences:

- Religious holy day, including travel for that purpose
- Active military service, including travel for that purpose
- Participation in an official university function
- Illness or other extenuating circumstances
- Pregnancy and parenting under Title IX

If you need help generating/providing official documentation for your absence from the Dean of Students:

- Contact the Dean of Students Office via phone: 940-565-2648 or via email: deanofstudents@unt.edu
- [Dean of Students Website](#)

PLEASE NOTE: It is unfair to expect or demand exceptions to the attendance policies outlined, above, without being able to document the necessity of excessive absences. To maintain the integrity of the coursework/content of our Teacher Education program, and to *avoid placing the instructor in situations where their compassion and kindness are exploited or taken advantage of*, you must follow the attendance policy as written. That being said, the instructor reserves the right to excuse absences for reasons not listed above.

SCIENCE OF TEACHING READING STANDARDS COVERED IN THIS COURSE

- Competency 1-C, G, R
- Competency 3-D, G
- Competency 9-C, E, F, G, I, J, K, L
- Competency 10- E, F, G, H, J, K
- Competency 11- F, G
- Competency 12- A, B, C, D, E, F, G, H, I, J

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate.

Course calendar is in Canvas. Any changes will be announced in Canvas.

PROFESSIONAL BEHAVIOR IN CLASS

Teachers must exhibit a high degree of professional behavior to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. This includes engagement and participation during all learning activities, online discussions about content and readings, performance tasks, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.

If you engage in unprofessional behavior including (but not limited to) working on unrelated assignments during class, excessive use of personal technology during class, non-participation in class, lack of communication regarding absences, and disrespectful/confrontational interactions with peers and professor, the instructor reserves the right to **deduct one or more letter grades from your final grade** and/or refer you to the Dean of Students for Code of Conduct violations which may result in dismissal from our program and/or the University.

A note on Artificial Intelligence (AI) and Plagiarism: Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. AI is increasingly available and will undoubtedly be part of your career. Therefore, understanding its uses without depending on it is an essential skill. That distinction, and strong writing itself, relies on critical thinking and employing strategies to develop ideas and assess arguments. While some assignments may invite the use of online tools, the core expectation for our class is that **the work you submit is your own original writing**. Using the work of someone else including AI and without citing it is a form of cheating/plagiarism.

UNT TEACHER EDUCATION PROGRAM CORE COMMITMENTS

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

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

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

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

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

UNT COURSE POLICIES

Attendance. The student is responsible for regular and punctual attendance and is expected to participate in all courses in which the student is enrolled. *Absences may lower a student's grade where class attendance and class participation are deemed essential by the faculty member.* 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. A student needing assistance verifying absences due to illness or extenuating circumstances for all courses should contact the [Dean of Students office](#). The Dean of Students office will verify the student's documentation and advocate on the student's behalf, as appropriate, to instructors for excused absences. When an absence is excused, the faculty member will provide a reasonable time after the absence for the student to complete an assignment or examination missed.

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

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic 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 at disability.unt.edu.

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.

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

Academic Success Resources. UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

UNT offers several support systems for your learning. Please take advantage of them. There are several listed on Canvas. Student Services—In addition to support for your learning, UNT offers ongoing support for you through its [Student Services](#), including [virtual services](#). Please reach out to me if I can help you navigate and find a service that you need.

Supporting Your Success and Creating an Inclusive Learning Environment. I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please let me know. We are all learning together. I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](#)) (<https://policy.unt.edu/policy/07-012>).

Accessibility. I expect that students in our class will have a variety of physical, mental, sensorial and emotional ways of being, learning, and engaging in our learning. I encourage you to privately discuss your specific needs with me as soon as possible in order to make the classroom and the course more accessible.

Preferred Name. As a UNT student, you are able to change how your preferred name shows up on class rosters, Canvas, and MyUNT. As a faculty member, I am committed to using your preferred name. Additionally, if your name changes at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your name, you can do so by looking at the following guidelines: <https://registrar.unt.edu/transcripts-and-records/update-your-personal-information>

Gender Pronouns. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.

Land Acknowledgment. The University of North Texas occupies the ancestral, traditional and contemporary lands of the Wichita and Caddo people. We recognize Texas' federally recognized Native Nations, historic Indigenous communities in Texas, Indigenous individuals and communities who live here now, and those who were forcibly removed from their homelands. In offering this land acknowledgment, we affirm Indigenous sovereignty, history, and experiences.

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

Social Media and Online Sharing. Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share

class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. You MAY NOT capture images or record video from in-person or online meetings and share those outside our class community without consent. Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.

Observation of Religious Holidays: I support your observance and practice of sacred religious traditions. Like with any other absence, please notify your instructor as soon as possible if you plan to observe a religious holy day that coincides with a synchronous class session.

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

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION STATEMENTS

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.